

### LEA subgrant Activities

1. Developing or improving a rigorous, transparent and fair evaluation and support system for teachers, principals or leaders which is based on evidence of student achievement that can include student growth; and multiple measures of educator performance and provide clear, timely and useful feedback.
2. Develop and implement initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentage of students who do not meet the State academic standards, to improve within-district equity in the distribution of teachers. Include initiatives such as: expert help in screening candidates and early hiring; differential and incentive pay for teachers, principals or leaders in high-need academic subject areas and specialty areas; teacher, paraprofessional, principal or leader advancement and professional growth with an emphasis on leadership opportunities, multiple career paths and pay differentiation; new teacher, principal, or leader induction and mentoring programs to improve classroom instruction and student learning as well as increase the retention of effective teachers, principals or leaders; and the development and provisions of training for school leaders, coaches, mentors and evaluators to accurately differentiate performance and provide feedback.
3. Recruit qualified individuals from other fields to become teachers, principals, or leaders including mid-career professionals from other occupations, former military personnel and recent graduates of college with records of academic distinction.
4. Reduce class size to a level that is evidence-based
5. Provide high-quality, personalized professional development that is evidence-based and focuses on improving teaching and student learning and achievement. Also includes supporting efforts to train teachers, principals or other leaders to effectively integrate technology into curricula and instruction; use data to improve student achievement while understanding student privacy protections; effectively engage parents, families, and community partners and coordinate services between school and community; help all students develop skills essential for learning readiness and academic success; develop policy with school, LEA, community or state leaders; and participate in opportunities for experiential learning through observation.
6. Develop programs and activities that increase the ability of teachers to effectively teach children with disabilities and English learners
7. Provide programs and activities to increase the knowledge base of teachers, principals and leaders on instruction in the early grades and strategies to measure young children are progressing as well as the ability of principals or leaders to support teachers, teacher leaders, early childhood educators and other professionals to meet the needs of students through age 8 which may include joint professional learning and planning activities that address transition to elementary school.
8. Provide training, technical assistance and capacity building in LEA to assist teachers, principals and leaders with selecting and implementing formative assessments, designed classroom-based assessments and using data assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond.
9. Carry out in-service training for school personnel in
  - a. Techniques and supports needed to help educators understand and refer students affected by trauma and children with, or at risk of, mental illness
  - b. Referral mechanisms to link children to appropriate treatment and intervention services
  - c. Form partnerships between school based mental health programs and public or private mental health organizations; and

- d. Addressing issues related to school conditions for student learning such as safety, peer interactions, drug and alcohol abuse and chronic absenteeism.
10. Provide training to support identification of students who are gifted and talented and implement instructional practices, which may include early entrance to kindergarten; enrichment, acceleration and curriculum compacting activities; and dual or concurrent enrollment in secondary and post-secondary education
11. Support instructional services provide by effective school library programs
12. Provide training for all school personnel on how to prevent and recognize child sexual abuse
13. Develop and provide 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
14. Develop feedback mechanisms to improve school working conditions, including periodically and publicly reporting results of educator support and working conditions feedback
15. Provide high-quality professional development for teachers, principals or other leaders on effective strategies to integrate rigorous academic content, career and technical education and work-based learning
16. Carry out other activities that are evidence based and meet the purpose of the title.

The State will report annually on the use of funds as well as, if applicable, reports on evaluations, and retention rates of effective and ineffective personnel.