

Mind maps created by Thum Cheng Cheong. Thum doesn't have a website, however a gallery of his maps can be found @ www.mindmapart.com/galleries/thum-cheng-cheong/

ARIZONA DEPARTMENT OF EDUCATION

INTEGRATED ACTION PLAN

2017-18

DIANE M. DOUGLAS
SUPERINTENDENT OF PUBLIC INSTRUCTION



TABLE OF CONTENTS

I.	INTRODUCTION	3
II.	OVERVIEW	4
III.	INTEGRATED ACTION PLAN MODEL	5
IV.	SCHOOL INTEGRATED ACTION PLAN (SIAP)	6
V.	SIAP PROGRAM REQUIREMENTS	13
	a. TITLE I-A	13
	i. SCHOOLWIDE PROGRAM	13
	ii. TARGETED ASSISTANCE	16
	b. TITLE II	20
	c. TITLE III	20
	d. TITLE IV	20
	e. SCHOOL IMPROVEMENT	21
	f. MOVE ON WHEN READING	21
VI.	LEA INTEGRATED ACTION PLAN	23
	a. TITLE I	24
	b. TITLE II	31
	c. TITLE III	32
	d. TITLE IV	34
	e. SCHOOL IMPROVEMENT	35
	f. MOVE ON WHEN READING	38
VII.	SUPPLEMENT NOT SUPPLANT	38
VIII.	ALEAT	41
IX.	ALEAT TAGS	45
X.	CNA INFORMS IAP AND GRANT APPLICATION PROCESS	46
	ALEAT INTEGRATED ACTION PLAN AND GME	
XI.	APPENDICES	
	A: EXAMPLES-NEEDS STATEMENTS, DESIRED OUTCOMES, STRATEGIES AND ACTION STEPS	49
	B: SMART GOALS	51
	C: MONITORING AND EVALUATION	54
	D: Title I-A – Additional Related Assurances	55
	E: Title II Programs and Activities	68

Introduction

The transition to the Every Student Succeeds Act (ESSA) provided the opportunity for the Arizona Department of Education (ADE) to transform how it supports schools and Local Education Agencies (LEAs), through creating a state plan that reflects a shared statewide vision for Arizona's students and schools on topics such as accountability, funding, school improvement and grant-making systems.

To create our state plan, we committed ourselves to extensive statewide outreach and engagement efforts to hundreds of thousands of Arizonans, gathering feedback and input that included thousands of comments from parents, teachers, school administrators, education stakeholder groups, business and community leaders, policymakers and members of the public.

Through the state plan, the ADE proposed a framework to support schools and LEAs with the goals of:

- Reducing unnecessary burden and regulations;
- Fostering a comprehensive, holistic systems-thinking approach to school and LEA strategic planning;
- Providing **expanded flexibility** by eliminating 'siloed' planning and funding models; and,
- **Unleashing local creativity** to focus on the unique local needs of students, teachers and school communities.

To support these goals, ADE now employs a local **Integrated Action Plan (IAP)** process. Driven by the School **Comprehensive Needs Assessment (CNA)** findings, each school and LEA develops an IAP plan which also meets state and federal statutory and regulatory requirements.

The ADE recognizes that local control resides with LEAs through locally elected school boards, as well as charter holders for charter schools. The Comprehensive Needs Assessment and Integrated Action Plan process will be guided by each LEA's locally defined strategic plan, mission and vision.

IAPs should be developed in concert with all applicable stakeholders, with opportunities for meaningful input and feedback from parents and community members, to ensure the plan is reflective of local context and needs.

The **school-level IAP (SIAP)** will provide the opportunity for a school to address areas of need as identified by a school's CNA, and satisfy the majority of the programmatic requirements of included state and federal grants received by the school in one comprehensive plan. This process will serve to streamline and replace the multiple plans currently required across grant programs to access state and federal grant resources.

The **LEA-level IAP (LIAP)** will be designed to support the system areas of focus as identified and informed by an LEA's analysis of school CNAs and school IAPs. This provides the opportunity for the LEA to address and satisfy the majority of the programmatic requirements including state and federal grants received at the LEA level in one plan.

During the 2017-2018 school year, the IAP process includes the following programs:

Title I, Title II, Title III, Title IV-A, School Improvement and Move On When Reading.

Overview

School integrated Action Plan (SIAP) and the LEA integrated Action Plan (LIAP) will be written annually.

The SIAP is based on the Comprehensive Needs Assessment findings. It replaces the School Continuous Improvement Plan (SCIP).

The School IAP addresses:

- The primary needs identified in the School Comprehensive Needs Assessment
- ESSA requirements for Title I, II, III, IV and School Improvement
- State requirements for Move On When Reading (MOWR)

The LIAP is based on the School/s' Comprehensive Needs Assessment findings. It supports the implementation of the SIAP. It replaces the LEA Continuous Improvement Plan (LCIP).

The LEA IAP is based on:

- A review of all School CNA results
- Reflective questioning process and discussion
- Identification of evidence-based activities, strategies and interventions to support all school/s successful SIAP implementation.

Plans include:

- Desired outcomes (SMART Goals, if required)
- Strategies
- Action Steps (use appropriate tags for required, funded and non-funded activities)
 - Implementation Activities
 - Monitoring of Implementation
 - Activities
 - Measures
 - Success Criteria and Evidence
 - Evaluation of Implementation
 - Activities
 - Measures
 - Success Criteria and Evidence
- *Optional Tasks*
 - *Breakdown Action Steps into manageable tasks, as locally determined*

IAP Model



SCHOOL INTEGRATED ACTION PLAN (SIAP)

"Our goals can only be reached through a vehicle of a plan, in which we must fervently believe and upon which we must vigorously act. There is no other route to success." Steve Brennan

To begin:

- Identify writing team to include all stakeholders (identified in ESSA)
- Establish group norms or agreements
- Establish timeline for writing the plan

Steps:

1. **Review Comprehension Needs Assessment (CNA) data and findings**
 - a. What were the 3 or 4 primary needs?
 - b. What were the root causes?
 - c. What were the need statements?
2. **Determine desired outcomes**
 - a. How will they be accomplished?
 - b. Backward design the improvement strategies and action steps from specific, desired outcomes, researching evidence-based practice
3. **Set SMART goals** as needed or required
4. **Investigate and select evidence based programs, strategies or interventions** to address each primary need (see the end of this section for complete guidance)

Resource: [Evidence Based Improvement Guide](#)

- a. Generate list of possibilities for each primary need
- b. Investigate possibilities for each primary need
- c. Select strategies/interventions for each primary need
 - i. Ensure coherence and obvious relationships between all statements of needs and desired outcomes, strategies and action steps.
 - ii. Resources for Evidence-Based strategies and Interventions
The Every Student Succeeds Act (ESSA) states that evidence-based "means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on
 - **strong** evidence from at least 1 well-designed and well-implemented experimental study;
 - **moderate** evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - **promising** evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
 - **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve

student outcomes or other relevant outcomes; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention. *Integrated Action Plans are required to be evidence-based and may use any level of evidence indicated above. Funding for the 7% Title I set aside for school improvement must be used for interventions meeting only the top three tiers of evidence (strong, moderate, promising) (ESSA).*

iii. **Evidence for ESSA Johns Hopkins University/Center for Data-Driven Reform in Education** <http://www.evidenceforessa.org/>

This website provides information on programs and practices that meet each of the top three ESSA levels in a given subject and grade level (e.g., secondary math, elementary reading). It includes brief program descriptions, information on costs, availability, and other pragmatics, and links to program web sites. You can refine a search to look for programs that have been successful with particular populations (e.g., English learners, special education), communities (e.g., urban or rural), and other special interest areas.

You can also search by program name, enabling you to find information about evidence for all programs, including those that have not yet been successfully evaluated. The website currently contains information on reading and math programs in grades K-12. Additional topics will be added in the future, and the website will be continually updated to include new programs and to reflect new evaluations.

iv. **What Works Clearinghouse, developed by the Institute of Education Sciences (IES)** (not categorized in ESSA evidence tiers; studies included here meet only most rigorous evidence criteria)

<https://ies.ed.gov/ncee/WWC/>

The What Works Clearinghouse (WWC), established in 2002, is an entity of the Institute of Education Sciences (IES) within the U.S. Department of Education. The WWC reviews evidence of effectiveness for programs, policies, and practices using a consistent set of standards. The WWC then creates products including Intervention Reports, Single Study Reviews, Quick Reviews, and Practice Guides to present findings on evidence-based best practices. Current topics that are reviewed by WWC include, Early Childhood, Literacy, Mathematics, English Learners, Teacher Excellence, and Dropout Prevention. This resource will compliment Principles 1, 2, 3, 4, 5, and 6 of the Comprehensive Needs Assessment.

v. **Learning Policy Institute Research, Action, Impact**

<https://learningpolicyinstitute.org/product/evidence-based-interventions>

Achieving an equitable school system that leads to meaningful, relevant, and engaging learning opportunities for all children will require that states, districts, and schools undertake the different tasks—such as curriculum design, access to materials, and educator development—that will enable students to develop much richer learning supported by quality instruction. This resource examines the options available to states to redefine their accountability systems as they begin to implement the Every Student Succeeds Act (ESSA). It analyzes the research

base and identifies the conditions under which they have shown to be effective. The four program areas identified in this resource are:

- high-quality professional development,
- class-size reduction,
- community schools and wraparound services, and
- High School redesign.

vi. **Promising Practices Network on Children, Families and Communities**

http://www.promisingpractices.net/resources_highschoolgrad.asp

This website began as a partnership between four state-level organizations to improve the well-being of children and families. The Promising Practices Network (PPN) funding has concluded, so the website has been archived and materials have not been updated since 2014.

The PPN site features summaries of evidence-based programs and practices that are proven to improve outcomes for children. All programs have been reviewed for quality and to ensure that they have evidence of positive effects. Programs are assigned to one of three category levels: **Proven**, **Promising**, or **Other Reviewed Programs**. The Programs that Work section can be browsed in several ways:

- by outcome area
- by indicator
- by topic
- by evidence level
- alphabetically

PPN relied on publicly available information for reviewing a program's effectiveness and was interested in programs as they were designed and evaluated. Programs were assigned a "Proven" or "Promising" rating, depending on whether they met the evidence criteria. The "Other Reviewed Programs" are ones which did not undergo a full review by PPN, but evidence of their effectiveness has been reviewed by one or more credible organizations that apply similar evidence criteria.

Evidence Criteria

- Types of Outcomes Affected
- Substantial Effect Size
- Statistical Significance
- Comparison Groups
- Sample Size
- Availability of Program Evaluation Documentation

vii. **Best Evidence Encyclopedia, developed by the Center for Data Driven Reform in Education at Johns Hopkins University** (not categorized in ESSA evidence tiers)

<http://www.bestevidence.org/>

The Best Evidence Encyclopedia (BEE) is a free web site created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) under funding from the Institute of Education Sciences, U.S. Department of Education. It is intended to give educators and researchers fair

and useful information about the strength of the evidence supporting a variety of programs available for students in grades K-12. The BEE provides summaries of scientific reviews produced by many authors and organizations, as well as links to the full texts of each review. The summaries are written by CDDRE staff members and sent to review authors for confirmation. Program reviews include; Mathematics, Reading, Science Early Childhood and Comprehensive School Reform.

viii. National Center on Intensive Intervention at American Institutes for Research
<http://www.intensiveintervention.org/>

This website provides information on data-based individualization (DBI), a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies.

ix. Results First Clearinghouse Database, developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases)

<http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2014/09/results-first-clearinghouse-database>

This website includes a downloadable excel spreadsheet of compiled interventions by: category, policy area, intervention type and rating. The intervention rating included is based on a compilation of data from eight different clearinghouses. A direct link to the intervention website is also included in the downloadable spreadsheet. This is a great starting place to find interventions, as well as a quick check to see if interventions being used are considered effective.

x. Roadmap to Evidence Based Reform for Low Graduation Rate High Schools, developed by the Every Student Graduates Center at Johns Hopkins University

<http://new.every1graduates.org/everyone-graduates-center-roadmap-to-evidence-based-reform-for-low-graduation-rate-high-schools/> The Everyone Graduates Center provides a roadmap to evidence-based reform for low graduation high schools. Resources include full reports, presentations, and teacher resources- all focused on addressing the dropout crisis.

xi. RAND report on school leadership interventions under ESSA (categorized in ESSA evidence tiers) <http://www.wallacefoundation.org/knowledge-center/Documents/School-Leadership-Interventions-ESSA-Evidence-Review.pdf>

The Every Student Succeeds Act (ESSA) presents a renewed focus on school leadership and acknowledges the importance of school principals to school improvement and effective instruction. ESSA repeatedly calls for the use of evidence-based activities, strategies, and interventions and establishes a framework with tiers of evidence when considering their proven impact on student success. This represents a shift in thinking regarding the justification of funds tied to Title funding, particularly as it relates to supporting school leadership. This report seeks to resolve some of the ambiguity that may still exist

as states, districts, and schools seek to determine if activities qualify as evidence-based and therefore allowable.

