

TEA STRATEGIC PRIORITY GUIDE

Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

Recommended Initiatives and Best Practices	State & Local	ESSA								
		Title I				Title II		Title III	Title IV	
		A**††	1003 (a)* †	C*	D*	A*	B*†	A*	A*	B* †
* Specific program requirements must be met for eligible teacher, student and/or parent participation, the instructional focus of funded activities, and supplemental funds requirements.										
**ALL staff includes certified teachers; direct instruction tutors during school day, before and after school, on evenings and weekends; and specialized instruction support staff, principals; and other school leaders.										
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†† Title I, Part A refers to schoolwide programs										
Recommended Uses of ESSA Funds										
Instructional leadership development focused on the observation / feedback cycle	X	X	X	X	X	X	X	X	X	X
Principal support and supervision	X	X	X	X	X	X	X	X	X	
Teacher Leader / Master Teacher programs	X	X	X	X	X	X	X	X	X	
Strategic compensation programs	X	X	X			X	X			
Best Practices										
LEA Programs and Activities										
Support for data-analysis activities and data-driven instruction	X	X	X	X	X	X	X	X	X	X
Teacher mentoring and coaching	X	X	X	X	X	X	X	X	X	
Induction programs for new teachers	X	X	X	X	X	X	X	X	X	
Principal academies: instructional leadership skills	X	X	X	X	X	X	X	X	X	
Early bird hiring programs for low-performing, hard-to-staff schools and/or content areas	X	X	X			X	X			
Targeted recruiting and effective screening of teacher and principal employment applicants	X	X	X			X	X			
Create policies that make assignments at challenging schools more attractive	X	X	X			X	X			
HR exit interviews: why do teachers and principals leave low-performing schools? (qualitative data for the need assessment and design of teacher and principal retention programs).	X	X	X			X	X			
Campus-based Programs and Activities										
Induction programs for new teachers	X	X	X	X	X	X	X	X	X	
Teacher mentoring and coaching	X	X	X	X	X	X	X	X	X	
Expenses for professional development on instructional practices for teachers and principals	X	X	X	X	X	X	X	X	X	
Stipends/release time for teacher-mentors	X	X	X	X	X	X	X	X	X	
Offer scheduled, uninterrupted, common planning time (extra duty pay, scheduled planning time, etc.)	X	X	X	X	X	X	X	X	X	X
Strategic compensation and performance-based pay programs for exemplary teachers	X	X	X			X	X			
Professional development, to include teacher mentoring and coaching, for serving students with disabilities, for teachers and principals.	X	X	X	X	X	X	X	X	X	
Schoolwide tiered behavior intervention models/programs that target social, emotional, behavioral, and other non-cognitive aspects for effective learning	X	X	X	X	X	X	X	X	X	X
Offer teachers, principals, school leaders opportunities for meaningful participation in decision-making	X	X	X	X	X	X	X	X	X	X
Targeted, effective academic interventions aligned to classroom instruction for students at risk of not meeting state standards, including use of technology and training ALL** staff	X	X	X	X	X	X	X	X	X	X

