



New Hampshire | LIVE FREE AND LEARN

Department of Education

**New Hampshire Department of Education
Title I, Part A
School Site Plan Summary -
Targeted Assistance Program**

Bureau of Instructional Support

Office of ESEA Programs

25 Hall Street

Concord, NH 03301

Purpose

Title I, Part A of the Elementary and Secondary Education Act (ESEA), provides supplemental funds to schools with the highest percentages of children from low-income families to help ensure that all children meet challenging academic standards. As described in [Section 1115, Targeted Assistance Schools](#) (TAS) utilize Title I, Part A funds to serve eligible students identified as having the greatest need for assistance because they are not meeting or are at risk of not meeting state academic standards. Targeted Assistance Schools provide services only to the identified students and their families.

This document serves as the school's annual summary and certification of the Targeted Assistance Program and confirms that all required Title I, Part A elements are in place. The local educational agency (LEA) must annually include this document to the LEA's ESEA Consolidated Application in the Grants Management System (GMS) to be considered eligible for Title I, Part A funding.

This document does not replace the full Title I, Part A Plan, which shall be made available to the New Hampshire Department of Education (NHED) upon request.

Guidance

ESEA [Section 1112](#) indicates that a LEA may receive a Title I, Part A subgrant for any fiscal year only if such agency has on file with the state educational agency (SEA) a [LEA Title I, Part A Plan](#), approved by the SEA. The LEA Title I, Part A Plan shall be submitted for the first year for which the school is identified as a Title I, Part A school and shall remain in effect for the duration of the school's participation in Title I, Part A services. Each LEA is required to annually certify that the LEA has reviewed and, as necessary, revised its plan.

Title I, Part A School Site Plan Summary—Targeted Assistance Plan

The LEA must annually review, make any necessary revisions, and certify the Title I, Part A LEA Plans. To apply for Title I, Part A funds, the LEA must complete the following Title I, Part A School Site Plan Summary—Targeted Assistance Plan document annually and upload the document to the ESEA Consolidated Application to be considered for Title I, Part A funds. *For questions, please contact your federal program manager contact.*

LEA Information

School Year: 2026 27
School Name: Ledyard Charter School
LEA Name: Ledyard Charter School

Confirmation of Compliance with Title I, Part A Targeted Programming Requirements

The school and LEA officials affirm that the school and LEA will comply with following the Title I, Part A Targeted Assistance Program requirements:

■ Targeted Plan

A comprehensive, written Targeted Program Plan is developed and annually reviewed, revised (if needed), and certified. The annual review includes conducting a needs assessment with input from stakeholders (parents, teachers, administrators, community members) (Section 1115(b)(2)(G)(iii)).

■ Eligible Students Identified

Students are identified for Title I, Part A services solely based on multiple, objective, educationally related criteria (not economic status or English learner status alone) (Section 1115(c)(1) and 1115(c)(2)).

■ Targeted Services Provided

Title I, Part A funds are used only to serve identified eligible students who are most at risk of failing to meet state academic standards (Section 1115(b)(2)).

■ Program Planning & Coordination

Title I, Part A staff and services are coordinated with the regular education program and other federal, state, and local programs. Services supplement and do not supplant non-federal funds (Section 1115(b)(2)(C & F) and 1115(b)(3)).

■ Instructional Strategies

Evidence-based strategies and methods are used to strengthen the academic program for participating students (Section 1115(b)(2)(G)).

■ High-Quality Staff

Title I, Part A services are provided by properly licensed, certified, and qualified teachers and properly licensed and/or qualified paraprofessionals (Section 1115(b)(2)(D)).

■ Professional Development

Ongoing professional development is provided for Title I, Part A staff and regular classroom teachers to better meet the needs of participating students (Section 1115(b)(2)(D)).

■ Family Engagement

Parents of participating students are informed of the program and involved in planning, implementation, and evaluation in alignment with the school's Parent and Family Engagement Policy (Section 1115(b)(2)(E) and 1116).

■ Evaluation of Program Effectiveness

The school regularly reviews and evaluates the effectiveness of the Title I, Part A targeted program in improving student achievement and revises the program as necessary (Section 1115(b)(2)(G)).