- xii. **Using Evidence to Create Next Generation High Schools, developed by the U.S. Department of Education** (not categorized in ESSA evidence tiers)

<https://www2.ed.gov/rschstat/eval/high-school/using-evidence-create-next-gen-highschools.pdf>

Next Generation High Schools are schools that redesign the high school experience to make it more engaging and worthwhile for high school students. In order to create such Next Generation High Schools, schools, districts, and States should utilize evidence-based strategies to transform high schools in ways that engage students and help prepare them for college and career success. Evidence-based strategies encompass a variety of approaches.

This document highlights six general evidence-based strategies to improve America's high schools for the next generation. Though many of the effective strategies may share common features, each has been identified by the research literature as a stand-alone intervention or model for improving students' educational outcomes. Reviewed strategies for enhancing students' high school and college outcomes include: 1) participation in rigorous curriculum; 2) small learning communities/small schools of choice; 3) career academies; 4) dual enrollment; 5) early college high schools; and 6) college and career counseling

EVIDENCE-BASED IMPROVEMENT AND DECISION MAKING ESSA GUIDANCE TO ARIZONA LEAS

Definition:

Evidence-based improvement, as outlined by the Every Student Succeeds Act (ESSA) of 2015, requires states, LEAs, and schools to base improvement efforts on those strategies, programs, and interventions which have a solid evidence-base. Four levels of evidence comprise this concept:

1. Strong evidence – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well-implemented study.
2. Moderate evidence – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well-implemented quasi-experimental study.
3. Promising evidence – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well-implemented correlational study with statistical controls for selection bias.
4. Demonstrates a rationale – demonstrates a rationale based on high-quality research findings or positive evaluation that such intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of the intervention.

The movement to evidenced-based improvement from scientifically-based research allows states and schools more flexibility in choosing interventions; however, it also brings more local responsibility. It becomes the combined responsibility of the state and the school to ensure that they align intervention efforts, at all tiers of instruction, to solid evidence.¹ Additionally, when strong evidence does not exist, it becomes imperative that the state, LEA, and school gather evidence to demonstrate that the intervention adds to the achievement of student outcomes.

Funding Stream Requirements:

Different funding streams and programs require different levels of evidence-based interventions. Some allow all levels while others are limited.

1. Comprehensive Support and Improvement (CSI) Schools and Targeted Support and improvement (TSI) Schools must choose interventions which show strong, moderate, or promising evidence. "Demonstrating a Rationale" is not an allowable evidence base for our schools in school improvement.
2. Title I, Title II, and Title IV allow for all four levels of evidence.
3. Title III does not mention evidence-based interventions; rather, interventions chosen for our ELs must be "effective." Though evidence-based interventions are not required, as a best practice, the State encourages all schools to find interventions which align to evidence-based requirements.

All LEAs and schools, when choosing interventions at the Demonstrates a Rationale level, should do so if they are likely to lead to improved student outcomes and with the understanding that they will be required to gather evidence during the first year of implementation with the intent to move the intervention into one of the higher levels. LEAs and schools should not plan on using interventions in the lowest tier for multiple years. If the intervention is effective, then gathering evidence, via at minimum a well-designed correlational study, on its effectiveness will validate the intervention and allow the state to share the practices with other LEAs and schools across the state.

¹ In ESSA, the term "intervention" is used broadly to encompass strategies, activities, programs, and interventions at all tiers of instruction.

5. Determine implementation action plan

- a. Develop clear and comprehensive action steps including who is responsible and the timeline
- b. Align resources, funding sources, people, time, to action plan
- c. Determine measures to monitor implementation
 - i. Collect information to monitor the quality of supports being provided for the intervention
 - ii. Identify and track progress and performance of intervention
 - iii. Consider what additional information is needed to determine if intervention is working
 - iv. *Assess the degree to which the implementation plan is being followed*

6. Monitor Implementation

- a. Determine measures to monitor implementation
- b. How will we know if we are doing what we said we would do?
- c. Is the intervention, strategy, system, or process accomplishing our goal/s?
- d. Should we continue or make adjustments?

7. Evaluate Success

- a. Determine measure/s to evaluate success
- b. Determine criteria and evidence of success
- c. What was the impact of the intervention?
 - i. Define reasonable expectations for success
 - ii. Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued
- d. Were desired outcomes reached?
- e. Were SMART goals met?

SIAP PROGRAM REQUIREMENTS

Plans will be in ALEAT (specific directions are included in this guidance document)

In order to allow for meaningful plans based on the primary needs identified in the CNA, while meeting the ESSA requirements, the following program requirements and assurances are required. Some assurances may require narrative description in either the SIAP or the program's grant application.

Title I A Title I Schoolwide Plan Requirements

USE OF FUNDS FOR SCHOOLWIDE PROGRAMS

ELIGIBILITY.—A local educational agency may consolidate and use funds under this part, together with other Federal, State, and local funds, in order **to upgrade the entire educational program of a school** that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

In the School Integrated Action Plan (IAP), describe:

- the strategies that the school will be implementing to address school needs, including a description of how such strategies will—
 - **provide opportunities for all children**, including each of the subgroups of students **to meet the challenging State academic standards**;
 - use methods **and instructional strategies** that **strengthen the academic program** in the school, **increase the amount and quality of learning time**, and **help provide an enriched and accelerated curriculum**, which may include programs, activities, and courses **necessary to provide a well-rounded education**; and
 - **address the needs of all children in the school, but particularly the needs of those at risk** of not meeting the challenging State academic standards, through activities which **may** include—
 - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
 - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
 - implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar

activities and services carried out under the Individuals with Disabilities Education;

- professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;
- a description of if programs are consolidated, the specific SEA and LEA programs and other Federal programs that will be consolidated in the schoolwide program

NOTES:

- **Preschool Programs:** A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.
- **Delivery of Services:** The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.
- **Use of Funds for Dual or Concurrent Enrollment Programs:**
 - A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.
 - **FLEXIBILITY OF FUNDS:** A secondary school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of—
 - training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
 - tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
 - transportation to and from such program.
 - **Note:** Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

Schoolwide Programs Assurances (assurance documents are a part of the grant application).

Assures	LEA Assurance for Schoolwide Program Plan(s)
	Each Title I Schoolwide Program's comprehensive plan was developed during a one-year period, or amended their plan that was in existence on the day before the date of the enactment of Every Student Succeeds Act.
	<p>Each Title I Schoolwide Program Plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including:</p> <ul style="list-style-type: none"> • teachers, principals, other school leaders, paraprofessionals present in the school, • administrators (including administrators of programs), • the LEA, • to the extent feasible, tribes and tribal organizations present in the community, • and, if appropriate, specialized instructional support personnel, • technical assistance providers, • school staff, and • if the plan relates to a secondary school, students, and other individuals determined by the school?
	Each Title I Schoolwide Program Plan remains in effect for the duration of the school's participation under Title I and shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.
	Each Title I Schoolwide Program Plan is available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
	Each Title I Schoolwide Program Plan if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities.
	Each Title I Schoolwide Program Plan is based on a comprehensive needs assessment (CNA) of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA. Each applicable school CNA summary is uploaded into ALEAT.

Title I-A: Targeted Assistance Plan Requirements

IN GENERAL.—In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, have not received a waiver under section 1114(a)(1)(B) to operate such a schoolwide program, or choose not to operate such a schoolwide program, a local educational agency serving such **school may use funds received under this part only for programs that provide services to eligible children under subsection (c) identified as having the greatest need for special assistance.**

TARGETED ASSISTANCE SCHOOL PROGRAM.—To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the challenging State academic standards.

In the School Integrated Action Plan (IAP), describe:

- the strategies that the school will be implementing to address school needs, including a description of how such strategies will—
 - **serve participating students identified as eligible children** under subsection (c), including by—
 - using resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;
 - using methods and instructional strategies **to strengthen the academic program of the school** through activities, which **may include**—
 - expanded learning time, before- and afterschool programs, and summer programs and opportunities; and
 - a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act; if school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.
- **Coordinate with and supporting the regular education program**, which may include services to assist preschool children in the transition from early childhood education programs;
- **provide professional development** with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;
- implement **strategies to increase the involvement of parents of eligible children**
- if appropriate and applicable, coordinate and integrate Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and

technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities

- **help provide an accelerated, high-quality curriculum;**
- **minimize the removal of children** from the regular classroom during regular school hours for instruction provided under this part; and
- on an ongoing basis, **review the progress of eligible children and revise the targeted assistance program** under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards
- To **promote the integration of staff** supported with funds under this part into the regular school program and overall school planning and improvement efforts, public school personnel who are paid with funds received under this part **may**—
 - participate in general professional development and school planning activities; and
 - assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

NOTES:

- **Simultaneous Service:** Nothing in this section shall be construed to prohibit a school from serving students under this section simultaneously with students with similar educational needs, in the same educational settings where appropriate.
- **Comprehensive Services:** If —
 - health, nutrition, and other social services are not otherwise available to eligible children in a targeted assistance school and such school, if appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers; and
 - funds are not reasonably available from other public or private sources to provide such services, then a portion of the funds provided under this part may be used as a last resort to provide such services, including—
 - the provision of basic medical equipment, such as eyeglasses and hearing aids;
 - compensation of a coordinator;
 - family support and engagement services;
 - integrated student supports; and
 - professional development necessary to assist teachers, specialized instructional support personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children.
- **Use of Funds for Dual or Concurrent Enrollment Programs:**
 - A secondary school operating a targeted assistance program under this section may use funds received under this part to provide dual or concurrent enrollment program services described under section 1114(e) to eligible children under subsection (c)(1)(B) who are identified as having the greatest need for special assistance.

- **Delivery of Services:** The services of a targeted assistance program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

Targeted Assistance Programs Assurances (Will be in GME)

Assures	School Assurance for Targeted Assistance Program	
	<p>The LEA will ensure that each Title I Targeted Assistance School will—</p> <ul style="list-style-type: none"> • help provide an accelerated, high-quality curriculum; • minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and • on an ongoing basis, review the progress of eligible children and revise the targeted assistance program, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards. 	
Assures	School Assurance for Targeted Assistance Program	Respond in the Assurance <u>Text Box in GM:</u>
	<p>The school shall determine which students will be served.</p> <p>ELIGIBLE POPULATION.—</p> <ul style="list-style-type: none"> • IN GENERAL.—The eligible population for services under this section is— <ul style="list-style-type: none"> ◦ children not older than age 21 who are entitled to a free public education through grade 12; and ◦ children who are not yet at a grade level at which the local educational agency provides a free public education. • ELIGIBLE CHILDREN FROM ELIGIBLE POPULATION.—From the population described in subparagraph (A), eligible children are children identified by the school as failing, or most at risk of failing, to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the local educational agency and supplemented by the school. <p>CHILDREN INCLUDED.—</p> <ul style="list-style-type: none"> ◦ IN GENERAL.—Children who are economically disadvantaged, children with disabilities, migrant children or English learners, are eligible for services under this part on the same basis as other children selected to receive services under this part 	<p>Describe the objective criteria that will be used to determine which students will be served in Targeted Assistance Schools.</p>

Assures	School Assurance for Targeted Assistance Program	Respond in the Assurance <u>Text Box in GM:</u>
	<p>CHILDREN INCLUDE.— cont....</p> <ul style="list-style-type: none"> • HEAD START AND PRESCHOOL CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under subpart 2 of part B of title II, or in preschool services under this title, is eligible for services under this part. • MIGRANT CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, received services under part C is eligible for services under this part. • NEGLECTED OR DELINQUENT CHILDREN.—A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services under this part. 	<p>cont.....Describe the objective criteria that will be used to determine which students will be served in Targeted Assistance Schools.</p>

Title I-A: Additional Related Assurances (Will be in GME)

Please note the following additional assurances (as referenced in the Appendix) are required for Title I-A:

- **Section 1116: PARENT AND FAMILY ENGAGEMENT**
- **Section 1117: PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS**
- **Section 1118: FISCAL REQUIREMENTS**
- **Section 1119: COORDINATION REQUIREMENTS**
- **Section 8538: CONSULTATION WITH INDIAN TRIBES AND TRIBAL ORGANIZATIONS**

Title II

Program Description

The Arizona Department of Education provides funding to LEAs in order to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

All requirements are at the LEA level.

