National Title I Conference
Salt Palace Convention Center
Salt Lake City, Utah
February 2015

Leading with Wonder
Celebrating 50 Years of Title I
EARLY LEARNING AS A SCHOOL IMPROVEMENT INTERVENTION

Friday, Feb. 6, 2015
12:45-1:45

Libby Doggett
Lenay Dunn
Jana Martella
Carlas McCauley
Who’s in the room?

EARLY LEARNING AS AN OVERARCHING STRATEGY

* The President’s Education Vision
  * Office of Early Learning
    * RTT – Early Learning Challenge
    * Preschool Development Grants
    * Interagency Policy Board
  * Integration of Early Learning in USED
    * ESEA - Title I
    * Draft Rule for SIG Early Learning Model
EARLY LEARNING AS A SCHOOL IMPROVEMENT STRATEGY

- Background on the impetus for the case-studies
- Process for information collection
- Selection of the case-study schools
How three schools integrated early childhood strategies into school turnaround efforts – background on:
* Orchard Gardens
* Elliott
* Mann

Strategies that Work from Start to Finish

* Leadership
* Teaching
* Time
* Instructional program
* Data to drive improvement
* Safe and healthy students
* Family and Community Engagement

* Orchard Gardens empowered strong leaders committed to early learning.
* Horace Mann leveraged supports from the state and district.
* Elliott built teacher-leaders to ensure success and sustainability.
* Orchard Gardens - laser focused on curriculum, data, and instruction tailored to individual student needs

* Mann Elementary - each teacher developed an individual improvement plan

* Elliott – provided targeted professional development, applied professional coaches
* Extending time to allow for enrichment activities
* Allow time to provide intentional curriculum-focused activities
* Allow time to invest in staff
  - Including time for collaborative planning between and across grades
  - Providing individualized support for teachers
* Orchard Gardens teachers saw data as an essential driver.
* Horace Mann teachers used data to drive instruction.
* Elliott teachers met weekly in data teams.
Engaging Families Begins Early

* Orchard Gardens – monthly data reports to parents, quarterly “publishing parties” with families
* Mann built relationships with parents and families and connected them to success of the school
Early learning is experiential and environment is a key component of the child’s experience and learning.

Orchard Gardens conducts climate survey with students, faculty and families.
Additional Key Takeaways

* Too few schools are enlisting high quality early learning as a turnaround strategy
* There are examples of success | lessons from each school:
  o Orchard Gardens
  o Mann
  o Elliott

Considerations for States, Districts, and Schools

* Incorporate early learning to sustain school turnaround
* Connect early learning to improvement efforts from community level to the state level

Considerations for States, Districts, and Schools

* Leveraging Connections
* Title I
* Indistar Indicators
Implement each of the following early learning strategies—

- Full-day kindergarten;
- Establish or expand a high-quality preschool program;
- Provide preschool teachers with time for joint planning;
- Replace the principal;
- Implement high quality evaluation and support systems

* Reward those who have increased student achievement
* Provide incentives for flexible work conditions and staff retention strategies
* Use data to identify and implement an improved, rigorous developmental instructional program
* Promote the continuous use of student data to inform and differentiate instruction
* Provide ongoing, high-quality, job-embedded professional development such as coaching and mentoring
**Case-Study Links**

http://ceelo.org/ceelo-products/policy-reports-and-briefs/

http://centeronschoolturnaround.org/incorporating-early-learning/

Libby Dogget | libby.doggett@ed.gov
Lenay Dunn | ldunn@wested.org
Jana Martella | jmartella@edc.org
Carlas McCauley | cmcccauley@wested.org