TEA STRATEGIC PRIORITY GUIDE

Strategic Priority #2: Build a Foundation in Reading and Math

Recommended Initiatives and Best Practices	State & Local	ESSA								
		Title I				Title II		Title III	Title IV	
		A**††	1003 (a)*†	C*	D*	A*	B*†	A*	A*	B*†
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Recommended Use of ESSA Funds										
High-quality full-day prekindergarten initiatives	X	X	X	X		X	X	X	X	
Math Innovation Zones	X	X	X	X		X	X	X	X	
K-2 Reading interventions and reading intervention teams	X	X	X	X		X	X	X	X	
Best Practices										
LEA Programs and Activities										
Support for data-analysis activities and data-driven instruction	X	X	X	X		X	X	X	X	X
Buy supplemental instructional materials for at-risk students focused in math and literacy	X	X	X	X				X	X	X
Teacher mentoring and coaching / Leadership “pipeline” or “grow-your-own” programs	X	X	X	X		X	X	X	X	
Professional development for teachers: instructional practices, differentiated instruction, classroom management, cultural competence, etc.	X	X	X	X		X	X	X	X	
Principal academies and/or professional development specific to instructional leadership skills	X	X	X	X		X	X	X	X	
Early childhood numeracy and literacy activities and related training for ALL** staff	X	X	X	X		X	X	X	X	X
Tiered math and reading interventions for struggling students at risk of not meeting state achievement goals	X	X	X	X		X	X	X	X	X
Campus-based Programs and Activities										
Induction programs for new teachers	X	X	X	X		X	X	X	X	
Buy effective instructional materials, including intervention materials for struggling or at-risk students	X	X	X	X				X	X	X
Teacher mentoring and coaching	X	X	X	X		X	X	X	X	
Professional development for teachers, to include effective instructional practices, tiered academic interventions, job-embedded coaching for teachers and other school leaders	X	X	X	X		X	X	X	X	
Schoolwide training for ALL** staff on effective classroom management	X	X	X	X		X	X	X	X	X
Teacher professional development: cultural competency, culturally-informed instruction	X	X	X	X		X	X	X	X	
Stipends/release time for teacher-mentors for targeted mentoring to improve math and literacy outcomes	X	X	X	X		X	X	X	X	
Offer scheduled, uninterrupted, common planning time / PLCs, specific to math and literacy initiatives	X	X	X	X		X	X	X	X	X
Performance-based and/or strategic compensation to attract and retain exemplary teachers	X	X	X			X	X			
Professional development specific to serving students with disabilities for ALL** staff.	X	X	X	X		X	X	X	X	X
Offer effective instructional materials to target needs of students with disabilities	X	X	X	X				X	X	X
Schoolwide tiered behavior intervention models / programs that target social, emotional, behavioral, and other non-cognitive aspects supporting effective learning.	X	X	X	X		X	X	X	X	X
Offer teachers principals, school leaders opportunities for meaningful participation in decision-making	X	X	X	X		X	X	X	X	X
Buy education technology, blended or online learning, and “apps” for differentiated instruction / math and literacy interventions	X	X	X	X				X	X	X

TEA STRATEGIC PRIORITY GUIDE

Strategic Priority #3: Connect High School to Career and College

Recommended Initiatives and Best Practices	State & Local	ESSA								
		Title I				Title II		Title III	Title IV	
		A**†	1003 (a)*†	C*	D*	A*	B*†	A*	A*	B*†
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Recommended Uses of ESSA Funds										
Early College High School	X	X	X	X	X	X	X	X	X	X
Texas Science, Technology, Engineering, and Math Academy (T-STEM)	X	X	X	X	X	X	X	X	X	X
Industry Cluster Innovative Academy	X	X	X	X	X	X	X	X	X	X
Advanced Placement/International Baccalaureate exam reimbursement for low-income students	X	X	X	X	X			X	X	
Best Practices										
LEA Programs and Activities										
Dual credit and concurrent enrollment programs, to include collaborative training for ALL** K-12 staff and college staff	X	X	X	X	X	X	X	X	X	X
Career-Tech education initiatives, such as the CTE Professional School Counselor Academy and the CTE Leadership Academy to include Training for ALL** staff	X	X	X	X	X	X	X	X	X	X
College readiness programs supporting first-generation college goers, to include materials and teacher training	X	X	X	X	X	X		X	X	X
Buy supplemental instructional materials focused on postsecondary readiness student outcomes, including resources used for career awareness, exploration, and career planning	X	X	X	X	X			X	X	X
Offer industry-recognized certifications for students that prepare them for careers that lead to high skill, high wage, or high demand occupations	X	X								X
Professional development for teachers, specific to increased access to advanced coursework, career-tech education (integration of challenging academics and technical knowledge and skills), and strategies to address student postsecondary readiness outcomes	X	X	X	X	X	X	X	X	X	
Professional development for teachers, specific to career-tech for teachers to stay current with the needs, expectations, and methods of industry to address student postsecondary readiness outcomes.	X	X								
Advisory committees that support the planning, development, implementation, and evaluation of career-tech programs to include parents, teachers, counselors, postsecondary faculty, and local business.	X	X								
Campus-based Programs and Activities										
Pay tuition and fees and purchase college course textbooks for students	X	X	X	X	X			X	X	X
Offer transportation to college or university campuses for students enrolled in postsecondary courses, including career-tech	X	X	X	X	X			X	X	X