Title III

Program Description

Language Instruction for English learners and immigrant students: The purposes of this part are to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English. Additionally, Title III is intended to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet. Title III assists State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings and to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

All requirements are at the LEA level.

Title IV - A School Support and Academic Enrichment Block Grant: *TBD until funding levels and program requirements are finalized*

School Improvement

Program Description

Schools in the lowest 5% of schools, based on the A-F Accountability System, are identified as Comprehensive Support and Improvement (CSI) Schools (will be identified in 2017-18). CSI schools are supported by the Support and Innovation Unit. Targeted Support and Improvement (TSI) Schools are identified based on low achievement or achievement gaps between subgroups (will be identified in 2018-19).

SIG School Requirements

SIG schools are schools that have approved SIG grant awards for Cohort 3 (identified in 2014) and Cohort 4 (identified in 2016).

- Needs statements, desired outcomes, strategies and actions steps to address identified primary needs from CNA
 - Include strategies/elements in the selected model (Transformation, Turnaround, Early Learning, and Whole School Reform)
 - Use evidence-based programs, strategies and/or interventions
- Required SMART Goals
 - AzMERIT-All students ELA and Math achievement
 - AIMS –All students Science achievement
 - Subgroup ELA and Math achievement goals to address low achievement
 - Leading and lagging indicators goals as indicated by CNA

Comprehensive and Targeted Support and Improvement School Requirements

- Need statements, desired outcomes, strategies and actions steps to address identified as primary needs from CNA
- Use evidence-based programs, strategies and/or interventions
- Required SMART Goals
 - AzMERIT-All students ELA and Math achievement
 - AIMS Science –All students Science achievement
 - Subgroup ELA and Math achievement goals to address low achievement
 - Leading and lagging indicators goals as indicated by CNA

Move On When Reading

Program Description

Arizona's Move on When Reading policy is designed to provide students with evidence-based, effective reading instruction in kindergarten through third grade in order to position them for success as they progress through school, college, and career. The legislation in A.R.S §15-701, A.R.S §15-704, and A.R.S §15-211 explains the requirements for pupil promotion, early literacy instruction, and accountability for student achievement in reading.

Move on When Reading Literacy Plans will be submitted through the MOWR Portal. However the goals, strategies, and action steps associated with K-3 Literacy will also be included in the Integrated Action Plan.

MOWR Literacy Plans are due October 1st of each school year. The primary components of the Literacy Plan include:

- Evidence-Based Core Reading Program and Instructional Delivery
- A Kindergarten Program
- Evidence-Based Intervention Program for Tier II and Tier III Instruction
- Assessment Tools and Data
- Statewide Assessment Data
- Narratives on Pupil Proficiency
- Third Grade MOWR Results
- Intervention and Remedial Strategies
- Professional Development
- Parent/Guardian Communication
- K-3 MOWR Budget for LEAs (Previous and Current Year)

Once a school has completed their literacy plan electronically, the LEA will approve the plan and electronically aggregate all school plans into one LEA plan. It is the LEAs responsibility to submit the district plan to ADE.

LEA Integrated Action Plan (LIAP)

"...an organization must have goals, take actions to achieve those goals, gather evidence of achievement, study and reflect on the data and from that take actions again. Thus, they are in a continuous feedback spiral toward continuous improvement."

W. Edwards Deming

The **LIAP** supports the School IAPs.

LEA GUIDING QUESTIONS

- Analyze Schools' Comprehensive Needs Assessment (CNA) data for trends and patterns across schools
 - What patterns or trends do we see in student achievement data among the schools?
 - What patterns or trends do we see in student and teacher demographic data?
 - What patterns or trends do we see in the Leading Indicator data?
 - What patterns or trends do we see in the data regarding the 6 Principles?
 - What patterns or trends do we see in the primary needs selected by schools to be addressed in school IAPs?
- What are the desired outcomes?
- What specific evidence-based strategies, actions and interventions can the LEA implement to support schools to successfully address identified primary needs?
- What systems, processes, procedures, operational flexibility can be put in place to support schools in implementation of School Integrated Action Plans
- How will we monitor and evaluate these actions? Are we doing what we said we would do? Are we doing it well? Is it impacting students learning and achievement? How do we know?
- Implementation
 - Create an annual action plan with progress and impact benchmarks
 - Align systems
 - Monitor and report on progress
 - Amend the district plan as necessary

LIAP Program Requirements

Title I LEA Plan Requirements

In the LEA Integrated Action Plan, describe:

- **how the LEA will monitor students' progress** in meeting the challenging State academic standards by—
 - **developing and implementing a well-rounded program of instruction** to meet the academic needs of all students;
 - **identifying students who may be at risk** for academic failure;
 - **providing additional educational assistance to individual students** the LEA or school determines need help in meeting the challenging State academic standards; and
 - identifying and implementing instructional and other strategies intended to **strengthen academic programs and improve school conditions for student learning**;
- **the services the LEA will provide homeless children and youths**, including services provided with funds reserved, to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act;
- the **strategy the LEA will use to implement effective parent and family engagement**;
- **how the LEA will support efforts to reduce the overuse of discipline practices** that remove students from the classroom, which **may include** identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students,
- any **other information on how the LEA proposes to use funds** to meet the purposes of this part, and that the LEA determines appropriate to provide, which **may include** how the LEA will:
 - assist schools in **identifying and serving gifted and talented students**; and
 - assist schools in **developing effective school library programs** to provide students an opportunity to develop digital literacy skills and improve academic achievement.

If determined appropriate, describe how the LEA will support programs that coordinate and integrate—

academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and, **work-based learning opportunities** that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE 1 LEA ASSURANCES (Will be in GME)

Assures	Each Local educational agency plan shall provide assurances that the local educational agency will:
	that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
	provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
	participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3))
	coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
	collaborate with the State or local child welfare agency to— designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and
	<p>by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—</p> <ul style="list-style-type: none"> • ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and • ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if— <ul style="list-style-type: none"> (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation; (II) the local educational agency agrees to pay for the cost of such transportation; or (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
	ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification;

Assures	Each Local educational agency plan shall provide assurances that the local educational agency will:
	<p>EARLY CHILDHOOD SERVICES in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).</p> <p>SPECIAL RULE.— For local educational agencies using funds under this part for the purposes described in subsection (c)(7), the Secretary shall</p> <ul style="list-style-type: none"> • consult with the Secretary of Health and Human Services and establish procedures (taking into consideration existing State and local laws, and local teacher contracts) to assist local educational agencies to comply with such subsection; and • disseminate to local educational agencies the education performance standards in effect under section 641A (a) of the Head Start Act (42 U.S.C. 9836a (a)), and such agencies affected by such subsection (c)(7) shall plan to comply with such subsection (taking into consideration existing State and local laws, and local teacher contracts), including by pursuing the availability of other Federal, State, and local funding sources to assist with such compliance.
	<p>PARENTS RIGHT-TO-KNOW IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:</p> <ul style="list-style-type: none"> • (i) Whether the student's teacher— <ul style="list-style-type: none"> (I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; (II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and (III) is teaching in the field of discipline of the certification of the teacher. • (ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.
	<p>TESTING TRANSPARENCY IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.</p>

Assures	Each local educational agency plan shall provide assurances that the local educational agency will:
	<p>LOCAL EDUCATIONAL AGENCY THAT DOES NOT OPERATE A WEBSITE.— In the case of a local educational agency that does not operate a website, such local educational agency shall determine how to make the information described in subparagraph (A) widely available, such as through distribution of that information to the media, through public agencies, or directly to parents.</p>
	<p>LANGUAGE INSTRUCTION.— NOTICE.—Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program, of—</p> <ul style="list-style-type: none"> • (i) the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program; • (ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement; • (iii) the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction; • (iv) how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child; • (v) how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation; • (vi) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools; • (vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and VerDate Sep 11 2014 07:20 Mar 11, 2016 Jkt 059139 PO 00095 Frm 00058 Fmt 6580 Sfmt 6581 E:\PUBLAW\PUBL095.114 PUBL095 dkrause on DSKHT7XVN1PROD with PUBLAWS PUBLIC LAW 114-95—DEC. 10, 2015 129 STAT. 1859 • (viii) information pertaining to parental rights that includes written guidance— <ul style="list-style-type: none"> (I) detailing the right that parents have to have their child immediately removed from such program upon their request; (II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and (III) Assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.

Assures	Each local educational agency plan shall provide assurances that the local educational agency will:
	<p>LANGUAGE INSTRUCTION— cont....</p> <p>SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR.— For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).</p> <p>PARENTAL PARTICIPATION.—</p> <ul style="list-style-type: none"> • (i) IN GENERAL.—Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can— <ul style="list-style-type: none"> (I) be involved in the education of their children; and (II) be active participants in assisting their children to— <ul style="list-style-type: none"> (aa) attain English proficiency; (bb) achieve at high levels within a well-rounded education; and (cc) meet the challenging State academic standards expected of all students. • (ii) REGULAR MEETINGS.—implementing an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III. <p>BASIS FOR ADMISSION OR EXCLUSION.— A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.</p> <p>NOTICE AND FORMAT.— The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.</p>

Yes or NO	LEA Plan Assurance	If yes then describe in the LEA-IAP Plan:
	Does the LEA have any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers?	Describe how the LEA will identify and address in the LEA-IAP <u>in Principal 1</u> .
	Does the LEA have any schools identified as needing Comprehensive Support and Improvement (CSI) and/or Targeted Support and Improvement (TSI)?	Describe how the LEA will for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a CSI or TSI plan for the school to improve student outcomes in the LEA-IAP.
	Does the LEA serve students who are living in local institutions for neglected or delinquent children and/or are in community day school programs?	Describe the nature of the programs to be conducted by Title I schools and, where appropriate, educational services for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs in the LEA-IAP.
	Does the LEA serve grades Pre-K – 3?	Describe how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs in the LEA-IAP.
	Does the LEA serve grades 6-12?	Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education in the LEA-IAP.
Assures	LEA Plan Assurance	Respond in the Assurance <u>Text Box in GM</u> :
	The LEA uses poverty criteria to use in selecting schools?	Describe the poverty criteria that will be used to select school attendance areas under section 1113. (SEE ELIGIBILITY IN GM)
	Teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program, will identify the eligible children most in need of services. ELIGIBLE POPULATION.— • IN GENERAL.— The eligible population for services under this section is—	Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program, will identify the eligible children most in need of services.

	<ul style="list-style-type: none"> children not older than age 21 who are entitled to a free public education through grade 12; and children who are not yet at a grade level at which the local educational agency provides a free public education. <ul style="list-style-type: none"> ELIGIBLE CHILDREN FROM ELIGIBLE POPULATION.— From the population described in subparagraph (A), eligible children are children identified by the school as failing, or most at risk of failing, to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the local educational agency and supplemented by the school. <p>CHILDREN INCLUDED.—</p> <ul style="list-style-type: none"> IN GENERAL.—Children who are economically disadvantaged, children with disabilities, migrant children or English learners, are eligible for services under this part on the same basis as other children selected to receive services under this part 	
--	--	--

Assures	LEA Plan Assurance	Respond in the Assurance <u>Text Box in GM:</u>
	<p>CHILDREN INCLUDED— cont....</p> <ul style="list-style-type: none"> HEAD START AND PRESCHOOL CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under subpart 2 of part B of title II, or in preschool services under this title, is eligible for services under this part. MIGRANT CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, received services under part C is eligible for services under this part. NEGLECTED OR DELINQUENT CHILDREN.—A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services under this part. 	<p>cont..... Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program, will identify the eligible children most in need of services.</p>

Title II Plan LEA Requirements

Program Description:

The Arizona Department of Education provides funding to LEAs in order to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

In the LEA Integrated Action Plan, describe:

- how the LEA will use funds made available to develop, implement, and evaluate comprehensive programs and activities
 - programs and activities shall
 - be in accordance with the purpose of this title
 - address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students

NOTE: See Appendix B for types of programs and activities

Requirements are based on selected activities to be funded with Title II funds.

