

LEA IAP 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,

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 II-A LEA Plan Requirements

In the **LEA Integrated Action Plan** (LIAP), including strategies and action steps that address the following:

- Describe 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.
- Provide students from low-income families and minority students with greater access to effective educators.

- Attract, select, place, support, and retain excellent educators.
- Describe how the LEA will use data and ongoing consultation* to continually update the Integrated Action Plan (IAP) and improve activities. (*Ongoing consultation to consists of meaningfully consultation 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.)
- Describe the coordination of the local educational agency's activities under this part with other related strategies, programs, and activities being conducted in the community.
- LEA with schools identified by the State as Comprehensive Support and Improvement (CSI) and/or Targeted Support and Improvement (TSI): Describe 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 (school improvement) under section 1111(d) and have the highest percentage of children counted under section 1124(c).

Title III LEA Plan Requirements

In the LEA Integrated Action Plan (LIAP), including strategies and action steps that address the following:

(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.

Title IV-A LEA Plan Requirements

In the LEA Integrated Action Plan (LIAP), including strategies and action steps that address the following:

1. Describe and appropriately tag how the LEA is improving students’ academic achievement by:

- a. Providing all students with access to a well-rounded education;
- b. Improving school conditions for safe & healthy students; or
- c. Improving the effective use of technology.

2. Describe how the LEA will use data and ongoing consultation to continually update the Integrated Action Plan (IAP) and improve activities.

Ongoing consultation consists of meaningful consultation with teachers, principals, other school leaders, parents/ family members, students, specialized instructional support personnel, charter school leaders (where applicable), private schools, community partners, local government representatives, Indian tribes or tribal organizations, and other stakeholders/ organizations with relevant experience.

3. Districts providing services to private schools within their attendance boundary should include a brief description, under the appropriate principle, describing the chosen activities which align with the intent of the Student Support and Academic Enrichment (Title IV-A) grant.

LEA IAP	School IAP
Title I-A Set Asides	Title I: School Allocations as per Comprehensive Needs Assessment (CNA)
Title II-A	
Title III-A	
Title IV-A	