TEA STRATEGIC PRIORITY GUIDE

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Campus-based Programs and Activities										
College readiness programs supporting first-generation college goers, to include materials and teacher training	X	X	X	X	X	X		X	X	
Buy instructional materials, including intervention materials for at-risk students that support postsecondary outcomes	X	X	X	X	X			X	X	X
Effective instructional materials for students with disabilities to target postsecondary readiness	X	X	X	X	X			X	X	X
Support and promote student membership in Career and Technical Student Organizations to engage students in activities that are an integral part of the instructional program such as leadership development and participation in competitive events.	X	X							X	
Professional development for teachers, specific to increased access to advanced coursework, career-tech education (project-based learning), and strategies to address student postsecondary readiness outcomes	X	X	X	X	X	X	X	X	X	
Professional development to address CTE teacher recruitment and retention, especially for staff entering the profession from business and industry, through participation in the CTE New Teacher Conference and/or the CTE New Teacher Mentoring Program	X	X							X	
Professional development, including teacher mentoring and coaching for serving students with disabilities focused on postsecondary outcomes.	X	X	X	X	X	X	X	X	X	X
Buy education technology, blended or online learning, and “apps” to increase student outcomes, expand access and successful completion of advanced coursework.	X	X	X	X	X			X	X	X

TEA STRATEGIC PRIORITY GUIDE

Strategic Priority #4: Improving Low-Performing Schools

Recommended Initiatives and Best Practices	State & Local	ESSA								
		Title I				Title II		Title III	Title IV	
		A**††	1003 (a)* †	C*	D*	A*	B*†		A*	B*†
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Recommended Use of ESSA Funds										
Close or combine low-performing schools into higher-performing schools	X	X	X							
Campus deep-dive needs assessment	X	X	X	X	X	X	X	X	X	X
School improvement partnerships	X	X	X	X	X	X	X	X	X	X
Redesign and restart low-performing schools	X	X	X	X	X	X	X	X	X	X
Redesign and restart low-performing schools as charter schools	X	X	X	X	X	X	X	X	X	X
Replicating effective school models	X	X	X	X	X	X	X	X	X	X
Best Practices										
LEA Programs and Activities										
Buy effective supplemental instructional materials	X	X	X	X	X			X	X	X
Supporting data analysis and data-driven instruction	X	X	X	X	X	X	X	X	X	
Teacher mentoring and coaching programs and activities	X	X	X	X	X	X	X	X	X	
Professional development for teachers, to include effective instructional practices, classroom management skills, culturally competent instruction, etc.	X	X	X	X	X	X	X	X	X	
Performance-based or strategic compensation to attract and retain experienced, effective teachers at low-performing, hard to staff schools and/or content areas	X	X	X			X	X			
Principal academies and/or professional development specific to instructional leadership skills	X	X	X	X	X	X	X	X	X	
Programs and activities strengthening parent, family, community involvement in student academic achievement and training for ALL** staff	X	X	X	X	X	X	X	X	X	X
Early warning systems that include nonacademic indicators to find students most at-risk of not meeting academic achievement goals and/or not graduating from high school.	X	X	X	X	X			X	X	
Campus-based Programs and Activities										
Buy effective instructional materials, including supplemental intervention materials for at-risk students	X	X	X	X	X			X	X	X
Professional development, including effective instructional practices for teachers and principals, differentiated instruction, classroom management, cultural competency, and culturally-informed teaching.	X	X	X	X	X	X	X	X	X	
Stipends and/or release time for teacher-mentors	X	X	X	X	X	X	X	X	X	
Teacher leadership programs	X	X	X	X	X	X	X	X	X	
Strategic compensation for exemplary teachers	X	X	X				X			
Buy effective instructional materials for targeted interventions specific to students with disabilities	X	X	X	X	X			X	X	X
Planning and implementing new, inclusive learning environments for all learners, including students with disabilities, to include purchasing materials and training ALL** staff	X	X	X	X	X	X	X	X	X	X
Professional development specific to students with disabilities, to include mentoring / coaching ALL** staff.	X	X	X	X	X	X	X	X	X	X

TEA STRATEGIC PRIORITY GUIDE

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		Title I				Title II		Title III A	Title IV	
		A*††	1003 (a)* †	C*	D*	A*	B*†		A*	B*†
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Campus-based Programs and Activities										
Strategies that maximize instructional time	X	X	X	X	X	X	X	X	X	X
Buy education technology, blended or online learning, and “apps” to offer personalized instruction, academic interventions, and to expand access to and successful completion of advanced coursework	X	X	X	X	X			X	X	X
Schoolwide tiered behavior intervention models or programs focused on social, emotional, behavioral, and other non-academic factors to support effective learning and training for ALL** staff	X	X	X	X	X	X	X	X	X	X
Tiered, effective academic interventions aligned to classroom instruction for students at risk of not meeting state achievement standards, including use of technology, and ALL** staff training	X	X	X	X	X	X	X	X	X	X
Programs and activities strengthening parent, family, community engagement in student academic achievement	X	X	X	X	X			X	X	X