TITLE II LEA ASSURANCES (Will be in GME)

Assures	Each local educational agency plan shall provide assurances that the local educational agency will:
	comply with Section 8501 (regarding participation by private school children and teachers)
	coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs

See Appendix E

Title III LEA Plan Requirements

Description of ways in which LEA provides effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel, that is-

- designed to improve the instruction and assessment of English learners
- designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners
- effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
- of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom
- Description of effective means of outreach to parents of English learners to inform the parents regarding how the parents can—
 - be involved in the education of their children; and
 - be active participants in assisting their children to—
 - attain English proficiency;
 - achieve at high levels within a well-rounded education; and
 - meet the challenging State academic standards expected of all students

TITLE III, PART A - ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT ACT

SEC. 3102. [20 U.S.C. 6812] PURPOSES.

The purposes of this part are—

- (1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
- (2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
- (3) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
- (4) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
- (5) to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

☐ By checking this box, the LEA agrees it has reviewed and understands the above Title III, Part A Purpose.

TITLE III PROGRAM ASSURANCES

ELIGIBILITY REQUIREMENTS

The Arizona Department of Education provides Title III sub-grants to LEAs for English learners (ELs) on the basis of a formula. The formula is as follows:

- a) Allocations are based on the total number of identified ELs, as determined by the Arizona English Language Learner Assessment (AZELLA) and program participation, submitted by all local educational agencies (LEAs).
- b) The total Federal allocation is divided by the total number of students reported.
- c) This results in a single per pupil amount.
- d) The per pupil amount is then multiplied by the number of identified EL students in an LEA.

Section 3114(b) excludes LEAs from getting an award under section 3114(a) if they qualify for less than \$10,000.

An LEA that would not otherwise qualify for a direct-funded subgrant under section 3114(a) because it does not qualify for an award of at least \$10,000 may submit a joint (consortium) application with one or more other LEAs in order to qualify. The combined Title III allocations of all participating LEAs in the consortium must meet or exceed \$10,000.

LEA agrees it has read and understands the above *Eligibility Requirements*

_____ (initials)

PURPOSES OF SUBGRANTS

Per SEC. 3115 (a), a State educational Agency may make subgrants to eligible entities only if the entity agrees to expend the funds to improve the education of English learners by assisting the children to learn English and meet the challenging State academic standards. In carrying out activities with such funds, the eligible entity shall use effective approaches and methodologies for teaching English learners and immigrant children and youth for the following purposes:

(1) Developing and implementing new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs.

(2) Carrying out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth.

(3) Implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.

(4) Implementing, within the entire jurisdiction of a local educational agency, agency wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.

LEA agrees it has read and understands the above *Purposes of Subgrants Requirement*

_____ (initials)

DIRECT ADMINISTRATIVE COSTS

Title III Sec. 3115(b) outlines allowable **direct** administrative expenses in your Title III program. Each eligible entity receiving funds under section 3114(a) for a fiscal year may use not more than 2 percent of such funds for the cost of administering this subpart.

LEA agrees it has read and understands the above *Direct Administrative Costs* Requirement _____ (initials)

REQUIRED SUBGRANTEE ACTIVITIES

Title III Sec. 3115(c) Required Subgrantee Activities: An eligible entity receiving funds under section 3114(a) shall use the funds -

(1) to increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing—

- (A) English language proficiency; and
- (B) student academic achievement;

(2) to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is—

- (A) designed to improve the instruction and assessment of English learners;
- (B) designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
- (C) effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
- (D) of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate; and

(3) to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which—

- (A) shall include parent, family, and community engagement activities; and
- (B) may include strategies that serve to coordinate and align related programs.

LEA agrees it has read and understands the above *Required Subgrantee Activities* Requirement _____ (initials)

SELECTION OF METHOD OF INSTRUCTION

Title III Sec. 3115(f) states that in order to receive a subgrant from a State educational agency under this subpart, an eligible entity shall select one or more methods or forms of effective instruction to be used in the programs and activities undertaken by the entity to assist English learners to attain English language proficiency and meet challenging State academic standards. Such selection shall be consistent with Title III section 3124 through 3126.

LEA agrees it has read and understands the above *Selection of Method of Instruction* Requirement _____ (initials)

SUPPLEMENT, NOT SUPPLANT

Title III Sec. 3115(g) requires that funds available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

Before requesting Title III funding, four criteria noted below must be considered to determine whether the supplement, not supplant requirement is being violated. Remember, services provided through Title III must be **above and beyond**:

- a) instructional programs/services which are provided to ALL students,
- b) what the LEA does to meet Federal requirements for the identification and placement of ELs,
- c) services the LEA is required to offer by other Federal, State and local laws or regulations, and
- d) programs/services previously funded with other Federal, State, or local funding.

LEA agrees it has read and understands the above *Supplement, not Supplant* Requirement _____ (initials)

PRIVATE SCHOOL SERVICES

Under Title VIII, Part F-UNIFORM PROVISIONS, SEC. 8501, LEAs receiving Title III funds must provide equitable and effective educational services to English learners and educational personnel in private schools that are located in the geographic area served by the LEA. Services for eligible private school children and educational personnel may be provided by the LEA receiving the Title III funds or through third-party contracts. LEAs must ensure:

timely and meaningful consultation with appropriate private school officials,

services provided shall be secular, neutral, and nonideological, and

services are equitable in comparison to services/benefits for public school children and educational personnel.

Expenditures for educational services and other benefits provided for eligible private school children, their teachers, and other educational personnel serving those children shall be equal to the expenditures for participating public school children. The LEA shall maintain control of funds and property for services provided to the private school.

LEA agrees it has read and understands the above *Private School Services* Requirement _____ (initials)

CARRYOVER FUNDS

Carryover of Title III funds is allowed. Unspent Title III funds from an approved application may carry over from one year to the next, for a maximum of twenty-seven months beginning July 1 of the award year. There is no cap on the percentage of funding that may be carried over for Title III.

LEA agrees it has read and understands the above *Carryover Funds* Information _____ (initials)

INTEGRATED ACTION PLAN (IAP)

Under Title III Sec. 3116(a), each eligible entity desiring a subgrant from the State educational agency under section 3114 shall submit a plan to the State educational agency at such time, in such manner, and containing such information as the State educational agency may require.

Under Title III Sec. 3116(b) CONTENTS, each plan submitted under subsection (a) shall—

(1) describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards;

(2) describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under this subpart assist English learners in—

(A) achieving English proficiency based on the State’s English language proficiency assessment under section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards;

(3) describe how the eligible entity will promote parent, family, and community engagement in the education of English Learners;

(4) contain assurances that—

(A) each local educational agency that is included in the eligible entity is complying with section 1112(e) prior to, and throughout, each school year as of the date of application;

(B) the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;

(C) the eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and

(D) the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

Under Title III Sec. 3116(c), each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.

LEA Primary Contact Person for Title III Integrated Action Plan updates

Name _____ Title _____

Phone _____ Email _____

NOTE: Within the Integrated Action Plan, all items requested for Title III funding (includes salaries, benefits, professional development, capital/equipment/supplies, etc.) **must** be identified in Action Steps and tagged with the Title III tag. Programs and services offered to ELLs but **not** funded with Title III funds should be tagged with the ELL tag. Strategies and Action Steps may be positioned under any Principle in the Integrated Action Plan; however, placement should be based on the LEA’s needs assessment results.

LEA agrees it has read and understands the above *Integrated Action Plan* Requirement _____ (initials)

Please provide information below for the LEA Representative responsible for acknowledging the above assurances. A hard copy of the *Title III Program Assurances* can be found in the Related OPTIONAL Documents section of the funding application.

Name:

Title/Position:

Date:

Title IV-A School Support and Academic Enrichment Block Grant: *TBD until funding levels and program requirements are finalized*

LEA School Improvement Plan Requirements

- Desired outcomes, strategies and action steps outlining the systems, processes, procedures, including operational flexibility that the LEA will implement to support Comprehensive and Targeted Support and Improvement Schools to successfully address identified primary needs of schools in improvement
- Method to monitor implementation
- Method to measure effect on students achievement
- *Allowable expenses*

School Improvement Assurances (Will a required GME document and an instrument in ALEAT)

SIG Assurances	
Federal Assurances	
A check in each box assures the condition will be met.	
	Use its School Improvement Grant 1003(g) funds to fully and effectively implement the selected model in each school that the LEA commits to serve consistent with final SIG requirements.
	Establish annual performance targets for student achievement on the state's assessment in both English language arts and mathematics
	Measure progress on the leading indicators in section III of the final requirements.
	Monitor and evaluate the actions a school has taken, as outlined in the approved School Improvement Grant application, to recruit, select and provide oversight to external partners to ensure their quality.
	Monitor and evaluate the actions a school has taken, as outlined in the approved School Improvement Grant application, to sustain the reforms after the funding period ends and that it will provide technical assistance to school(s) on how they can sustain progress without SIG funding.
	If implementing a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.

	Report to the ADE the school-level data required under section III of the final requirements.
	Select a school leader using locally adopted competencies necessary to turnaround a SIG school (reference Public Impact Report http://publicimpact.com/category/school-turnarounds/tools-for-schools-districts-states/).
ADE Support and Innovation SIG Assurances	
	Complete and submit a comprehensive needs assessment.
	Complete and submit an LEA and School Continuous Improvement Plan annually.
	Develop and implement an LEA and School Continuous Improvement Plan that addresses the reason(s) for identification and establish annual goals (performance targets) for student achievement addressing all students, and the bottom 25%, based on the State's assessments in both ELA/reading and mathematics and high school graduation rates (if applicable) .
	Provide an LEA level leadership team who will have the primary responsibility for ensuring implementation and sustainability of the selected intervention model(s) for the school(s) to be served.
	Align current and future funding sources in support of improvement efforts (i.e. Title I) including a commitment to reallocate existing local funds for the purpose of sustaining the improvement efforts.
	Provide data on attainment of performance targets to ADE to inform decisions to continue funding.
	Complete and submit the Data Summary three times a year.
	Complete and submit ED Facts data when requested by ADE.
	Monitor and evaluate the effectiveness of the selected intervention model, and annually revise the LEA and School Continuous Improvement Plans and action plans to reflect necessary adjustments.
	Review SCIP, including action plan, quarterly, adding and retiring strategies and action steps as needed.
	Commit to engaging in significant mid-course corrections in the school if the data does not indicate attainment of or significant progress toward achievement benchmarks within the first year of implementation.
	Identify an LEA contact person who will be oversee implementation activities, maintain contact with the SI staff and accompany SI staff upon request at school site visits.
	Ensure appropriate fiscal oversight over the use of grant funds, ensure that purchases are consistent with the terms and conditions of the School Improvement Grant and state and federal accounting requirements, and that the LEAs accounting system meets the standards required of its financial management system as detailed in 34 CFR § 80.20.
	Maintain appropriate fiscal and program records. Submit amendments for any fiscal or programmatic change. Receive approval for amendment prior to implementing any change in spending or program.
	Submit quarterly detailed expense reports to SI Specialist.

Comprehensive Support and Improvement Assurances	
	Complete and submit School Comprehensive Needs Assessment (CNA).
	Develop LEA and School (for each school in improvement) Integrated Action Plan (L/SIAP) as required based on the CNA results
	The L/SIAP includes meaningful evidence based interventions to improve student achievement.
	Monitor, update, delete, retire or add strategies and action steps to the L/SIAP at least quarterly.
	Ensure systems, processes, procedures, including operational flexibility are in place to actively to support Comprehensive and Targeted Support and Improvement Schools.
	Ensure effective organization of time for weekly professional learning communities (PLCs). If no, add action steps to L/SIAP.
	Implement a balanced assessment strategy Including common interim/benchmark assessments at least three times a year. If no, add action steps to L/SIAP
	Implement written evidence and standards based curriculum including materials. If not, add action steps to L/SIAP
	Submit quarterly interim/benchmark assessment data reports and reflective analysis
	Identify an LEA contact person who will oversee implementation activities, maintain contact with Support and Innovation (SI) staff, and accompany ADE SI staff during site visits at the school upon request.
	Complete and submit EDFacts data when requested by ADE.
	If the LEA chooses an educational service provider (external provider) the LEA representative will provide ADE SI: copy of the process for selecting external providers, as requested; job description; evaluation of educational service provider services
	I understand that at any time during the grant period funds can be discontinued for misuse of funds or lack of evidence of IAP implementation on the part of the school and/or LEA.
	I understand if the conditions herein are not adhered to or sufficient progress is not being made, a corrective action plan will be written and implemented.

