

Early Learning Intervention Model

The LEA/campus provides assurance that if it selects to implement the Early Learning Intervention Model in an elementary school, the campus will implement the model in accordance with the following federal requirements.

The LEA/campus will use data to identify and implement an instructional program that is:

**Comprehensive, promoting academic content ranging across: math and science; literacy and language; socio-emotional skills, self-regulation, and executive functions**

**Developmentally appropriate**

**Vertically aligned from one grade to the next as well as aligned with Texas academic standards**

**Research-based**

Staff Evaluation

Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:

1. take into account student growth data as a significant factor as well as other performance factors such as multiple, observation-based assessments
2. are designed and developed with teacher and principal involvement



Offer full-day kindergarten.



Establish or expand a high-quality preschool program. *



Provide educators, including preschool teachers, time for joint planning across grade levels.



Replace the principal.



Assess the benefits of contracting with a community-based provider to provide a high-quality preschool program at the TTIPS elementary campus or through an existing high-quality child care or Head Start program within the LEA or nearby community.



Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.



Identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify and remove those, who, after ample opportunities, have not improved.



Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG)



Utilize Texas State Board of Education approved pre-kindergarten instructional materials.



Implement strategies such as financial incentives, increased opportunities for career growth, and more flexible working conditions to recruit and retain high-quality educators.



Enroll in the Children's Early Learning Institute (CLI), ELI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments.

Questions to Consider

- Is full-day kindergarten already in place? If not, will the LEA be able to sustain the cost of full-day kindergarten beyond the Texas Title I Priority School (TTIPS) funding?
- Is a preschool program in place or will it be newly created? If it will be newly created, what structure will fit the community needs?
- What is required to bring the preschool program to the status of a high-quality program?
- How will the cross-grade, joint planning time be organized and scheduled?
- Will the LEA be able to sustain the cost (if any) of the planning time beyond the TTIPS funding?
- What are the expectations, including work products, of teachers from their joint planning time?
- How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
- How will the LEA enable the new leader to make strategic staff replacements?
- What is the LEA's own capacity to support the implementation of required, recommended, and diagnostically determined strategies?
- What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the implementation of the model?
- What changes in operational practice must accompany the implementation of this model, and how will these changes be brought about and sustained?

*For the federal definition of high-quality preschool program, see this link:
<http://www2.ed.gov/programs/sif/sigevidencebased/index.html>