

## **Texas Title I Priority Schools (TTIPS) Grant Early Learning Model**

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

1. Offer full-day kindergarten.
2. Establish or expand a high-quality preschool program.  
*A high-quality preschool program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. More information on the program requirements of a high-quality preschool can be found here:*  
[https://tcta.org/node/13904-federal\\_definition\\_of\\_high\\_quality\\_preschool\\_programs](https://tcta.org/node/13904-federal_definition_of_high_quality_preschool_programs)
3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool program for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the Early Learning Model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
  - (A) take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
  - (B) are designed and developed with teacher and principal involvement
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates. Identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
9. Use data to identify and implement an instructional program that is:

- (A) research-based;
  - (B) developmentally appropriate;
  - (C) vertically aligned from one grade to the next as well as aligned with State academic standards;
  - (D) Comprehensive, promoting academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. 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.
  11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    - (A) aligned with the school's comprehensive instructional program
    - (B) designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
  12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
  13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
  14. Enroll in the Children's Learning Institute (CLI), [CLI Engage](#) platform, and utilize the [Texas School Ready!](#) child progress monitoring assessments with pre-kindergarten students.

*If selecting the Early Learning Model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.*

**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) grant 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?

**Additional Resources:**

- Center on School Turnaround: <http://centeronschoolturnaround.org/>
- School Turnaround Learning Community: <http://schoolturnaroundsupport.org/home>
- U.S. Department of Education Office of School Turnaround:  
<http://www2.ed.gov/about/offices/list/oese/ost/index.html>
- Early Learning Intervention Model Case Studies:  
<http://centeronschoolturnaround.org/incorporating-early-learning/>