	Use the Comprehensive and Targeted Support Grant funds to fully and effectively implement Integrated Action Plan based on Comprehensive Needs Assessment results.
	Ensure appropriate fiscal oversight of grant funds, ensuring that purchases are consistent with the terms and conditions of the Comprehensive and Targeted Support Grant funds, state and federal accounting requirements, and that the LEA's accounting system meets the standards required of its financial management system as detailed in 34 CFR § 80.20.
	Submit revisions for any fiscal or programmatic changes <i>after</i> conferring with the designated SI Education Program Specialist (EPS), <i>before</i> implementing or expending funds.
	Ensure appropriate fiscal oversight by ensuring the reimbursement requests are made monthly.
	Provide an up to date detailed expense report to the designated EPS quarterly.

Move On When Reading

Move on When Reading Literacy Plans will be submitted through the MOWR Portal. However the goals, strategies, and action steps associated with K-3 Literacy will also be included in the Integrated Action Plan.

- Approve each school plan and then aggregate all school plans into one LEA Literacy Plan.
- Identify desired outcomes, strategies, and action steps for K-3 Literacy with the appropriate tag (MOWR).
- Outline the structure contained in the LEA Literacy Plan that will support K-3 Literacy. The structure should include the following:
 - Plan to monitor implementation of evidence-based K-3 Reading Program(s)
 - Plan to measure students' achievement in K-3 Reading
 - Plan to track budget expenditures related to K-3 Reading

Supplement Not Supplant

Title I-A

The requirements for Supplement, Not Supplant changed as part of the transition from No Child Left Behind (NCLB) to the Every Student Succeeds Act (ESSA).

The following language from ESSA now applies to Title I-A:

Title I-A, Section 1118 FISCAL REQUIREMENTS

(b) FEDERAL FUNDS TO SUPPLEMENT, NOT SUPPLANT, NONFEDERAL FUNDS.—

(1) IN GENERAL.—A State educational agency or local educational agency shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal

funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

(2) COMPLIANCE—To demonstrate compliance with paragraph (1), a local educational agency shall **demonstrate** that the **methodology used to allocate State and local funds** to each school receiving assistance under this part **ensures that such school receives all of the State and local funds it would otherwise receive** if it were not receiving assistance under this part. (*Emphasis Added*)

(3) SPECIAL RULE.—No local educational agency shall be required to—

(A) identify that an individual cost or service supported under this part is supplemental; or

(B) provide services under this part through a particular instructional method or in a particular instructional setting in order to demonstrate such agency's compliance with paragraph (1).

(4) PROHIBITION.—Nothing in this section shall be construed to authorize or permit the Secretary to prescribe the specific methodology a local educational agency uses to allocate State and local funds to each school receiving assistance under this part.

Section 1114(a)(2)(b): SCHOOLWIDE PROGRAMS

(B) SUPPLEMENTAL FUNDS.—In accordance with the method of determination described in section 1118(b)(2), a school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and English learners.

*The following additional information is from a **U.S. Department of Education (USED)** presentation made at the **2017 National Title I Association Annual Conference**:*

METHODOLOGIES

An LEA has significant flexibility in adopting a **methodology** to meet the new supplement not supplant requirement. The methodology must—

- Allocate **State and local funds** to schools in the LEA;
- Provide **each Title I school** the State and local funds it would receive were it not a Title I school—i.e., be **neutral** regarding a school's Title I status.

An LEA must be able to **demonstrate compliance**—i.e., that it has implemented its methodology.

A WORD OF CAUTION

Consistent with the statute, if an LEA is required by law to provide funding to schools for a specific purpose, the LEA must provide such funds to Title I schools on the same basis as it provides such funds to non-Title I schools, subject to application of the “exclusion” provision.

This includes funds needed to provide services that are required by law for students with disabilities and English learners. See, e.g., ESEA section 1114(a)(2)(B)

EXCLUSION OF SUPPLEMENTAL NON-FEDERAL FUNDS

Under the statute, an LEA may exclude from a supplanting determination supplemental non-federal funds expended in any school for programs that meet the intent and purposes of Title I. ESEA section 1118(d)

“INTENT AND PURPOSES”

Under the existing Title I regulations, a program meets the intent and purposes of Title I if it either—

- Is implemented in a school with at least 40 percent poverty;
- Is designed to promote schoolwide reform and upgrade the entire educational operation of the school; is designed to meet the educational needs of all students in the school, particularly those who are not meeting State standards; and
- Uses the State's assessment system to review the effectiveness of the program;

Or,

- Serves only students who are failing, or most at risk of failing, to meet State standards;
- Provides supplementary services to participating students designed to improve their achievement; and
- Uses the State's assessment system to review the effectiveness of the program.

34 C.F.R. § 200.79(b)

EXAMPLE #1 (from USED)

- An LEA offers after-school tutoring for any student who scores below proficient on the State's mathematics assessment.
- Paying for eligible students in a Title I school with Title I funds and eligible students in a non-Title I school with supplemental local funds would not violate the supplement not supplant requirement.
- This is true even though the Title I school would not receive its share of the supplemental local funds to provide tutoring to eligible students.
- Rather, the local funds to provide tutoring in the non-Title I school would qualify for the exclusion because they are supplemental and benefit students who, by virtue of being non-proficient in mathematics, are failing to meet the State's mathematics standards and thereby are eligible for Title I services.

EXAMPLE #2 (from USED)

- An SEA has an “A-F” school grading system and identifies all “F” schools—both Title I and non-Title I schools—as comprehensive support and improvement schools.
- An LEA would not violate the supplement not supplant requirement if it uses Title I funds to implement interventions in its Title I “F” schools and uses supplemental non-Federal funds to provide the same interventions in its non-Title I “F” schools.

EXAMPLE #3 (from USED)

The exclusion provision applies even if the activity is required by State or local law. For example:

- A State law requires all third-grade students to meet the State's proficient achievement standard in reading/language arts in order to be promoted to fourth grade.
- Any student who is not proficient at the start of third grade must be provided 90 minutes of supplemental services designed to improve his/her reading proficiency.

Title I-C

The following language from ESSA applies to Title I-C:

Title I-C, Section 1306 COMPREHENSIVE NEEDS ASSESSMENT AND SERVICE-DELIVERY PLAN; AUTHORIZED ACTIVITIES.

(2) UNADDRESSED NEEDS.—Funds provided under this part shall be used to address the needs of migratory children that are not addressed by services available from other Federal or non-Federal programs, except that migratory children who are eligible to receive services under part A may receive those services through funds provided under that part, or through funds under this part that remain after the agency addresses the needs described in paragraph (1).

ESEA Section 1306(b)(2).

Title III

The following language from ESSA applies to Title III:

Title III, Section 3115 SUBGRANTS TO ELIGIBLE ENTITIES

(g) SUPPLEMENT, NOT SUPPLANT.—Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

ESEA Section 3115(g)

ALEAT

Starting your Integrated Action Plan

1. Review Comprehension Needs Assessment (CNA) data and findings

- d. What were the 3 or 4 primary needs?
- e. What were the root causes?
- f. What were the need statements?

2. Determine desired outcomes

- c. How will they be accomplished?
- d. Backward design the improvement strategies and action steps from specific, desired outcomes, researching evidence-based practice

3. Determine SMART Goals if appropriate

1

Add Strategy

Principle 4 - Effective Curriculum	STRATEGIES:	ACTION STEPS:	TASKS:	Budgeted:	\$0.00
	0 of 2 Complete	0 of 7 Complete	None	Actual:	\$0.00

Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and schools adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.

Hide Detail

PRINCIPLE SUMMARY

Title *
Principle 4 - Effective Curriculum

Needs Statement: *
Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and schools adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.

Instructions
Using the ADE Comprehensive Needs Assessment, evaluate your school against the indicators of an effective school and determine the area(s) of focus. After determining the area of need, create a measurable Goal, develop strategies and action

Edit

2

PRINCIPLE SUMMARY

Title *
Principle 4 - Effective Curriculum

Needs Statement: *

533

Need Statement:
Percent proficient consistently dips more than 10% on writing assessment in grade 4 and shows little improvement in grades 5 and 6. Word choice scores are extremely low. Vocabulary scores are also low.

Desired Outcomes:
* Writing curriculum aligned with the appropriate grade level and content standards
* Writing curriculum is evidence and standards based and implemented with

Spell Check

3

4

Save Save and Add Another Cancel

Once you have determined your needs, chose the Principle you feel best aligns with your need. Click on the title of the Principle (1)

Under the Principle Summary click on edit (2)

Once in the Principle Summary delete the original description for the Principle and replace it with your Needs Statement and Desired Outcomes. (3)

Scroll down and click save. (4)

Develop your strategies and action steps to meet your desired outcomes.

PRINCIPLE SUMMARY



Title *

Principle 4 - Effective Curriculum

Needs Statement: *

Need Statement: Percent proficient consistently dips more than 10% on writing assessment in grade 4 and shows little improvement in grades 5 and 6. Word choice scores are extremely low. Vocabulary scores are also low. Desired Outcomes: * Writing curriculum aligned with the appropriate grade level and content standards * Writing curriculum is evidence and standards based and implemented with fidelity * Percent proficient on writing assessment will increase moving from 3rd to 4th, 4th to 5th, and 5th to 6th grades.

To create your strategy to address your need click on **+Add Strategy** link at the bottom of the Principle Summary page (1)

The “Edit a Plan Strategy” Page will open, provide a Title and Description then click Save. (2)

EDIT A PLAN STRATEGY



Instructions/Description

Title: *

Evidence and standards based Writing curriculum

[Spell Check](#)

Local Description

Writing curriculum aligned with the appropriate grade level and content standards

[Spell Check](#)



Save

Save and Add Another

[Cancel](#)

EDIT A PLAN STRATEGY



Instructions/Description

Title: *

Evidence and standards based Writing curriculum

Local Description

Writing curriculum aligned with the appropriate grade level and content standards

Action Steps (4)

Resources (0)

[+ Add Action Step](#)

On the “Edit a Plan Strategy” Page you can create an Action Step by clicking on **+Add Action Step**. (3)

Once you have stated your strategies, create your action steps to implement your strategies.

EDIT A PLAN ACTION STEP

Instructions/Description

Delete Retire

Title: * Implement evidence-based writing instruction 44/50

Description: * Implement developed curriculum using evidence-based writing instruction program. 80/1000

Timeline Notes: 0/500

Tags:
SEA (2)
☐ 21st-CCLC
☐ Title-I
☐ TA
☒ SW
☐ TII-Salary
☐ Title-II
☐ Title-III
☐ ELL
☐ Migrant
☐ AP
☐ SEA

Start Date (mm/dd/yyyy): * 08/01/2017 2

End Date (mm/dd/yyyy): * 05/25/2018

Requires Funding?:
☐

Professional Development Needed?:
☐

Audience: 0/255

Responsible:
☒ Tee-LEA Lambert (LEA)

Move Action Step
To move this Action Step to another Strategy, select a Strategy from the list

3

Save Save and Add Another Cancel

ACTION STEP SUMMARY

Action Step Summary Page Description or Instructions

Title:
Implement evidence-based writing instruction

Description:
Implement developed curriculum using evidence-based writing instruction program.

SEA (2)
SW
90Day-Fall

Status:
NOT BEGUN [Update Status](#) 4

Start Date: 08/01/2017 **End Date:** 05/25/2018

Requires Funding: No **Professional Development:** No

Responsible:
Tee-LEA Lambert (LEA)

Edit

UPDATE A PLAN ACTION STATUS

Instructions/Description

Status: *
In Progress ▾

Status Note:

5

Save Cancel

Once you click on **+Add Action Step**, fill in the template, the

* indicate areas that must be completed. (1)

- Be sure to make the start and end dates reflect the current school year. (2)
- Be sure to use appropriate **Funding** and/or **Program** tags (3)

(Please see **ALEAT Tags** list for full tag listing and definitions)

Funding Tags

TI-LEA	Title I – LEA Set Aside
TI-SW	Title I – Schoolwide Program
TI-SW3	Title I – Schoolwide Consolidated Program (SW3)
TI-TA	Title I – Targeted Assistance Program
TI-C	Title I-C Migrant Education Program
TI-D	Title I –D Neglected & Delinquent Students Program
TII	Title II
TIII	Title III
TIV-A	Title IV-A-Student Support & Academic Enrichment Block Grant (NEW)
TV-RLIS	Title V-B- Rural and Low Income School Program
MOWR	Move On When Reading
SIG	School Improvement Grant
CS	Comprehensive Support & Improvement
TS	Targeted Support & Improvement

- Click on **save** once you have completed the Action Step. You then will be on the “Action Step Summary” page;
- Click on **Status Update** to mark your Action Step is in progress (4) and click **save** (5).

