



## Pre-populated Strategies for Strategy Based Budget

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1. Provide timely and accelerated assistance to students who are most at-risk of not meeting state academic requirements, with consideration for differentiated needs that may arise by inclusion in a historically underserved disaggregated subgroup [IEP, EL, FRM, MIN] or other identification criteria [HM], as determined by the comprehensive needs analysis.
2. Raise student achievement by improving teacher and principal quality as a result of increasing the effectiveness of teachers and principals through research-based recruitment and retention actions and high-quality, job-embedded, professional development, as determined by the comprehensive needs assessment.
3. Promote and develop effective parent and community involvement at the school and district level, in collaboration with parents, prioritizing activities that address areas of focus in the comprehensive needs analysis or other evaluation activities.
4. Provide linguistic supports in order to appropriately and equitably serve the LEAs EL population in English Language Development and Title III programs, based on ongoing assessment or evaluation activities.
5. Provide targeted reading, math or other content supports or interventions in order to appropriately and equitably serve the LEAs EL population in Title I programs, based on ongoing assessment or evaluation activities.
6. Provide supports in order to appropriately and equitably serve the LEAs Immigrant population in English Language Development/Title III and Title I programs, based on ongoing assessment or evaluation activities.
7. Provide support for ESEA Programs, specifically in the areas of programmatic understanding, compliance, and fiscal responsibility, to facilitate implementation of compliant and quality ESEA programs.