■ Documentation & Recordkeeping

Records of student selection, services provided, staff qualifications, family engagement, and program evaluation are maintained and available for review (Section 1115(c)).

Targeted Assistance Program Summary

1. Describe the Targeted Assistance Program to improve the educational outcomes for eligible students. *Note: listing goals is insufficient; this description should include the actions taken to assist eligible students in achieving greater academic outcomes.*

Ledyard Charter School's Targeted Assistance Program is designed to provide supplemental academic support to students identified as having the greatest academic need. Many students entering LCS have experienced gaps in learning, credit deficiencies, inconsistent school attendance, or difficulty succeeding in traditional educational settings. The program provides individualized supports intended to remove barriers to learning and improve academic outcomes while supplementing, rather than replacing, core classroom instruction.

Eligible students receive targeted academic interventions through small group instruction, individualized support, tutoring, intervention periods, and additional progress monitoring. Student needs are identified through multiple measures including academic performance, assessments, classroom data, attendance trends, credit attainment, and teacher recommendations. Staff regularly review student progress and adjust interventions as needed throughout the school year.

Academic supports are coordinated through each student's Personal Learning Plan (PLP), which is developed collaboratively with students, families, teachers, and administration and serves as an individualized roadmap toward graduation. Interventions may include additional literacy and mathematics support, differentiated instruction, targeted skill building activities, credit recovery opportunities, and structured academic assistance during advisory periods.

LCS also works to strengthen outcomes through evidence based instructional practices and increased use of student data. Teachers collaborate regularly regarding student progress and receive ongoing professional development focused on student engagement and instructional effectiveness. The school continues to strengthen academic diagnostic and progress monitoring systems to better identify student needs and provide targeted supports that lead to measurable academic growth.

2. Describe the underlying need(s) addressed and a description of the data or evidence set(s) used to identify the need(s).

Ledyard Charter School serves many students who enter with significant academic gaps, credit deficiencies, inconsistent attendance histories, or difficulty succeeding in traditional school settings. Many students enroll behind grade level in core academic areas and require additional support to strengthen foundational skills and successfully progress toward graduation. These needs create a need for supplemental academic interventions and individualized support beyond core classroom instruction.

Needs are identified using multiple sources of data and evidence, including prior school records and transcripts, credit attainment, classroom performance, attendance data, formative and summative assessments, teacher recommendations, and progress toward Personal Learning Plan (PLP) goals. School wide needs have also been informed through diagnostic review processes that identified a need for stronger academic assessment systems and more consistent use of student learning data to guide interventions and instructional supports.

3. Describe the intended outcome(s) of the Targeted Assistance Program.

The intended outcomes of the Targeted Assistance Program are to improve academic achievement, increase student growth in literacy and mathematics, strengthen credit attainment, and help eligible students make meaningful progress toward graduation. The program is designed to provide supplemental support that helps students address learning gaps and access core instruction more successfully.

Additional intended outcomes include improved attendance, increased student engagement, and stronger academic confidence. Through targeted interventions and individualized support, LCS aims to help students build the skills needed for long term academic success and postsecondary readiness

4. Describe the plan to evaluate the Targeted Assistance Program. Include the data to be collected and how the effectiveness of the plan will be determined.

The effectiveness of the Targeted Assistance Program will be evaluated through ongoing review of student progress and program outcomes. Data collected will include academic performance, credit attainment, formative and summative assessment results, attendance, progress toward Personal Learning Plan (PLP) goals, and other indicators of student growth and engagement.

Program effectiveness will be determined by reviewing whether eligible students demonstrate measurable academic improvement and progress toward graduation over time. Data will be reviewed regularly by school staff and used to adjust interventions, strengthen supports, and improve program implementation as needed.

School Leader Certification

The signatory affirms that they are the school leader responsible for the development, implementation, and annual evaluation of the Targeted Assistance Program that is summarized in this document, and they can produce upon request documentation to support the information included in this summary.

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812.

School Leader Name Wendy Kozak Signature 

LEA Leader Certification

The signatory affirms the school leader completed and signed this Targeted Assistance Program Summary, and this Targeted Assistance Program Summary accurately reflects the plan that is supported by the LEA.

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812.

LEA Leader Name Amie Bettie Signature 