ALEAT Tags

Funding Tags

*Funding Tags are **required** and associated with grant programs participating in the IAP Pilot for FY18. Multiple tags may be applied to a given activity to fund that activity – subject to the requirements of each individual grant program. Activities tagged with a Funding Tag should have associated expenses accounted for in the grant application associated with that tag.*

TI-LEA	Title I – LEA Set Aside
TI-SW	Title I – Schoolwide Program
TI-SW3	Title I – Schoolwide Consolidated Program (SW3)
TI-TA	Title I – Targeted Assistance Program
TI-C	Title I-C Migrant Education Program
TI-D	Title I –D Neglected and Delinquent Students Program
TII	Title II
TIII	Title III
TIV-A	Title IV-A - Student Support and Academic Enrichment Block Grant (NEW)
TV-RLIS	Title V-B- Rural and Low Income School Program
MOWR	Move On When Reading
SIG	School Improvement Grant
CS	Comprehensive Support and Improvement Grant
TS	Targeted Support and Improvement Grant

Program Tags

*Program Tags are for the most part **optional** and indicate how activities may impact different programs and/or student populations. They may be associated with funding tags – but are not considered to be associated with a specific funding source.*

AP	Advanced Placement Programs
CSI	Comprehensive support and Improvement Program (required, if a CSI school)
TSI	Targeted Support and Improvement Grant Program (required, if a TSI school)
CTE	Career and Technical Education Programs and Students
ECE	Early Childhood Education Programs and Students
EDTECH	Education Technology Programs
ELL	English Language Learners
Foster	Foster Education Programs and Students
Gifted	Gifted Education Programs and Students
Homeless	Homeless Education Programs and Students
Indian	Indian Education Programs and Students
IST	Integrated Support Team
Parent	Parent and Family Engagement Programs
Migrant	Migrant Students
SPED	Special Education Programs and Students
90Day-Fall	Action Steps Associated with a Local 90 Day Plan for the Fall Semester
90Day-Spring	Action Steps Associated with a Local 90 Day Plan for the Spring Semester
21stCLCC	21 st Century Learning Community Learning Center Program

CNA Informs Integrated Action Plan and Grant Applications

How the Comprehensive Needs Assessment (CNA) Informs the Integrated Action Plan (IAP) and the Grant Application(s)

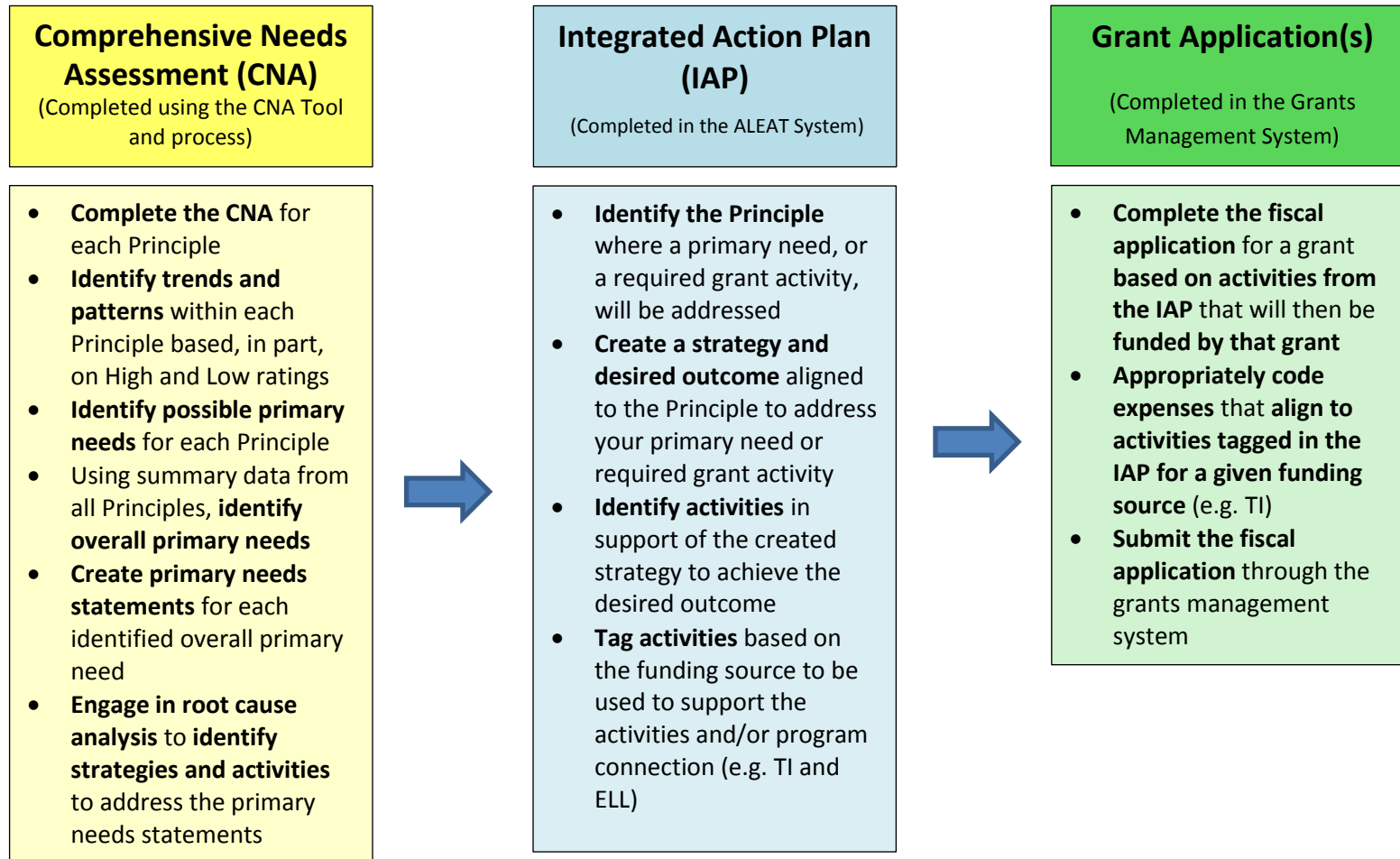
The **Comprehensive Needs Assessment (CNA)** process informs the development of the Integrated Action Plan, through helping to identify trends and patterns for both strengths and weaknesses across each of the six Principles addressed by the CNA. Identified patterns and trends then help to inform the identification of primary needs. Once primary needs are identified, a root cause analysis may be completed to help identify key strategies and activities to address the primary needs.

The **Integrated Action Plan (IAP)** is the vehicle to organize and align identified strategies and activities to address identified needs within a given Principle, and to address activities requirements of a given grant program. The IAP will be completed using the ADE's online ALEAT system. Once strategies and activities are identified within the IAP, then activities will be tagged within the ALEAT system based on the funding sources to be used to support an activity (such as 'TI-SW' for an activity to be supported by a Title I-Schoolwide program) or to identify a program connection (such as 'ELL' for an activity that may support English Language Learners).

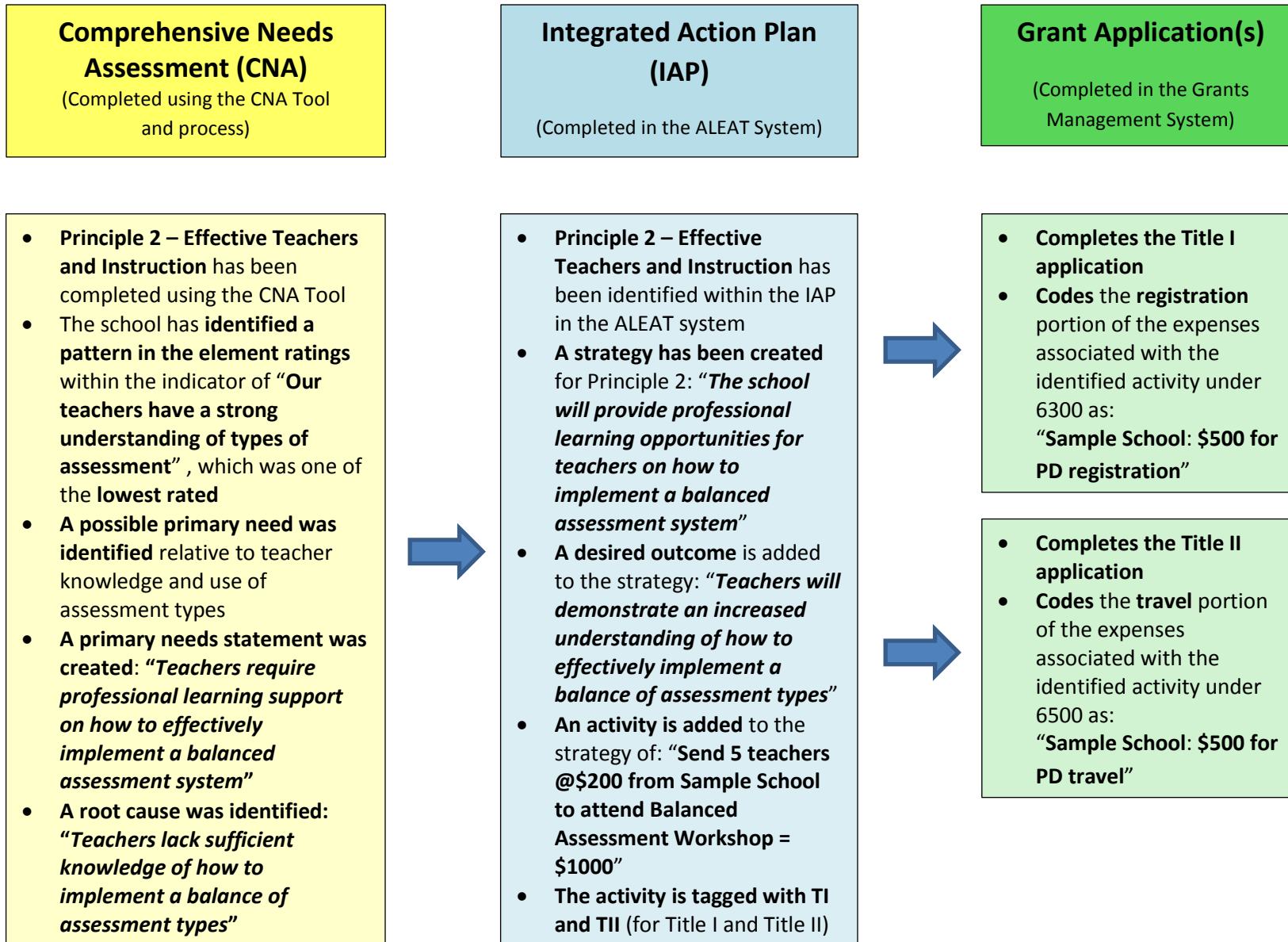
Grant Applications will be submitted through the ADE's online Grants Management System. These fiscal applications will focus on accounting for expenses to be supported by a given grant, with all expenses aligned to activities that have been tagged as being supported by that grant (such as 'TI-SW' for a Title I-Schoolwide program).

The following graphics show the process of how the Comprehensive Needs Assessment (CNA) Informs the Integrated Action Plan (IAP) and the Grant Application(s), and provides an example of how a need identified within the CNA informs strategies and activities within an IAP, and how those activities are accounted for as expenses within a grant application:

How the Comprehensive Needs Assessment (CNA) Informs the Integrated Action Plan (IAP) and the Grant Application(s)



How the Comprehensive Needs Assessment (CNA) Informs the Integrated Action Plan (IAP) and the Grant Application(s) - Example



Appendix A: Example of the Need Statement, Desired Outcomes, Strategies and Action Steps

<p>Need Statement</p> <p>Analyses of graduation records show that the average dropout rate over the past three years has been 20%. The dropout rate for the most current year was 20%. The statewide dropout rate is 4%.</p>
<p>Root Cause</p> <ul style="list-style-type: none"> • Low student engagement • Lack of a supportive adult •
<p>Desired Outcome</p> <p>Significantly reduced dropout rate</p>
<p>SMART Goal</p> <ul style="list-style-type: none"> • By May of 2021, the dropout rate for XYZ High School will be reduced to 4% by reducing the dropout rate by four percentage points each year over the next four years. • By May, 2018, the dropout rate will decrease from 20% in 2017 to 16% in 2018 as measured by ADE.
<p>Strategies and Action Steps</p> <ol style="list-style-type: none"> 1. Select and implement an evidence based early warning system for 2018-19 2. Develop and implement a staff home visitation program for students at risk of dropping out by 10/31/17. 3. Develop community partnerships to provide mentoring and other types of support for students at risk of dropping out by 1/5/18. 4. Review and assess the school structures, policies and rules that contribute to dropout behavior and develop a strategy to address them 3/18 to pilot for quarter 4. 5. Assess school culture factors that contribute to school dropout and develop evidence-based strategies or interventions to implement 2018-19.
<p>Measures used to determine successful completion of action steps and impact on student achievement</p> <ul style="list-style-type: none"> • Increased attendance for students identified at risk of dropping out by the early warning system • Mentoring program records

Need Statement

Percent proficient consistently dips more than 10% on writing assessment in grade 4 and shows little improvement in grades 5 and 6. Word choice scores are extremely low. Vocabulary scores are also low.

Root Cause

- No writing curriculum
- Vocabulary instruction is not evidence based

Desired Outcomes

- Writing curriculum aligned with the appropriate grade level and content standards
- *Writing curriculum is evidence and standards based and implemented with fidelity*
- Percent proficient on writing assessment will increase moving from 3rd to 4th, 4th to 5th, and 5th to 6th grades.

Strategies/Action steps

1. Implement evidence-based writing instruction
2. Implement evidence-based vocabulary instruction
3. Staff participates in writing instruction professional learning
4. Staff participates in vocabulary instruction professional learning

Measures used to determine successful completion of action steps and impact on student achievement:

- Galileo cumulative assessment administered fall, winter and spring; Percent proficient increases on writing assessment moving from 3rd to 4th, 4th to 5th, and 5th to 6th grades on AzMERIT.
- Monthly writing samples, scored collaboratively
- Vocabulary student work

APPENDIX B: SMART GOALS

SMART Goals

Specific + **S**trategic

Measureable

Attainable, But Challenging

Results Based

Time Bound

Specific + Strategic: A well-written goal will address who will do what by when and how the results will be measured.

Measurable: The key concept here is: what gets measured, gets done. How you will measure its accomplishment?

Attainable, but Challenging: Goals that are unrealistic will only serve as a source of frustration for teachers, students, and administrators alike. Goals that are too easy generally won't affect the kind of change needed to make significant and sustainable improvement. Goals must be attainable, yet challenging.

Results Based: In the big picture, goals should link back to the stated educational aims, vision and mission of the school, derived from a careful analysis of data. Specifically, the goals address the primary and needs identified in the CNA.

Time Bound: Setting a timeframe for the goal gives it urgency and helps move it to the top of the priority list of everyday activities.

Example: *Reading achievement for all students will increase by 14% moving from 25% proficient or highly proficient on 2017 AzMERIT to 39% proficient or highly proficient on 2018 AzMERIT.*

Example: Attendance rate of subgroups will increase a minimum of 12% from 2016-17 to 2017-18, resulting in closing the gap between schoolwide attendance rate of 94% and subgroup attendance rate.

Racial/Ethnic Subgroups	2017	+	Goal 2018	Actual 2018
American Indian				
Asian/Pacific Islander				
Black				
Hispanic				
White				
Multi-Racial				
Other Subgroups				
Economically Disadvantaged				
English Learners				
Foster				
Homeless				
Migrant				
Students with Disability				

APPENDIX C: MONITORING AND EVALUATION

Guiding Questions

Principle 1

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.

- At quarterly intervals, are the systems of academic and fiscal accountability ensuring every student's success? How do we know?
- At quarterly intervals, are collaborations with staff, family and community members present? If not, how can we change this?
- At quarterly intervals, what assessments have been implemented at the school and/or district level? What is the purpose of these assessments? Has the communication of purpose and results been made available to all parties including students, teachers, parents, and leadership if appropriate?

Lagging indicators are summative—they are longer term outcomes that enable us to reflect on the impact of a strategy.

- Upon reviewing the school vision, does the vision statement we currently have set the direction for the way we want our school to now? in the future? Has our school progressed toward reaching the vision? How do we know?
- What characteristics does our school possess for its students to feel confident, connected, lifelong learners who are actively involved in school life?
- Upon review of teacher retention data, is our system retaining effective teachers and if an opening arising, recruiting effective teachers? If we are, what strategies are working to make sure that teachers feel valued and able to be effective? If not, what can be changed to assist in retaining teachers? If recruiting effective teachers, what systems are in place to make our system attractive and a viable option to effective teachers?
- Does our system have a balanced assessment system from the classroom to the school to the district level? What evidence do we have to a balanced system? If evidence is lacking, what pieces of the system need to be addressed?

Principle 2

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.

- What evidence do we have that teachers are maintaining high academic expectations for all students throughout the school year?
- How is instructional planning and implementation aligning to the state standards? How do we know?
- At quarterly intervals, what role has formative assessment played in instruction for students and teachers? How do we know?

- At quarterly intervals, what formative and classroom summative assessments have been implemented in the classroom? What is the purpose of these assessments? Has the communication of purpose and results been made available to all parties including students, teachers, parents, and leadership if appropriate?
- At quarterly intervals, what professional learning opportunities, including PLC's have teachers and staff had the opportunity to participate in?
- At quarterly intervals, are collaborations with other teachers, staff, family and community members present? If not, how can we change this?

Principle 3

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.

- At quarterly intervals, what non-instructional activities have occurred for students?
- At quarterly intervals, what non-instructional activities have occurred for staff?

Lagging indicators are summative—they are longer term outcomes that enable us to reflect on the impact of a strategy.

- Upon review of the school year/daily schedule, how do we know we have maximized instruction? What evidence do we have?
- How does the daily/weekly contract day(s) provide for staff needs? How do we know?

Principle 4

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.

- At quarterly intervals, what professional learning experiences have staff had the opportunity to be involved in that focus on implementation of adopted curricula?

Lagging indicators are summative—they are longer term outcomes that enable us to reflect on the impact of a strategy.

- Upon review, how do we know that our curricula resources are being implemented to show students' progress in mastery of standards in specific content areas? What is our evidence that instruction and resources do not have gaps?
- How do we know that our curricula are effective and provide continuous improvement for all students? What is our evidence?

Principle 5

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.

- At quarterly intervals, how does the school environment build mutual respect among leadership, teachers, students, and families? What evidence do we have that respect exists among and between different stake holder groups?
- At quarterly intervals, how has staff had a voice in impacting school climate, conditions and culture?

- At quarterly intervals, what services have we provided the fully support the academic and social needs of all students? Are these services sufficient? How do we know?

Principle 6

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.

- At quarterly intervals, how has the school maintained collaborative partnerships among families and the community?
- At quarterly intervals, how have parents and families had a voice and been communicated to throughout this school period? Are we meeting the needs of all stakeholders in communicating school events, vision, and educational outcomes? How do we know?

Appendix D: Title I-A – Additional Related Assurances

Title I-A: Additional Related Assurances

Please note the following additional assurances are required for Title I-A:

SEC. 1116. [20 U.S.C. 6318] PARENT AND FAMILY ENGAGEMENT.

(a) LOCAL EDUCATIONAL AGENCY POLICY.—

(1) IN GENERAL.—A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY.—Each local educational agency that receives funds under this part **shall** develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will—

(A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).;

(B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

(C) coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;

(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

(iii) strategies to support successful school and family interactions;

(E) use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and

(F) involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

(3) RESERVATION.—

(A) IN GENERAL.—Each local educational agency shall reserve at least 1 percent of its allocation under subpart 2 to assist schools to carry out the activities described in this section, except that this subparagraph shall not apply if 1 percent of such agency's allocation under subpart 2 for the fiscal year for which the determination is made is \$5,000 or less. Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1 percent of its allocation under subpart 2 to assist schools to carry out activities described in this section.

(B) PARENT AND FAMILY MEMBER INPUT.—Parents and family members of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS.—Not less than 90 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part, with priority given to high-need schools.

(D) USE OF FUNDS.—Funds reserved under subparagraph (A) by a local educational agency **shall** be used to carry out activities and strategies consistent with the local educational agency's parent and family engagement policy, including not less than 1 of the following:

(i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.

(ii) Supporting programs that reach parents and family members at home, in the community, and at school.

(iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

(iv) Collaborating, or providing sub-grants to schools to enable such schools to collaborate, with community- based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

(v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY.—

(1) IN GENERAL.—Each school served under this part **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) SPECIAL RULE.—If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) AMENDMENT.—If the local educational agency involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the local educational agency, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS.—If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

(c) POLICY INVOLVEMENT.—Each school served under this part **shall**—

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children—

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(5) if the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT.—As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact **shall**—

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, **at a minimum**—

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress;

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

(D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

(e) BUILDING CAPACITY FOR INVOLVEMENT.—To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part—

(1) **shall** provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

- (2) **shall** provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
- (3) **shall** educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- (4) **shall**, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- (5) **shall** ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- (6) **may** involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- (7) **may** provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- (8) **may** pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- (9) **may** train parents to enhance the involvement of other parents;
- (10) **may** arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- (11) **may** adopt and implement model approaches to improving parental involvement;
- (12) **may** establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
- (13) **may** develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- (14) **shall** provide such other reasonable support for parental involvement activities under this section as parents may request.

(f) ACCESSIBILITY.—In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

(g) FAMILY ENGAGEMENT IN EDUCATION PROGRAMS.—In a State operating a program under part E of title IV, each local educational agency or school that receives assistance under this part shall inform parents and organizations of the existence of the program.

(h) REVIEW.—The State educational agency shall review the local educational agency's parent and family engagement policies and practices to determine if the policies and practices meet the requirements of this section.

SEC. 1117. [20 U.S.C. 6320] PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.

(a) GENERAL REQUIREMENT.—

(1) IN GENERAL.—To the extent consistent with the number of eligible children identified under section 1115(c) in the school district served by a local educational agency who are enrolled in private elementary schools and secondary schools, a local educational agency shall—

(A) after timely and meaningful consultation with appropriate private school officials, provide such children, on an equitable basis and individually or in combination, as requested by the officials to best meet the needs of such children, special educational services, instructional services m(including evaluations to determine the progress being made in meeting such students' academic needs), counseling, mentoring, one-on-one tutoring, or other benefits under this part (such as dual or concurrent enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs; and

(B) ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to section 1116.

(2) SECULAR, NEUTRAL, NONIDEOLOGICAL.—Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and non-ideological.

(3) EQUITY.—

(A) IN GENERAL.—Educational services and other benefits for such private school children shall be equitable in comparison to services and other benefits for public schoolchildren participating under this part, and shall be provided in a timely manner.

(B) OMBUDSMAN.—To help ensure such equity for such private school children, teachers, and other educational personnel, the State educational agency involved shall designate an ombudsman to monitor and enforce the requirements of this part.

(4) EXPENDITURES.—

(A) DETERMINATION.—

(i) IN GENERAL.—Expenditures for educational services and other benefits to eligible private school children shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools.

(ii) PROPORTIONAL SHARE.—The proportional share of funds shall be determined based on the total amount of funds received by the local educational agency under this part prior to any allowable expenditures or transfers by the local educational agency.

(B) OBLIGATION OF FUNDS.—Funds allocated to a local educational agency for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by the agency.

(C) NOTICE OF ALLOCATION.—Each State educational agency shall provide notice in a timely manner to the appropriate private school officials in the State of the allocation of funds for educational services and other benefits under this part that the local educational agencies have determined are available for eligible private school children.

(D) TERM OF DETERMINATION.—The local educational agency may determine the equitable share under subparagraph (A) each year or every 2 years.

(5) PROVISION OF SERVICES.—The local educational agency, or, in a case described in subsection (b)(6)(C), the State educational agency involved, may provide services under this section directly or through contracts with public and private agencies, organizations, and institutions.

(b) CONSULTATION.—

(1) IN GENERAL.—To ensure timely and meaningful consultation, a local educational agency shall consult with appropriate private school officials during the design and development of such agency's programs under this part. Such agency and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, the results of which agreement shall be transmitted to the ombudsman designated under subsection (a)(3)(B). Such process shall include consultation on issues such as—

(A) how the children's needs will be identified;

(B) what services will be offered;

(C) how, where, and by whom the services will be provided;

(D) how the services will be academically assessed and how the results of that assessment will be used to improve those services;

(E) the size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that is allocated under subsection (a)(4)(A) for such services, and how that proportion of funds is determined;

(F) the method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools;

(G) how and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;

(H) how, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor;

(I) whether the agency shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

(J) whether to provide equitable services to eligible private school children—

(i) by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or

(ii) in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;

(K) when, including the approximate time of day, services will be provided; and

(L) whether to consolidate and use funds provided under subsection (a)(4) in coordination with eligible funds available for services to private school children under applicable programs, as defined in section 8501(b)(1) to provide services to eligible private school children participating in programs.

(2) DISAGREEMENT.—If a local educational agency disagrees with the views of private school officials with respect to an issue described in paragraph (1), the local educational agency shall provide in writing to such private school officials the reasons why the local educational agency disagrees.

(3) TIMING.—Such consultation shall include meetings of agency and private school officials and shall occur before the local educational agency makes any decision that affects the opportunities of eligible private school children to participate in programs under this part. Such meetings shall continue throughout implementation and assessment of services provided under this section.

(4) DISCUSSION.—such consultation shall include a discussion of service delivery mechanisms a local educational agency can use to provide equitable services to eligible private school children.

(5) DOCUMENTATION.—each local educational agency shall maintain in the agency's records and provide to the State educational agency involved a written affirmation signed by officials of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State educational agency.

(6) COMPLIANCE.—

(A) IN GENERAL.—A private school official shall have the right to file a complaint with to the State educational agency asserting that the local educational agency did not engage in consultation that was meaningful and timely, did not give due consideration to the views of the private school official, or did not make a decision that treats the private school students equitably as required by this section.

(B) PROCEDURE.—If the private school official wishes to file a complaint, the official shall provide the basis of the noncompliance with this section by the local educational agency to the State educational agency, and the local educational agency shall forward the appropriate documentation to the State educational agency.

(C) STATE EDUCATIONAL AGENCIES.—A State educational agency shall provide services under this section directly or through contracts with public or private agencies, organizations, or institutions, if the appropriate private school officials have—

- (i) requested that the State educational agency provide such services directly; and
- (ii) demonstrated that the local educational agency involved has not met the requirements of this section in accordance with the procedures for making such a request, as prescribed by the State educational agency.

(c) ALLOCATION FOR EQUITABLE SERVICE TO PRIVATE SCHOOL STUDENTS.—

(1) CALCULATION.—A local educational agency shall have the final authority, consistent with this section, to calculate the number of children, ages 5 through 17, who are from low income families and attend private schools by—

- (A) using the same measure of low income used to count public school children;
- (B) using the results of a survey that, to the extent possible, protects the identity of families of private school students, and allowing such survey results to be extrapolated if complete actual data are unavailable;
- (C) applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the number of private school children who reside in that school attendance area; or
- (D) using an equated measure of low income correlated with the measure of low income used to count public school children.

(2) COMPLAINT PROCESS.—Any dispute regarding low-income data for private school students shall be subject to the complaint process authorized in section 8503.

(d) PUBLIC CONTROL OF FUNDS.—

(1) IN GENERAL.—The control of funds provided under this part, and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property.

(2) PROVISION OF SERVICES.—

(A) PROVIDER.—The provision of services under this section shall be provided—
(i) by employees of a public agency; or

(ii) through contract by such public agency with an individual, association, agency, or organization.

(B) REQUIREMENT.—In the provision of such services, such employee, individual, association, agency, or organization shall be independent of such private school and of any religious organization, and such employment or contract shall be under the control and supervision of such public agency.

(e) STANDARDS FOR A BYPASS.—If a local educational agency is prohibited by law from providing for the participation in programs on an equitable basis of eligible children enrolled in private elementary schools and secondary schools, or if the Secretary determines that a local educational agency has substantially failed or is unwilling, to provide for such participation, as required by this section, the Secretary shall—

- (1) waive the requirements of this section for such local educational agency;
- (2) arrange for the provision of services to such children through arrangements that shall be subject to the requirements of this section and sections 8503 and 8504; and
- (3) in making the determination under this subsection, consider one or more factors, including the quality, size, scope, and location of the program and the opportunity of eligible children to participate.

SEC. 1118. [20 U.S.C. 6321] FISCAL REQUIREMENTS.

(a) MAINTENANCE OF EFFORT.—A local educational agency may receive funds under this part for any fiscal year only if the State educational agency involved finds that the local educational agency has maintained the agency's fiscal effort in accordance with section 8521.

(b) FEDERAL FUNDS TO SUPPLEMENT, NOT SUPPLANT, NONFEDERAL FUNDS.—

- (1) **IN GENERAL.**—A State educational agency or local educational agency shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- (2) **COMPLIANCE.**—To demonstrate compliance with paragraph (1), a local educational agency shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part.
- (3) **SPECIAL RULE.**—No local educational agency shall be required to—
 - (A) identify that an individual cost or service supported under this part is supplemental; or
 - (B) provide services under this part through a particular instructional method or in a particular instructional setting in order to demonstrate such agency's compliance with paragraph (1).
- (4) **PROHIBITION.**—Nothing in this section shall be construed to authorize or permit the Secretary to prescribe the specific methodology a local educational agency uses to allocate State and local funds to each school receiving assistance under this part.

(5) **TIMELINE.**—A local educational agency—

(A) shall meet the compliance requirement under paragraph (2) not later than 2 years after the date of enactment of the Every Student Succeeds Act; and

(B) may demonstrate compliance with the requirement under paragraph (1) before the end of such 2-year period using the method such local educational agency used on the day before the date of enactment of the Every Student Succeeds Act.

(c) COMPARABILITY OF SERVICES.—

(1) IN GENERAL.—

(A) COMPARABLE SERVICES.—Except as provided in paragraphs (4) and (5), a local educational agency may receive funds under this part only if State and local funds will be used in schools served under this part to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving funds under this part.

(B) SUBSTANTIALLY COMPARABLE SERVICES.—If the local educational agency is serving all of such agency's schools under this part, such agency may receive funds under this part only if such agency will use State and local funds to provide services that, taken as a whole, are substantially comparable in each school.

(C) BASIS.—A local educational agency may meet the requirements of subparagraphs (A) and (B) on a grade-span by grade-span basis or a school-by-school basis.

(2) WRITTEN ASSURANCE.—

(A) EQUIVALENCE.—A local educational agency shall be considered to have met the requirements of paragraph (1) if such agency has filed with the State educational agency a written assurance that such agency has established and implemented—

- (i) a local educational agency-wide salary schedule;
- (ii) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and
- (iii) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

(B) DETERMINATIONS.—For the purpose of this subsection, in the determination of expenditures per pupil from State and local funds, or instructional salaries per pupil from State and local funds, staff salary differentials for years of employment shall not be included in such determinations.

(C) EXCLUSIONS.—A local educational agency need not include unpredictable changes in student enrollment or personnel assignments that occur after the beginning of a school year in determining comparability of services under this subsection.

(3) PROCEDURES AND RECORDS.—Each local educational agency assisted under this part shall—

- (A) develop procedures for compliance with this subsection; and
- (B) maintain records that are updated biennially documenting such agency's compliance with this subsection.

(4) INAPPLICABILITY.—This subsection shall not apply to a local educational agency that does not have more than one building for each grade span.

(5) COMPLIANCE.—For the purpose of determining compliance with paragraph (1), a local educational agency may exclude State and local funds expended for—

- (A) language instruction educational programs; and
- (B) the excess costs of providing services to children with disabilities as determined by the local educational agency.

(d) EXCLUSION OF FUNDS.—For the purpose of complying with subsections (b) and (c), a State educational agency or local educational agency may exclude supplemental State or local funds expended in any school attendance area or school for programs that meet the intent and purposes of this part.

SEC. 1119. [20 U.S.C. 6322] COORDINATION REQUIREMENTS.

(a) **IN GENERAL.**—Each local educational agency receiving assistance under this part shall carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each local educational agency shall develop agreements with such Head Start agencies and other entities to carry out such activities.

(b) **ACTIVITIES.**—The activities referred to in subsection (a) are activities that increase coordination between the local educational agency and a Head Start agency and, if feasible, other entities carrying out early childhood education programs serving children who will attend the schools of the local educational agency, including—

- (1) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program;
- (2) establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;
- (3) conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children;
- (4) organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and
- (5) linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.

SEC. 8538. [20 U.S.C. 7918] CONSULTATION WITH INDIAN TRIBES AND TRIBAL ORGANIZATIONS.

(a) **IN GENERAL.**—To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected local educational agency shall consult with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the local educational agency prior to the affected local educational agency's submission of a required plan or application for a covered program under this Act or for a program under title VI of this Act. Such consultation shall be done in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute to such plan.

(b) DOCUMENTATION.—Each affected local educational agency shall maintain in the agency's records and provide to the State educational agency a written affirmation signed by the appropriate officials of the participating tribes or tribal organizations approved by the tribes that the consultation required by this section has occurred. If such officials do not provide such affirmation within a reasonable period of time, the affected local educational agency shall forward documentation that such consultation has taken place to the State educational agency.

(c) DEFINITIONS.—In this section:

(1) AFFECTED LOCAL EDUCATIONAL AGENCY.—The term “affected local educational agency” means a local educational agency—

(A) with an enrollment of American Indian or Alaska Native students that is not less than 50 percent of the total enrollment of the local educational agency; or

(B) that—

(i) for fiscal year 2017, received a grant in the previous year under subpart 1 of part A of title VII (as such subpart was in effect on the day before the date of enactment of the Every Student Succeeds Act) that exceeded \$40,000; or

(ii) for any fiscal year following fiscal year 2017, received a grant in the previous fiscal year under subpart 1 of part A of title VI that exceeded \$40,000.

(2) APPROPRIATE OFFICIALS.—The term “appropriate officials” means—

(A) tribal officials who are elected; or

(B) appointed tribal leaders or officials designated in writing by an Indian tribe for the specific consultation purpose under this section.

(d) RULE OF CONSTRUCTION.—Nothing in this section shall be construed—

(1) to require the local educational agency to determine who are the appropriate officials; or

(2) to make the local educational agency liable for consultation with appropriate officials that the tribe determines not to be the correct appropriate officials.

(e) LIMITATION.—Consultation required under this section shall not interfere with the timely submission of the plans or applications required under this Act.

Appendix E: Title II Programs and Activities

(A) Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that—

- (i) is based in part on evidence of student achievement, which may include student growth; and
- (ii) shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders;

(B) developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B), such as initiatives that provide—

- (i) expert help in screening candidates and enabling early hiring;
- (ii) differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems;
- (iii) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation;
- (iv) new teacher, principal, or other school leader induction and mentoring programs that are designed to—
 - (I) improve classroom instruction and student learning and achievement; and
 - (II) increase the retention of effective teachers, principals, or other school leaders;
- (v) the development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions; and
- (vi) a system for auditing the quality of evaluation and support systems;

(C) recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;

(D) reducing class size to a level that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers;

(E) providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to—

- (i) effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);
- (ii) use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the "Family Educational Rights and Privacy Act of 1974") (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;

- (iii) effectively engage parents, families, and community partners, and coordinate services between school and community;
 - (iv) help all students develop the skills essential for learning readiness and academic success;
 - (v) develop policy with school, local educational agency, community, or State leaders; and
 - (vi) participate in opportunities for experiential learning through observation;
- (F) developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards;
- (G) providing programs and activities to increase—
- (i) the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and
 - (ii) the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;
- (H) providing training, technical assistance, and capacity- building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate;
- (I) carrying out in-service training for school personnel in—
- (i) the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;
 - (ii) the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate;
 - (iii) forming partnerships between school-based mental health programs and public or private mental health organizations; and
 - (iv) addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism;
- (J) providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as—
- (i) early entrance to kindergarten;
 - (ii) enrichment, acceleration, and curriculum compacting activities; and
 - (iii) dual or concurrent enrollment programs in secondary school and postsecondary education;
- (K) supporting the instructional services provided by effective school library programs;
- (L) providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse;
- (M) developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science;
- (N) developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback;
- (O) providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education,

and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce; and
(P) carrying out other activities that are evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title.

ESEA SEC. 2103 [20 U.S.C. 6613] LOCAL USE OF FUNDS (b)(2)(A-P)

Items to be included in the Program Description Section of the application in GME - Describe:

- the activities to be carried out by the LEA and how these activities will be aligned with challenging State academic standards
- the LEA's system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership
- how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124©.
- how the LEA will use data and ongoing consultation described in paragraph (3) to continually update and improve activities supported under this part
 - (3) CONSULTATION.—In developing the application described in paragraph (2), a local educational agency shall—
 - (A) meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;
 - (B) seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency's activities to meet the purpose of this title; and
 - (C) coordinate the local educational agency's activities under this part with other related strategies, programs, and activities being conducted in the community.