

**Leon County Schools**  
**Title I, Part A - Advisory Council**  
**Committee Meeting**  
**September 29, 2016, 6pm**  
**Sabal Palm Elementary**  
**Marie-Claire Leman - Interim Chairperson**

Dr. Pam Hightower opened the meeting and welcomed everyone.

Assistant Superintendent Scotty Crowe expressed his thanks to everyone for their participation on the Title I Advisory Council (TAC), and communicated that everyone's involvement will have a positive impact in our Title I schools and communities. Mr. Crowe indicated the meetings will rotate among the Title I Schools, and if it is the desire of the TAC, the Howell Building is available as an optional meeting place, if needed.

**Introductions:**

**Each attendee introduced themselves.**

**Spotlight on Sabal Palm:**

Principal Anicia Robinson stated the school improved its school grade from a "DD" school grade to its current grade of "C." Mrs. Robinson provided the committee with an in-depth overview of some of the wonderful activities at Sabal Palm. The activities included:

- parental participation in school-wide programs,
- reduction of suspensions,
- STAR Challenges,
- rewards for demonstrating school success,
- Community Partnerships/Volunteers Programs
  - First Baptist Church, 50-60 mentors,
  - TCC Athletics,
  - McDonald's,
- Student Career Goal Challenges,
- Shock Tour Program (a program where the administration, teachers and staff toured the school attendance zone to get a clear prospective of the school community).

This tour helped the school meet their biggest challenge of nurturing and teaching the whole child, which includes assuring that students arrive at school safe, get home safe, and come back to school safe each day. This initiative is reinforced by Coach Hollis and other faculty members who walk the students home due to high crime in their community.

Sabal Palm's *Decision Dollars* is focused on involving K-5 students to strive for perfect attendance and ways to make good decisions for themselves and others. The students obtaining

good attendance while demonstrating the ability to make good decisions earns them the privilege to shop in the PAW School Store once a month. Meanwhile, the school works closely with the Meadows Community in a partnership to provide additional opportunities for students to shop at the *Meadows Market*. This supports good decision making skills in collaborating with the school's effort. Additionally, Sabal Palm's cheerleaders are referred to as the "Ambassadors" of the school. They must maintain a 3.0 grade point average to participate on the team. The cheerleaders work jointly with the flag football team supported by the YMCA.

Ms. Robinson shared with the council that it "Takes a Village to Raise a Child" and their proud parents are in support of the efforts made by the school to strive for success.

#### **2016-2017 Title I Budget:**

Dr. Hightower shared the following about the Title I Program:

- The Superintendent initiative for the 2016-2017 eliminated the practice of keeping the Title I funds at the LEA for certain activities. Instead, principals have the autonomy to use Title I, Part A funds for the needs of their students and schools.
- Title I schools' allocation was tiered for the 2016-2017 school year, which means all schools with a poverty-percentage of 100% received a \$580 per pupil allocation; 99.99%-86.07% received a \$410.00 per pupil allocation and 86.06% - 75.01% received a \$200 per pupil allocation.
- Community Eligibility Provision (CEP) is a meals program that allows all students who attend a participating Title I school to eat breakfast and lunch free. All of the Title I schools participate in CEP with the exception of one charter school.
- Title I Afterschool Community Centers will be opening soon and the Title I office has been reviewing data as it relates to best practices to meet the needs of the Title I students being provided services at the centers.
- Required Set-Asides for Title I,
  - Parental Involvement, is 1% of the Title I allocation to the LEA 95% of the 1% is given back to school to offer parental involvement activities at their respective schools;
  - Set-Aside of funds for homeless students who do not attend a Title I school;
  - Neglected and Delinquent (N&D) set-aside to provide comparable services to serve children in local institutions/programs for neglected children and if appropriate children in local institutions for delinquent children,
  - Set-Aside for our Priority and Focus (F&D school grades sites) schools only; LEA wide professional development and LEA wide Instructional Activities.
- Indirect Cost, a reservation which is taken off the top of the Title I allocation, is 6.75% this year. Once all the consultation and technology object codes amount was subtracted

from the overall allocation, the amount reflected on the budget (\$537,197.87) was the amount of the indirect cost for the LEA.

- District Parent Involvement Committee meets quarterly; notification of meeting dates will be provided to you at the next TAC meeting.
- District expenses include Title I Community Conversations as well as other programs that can be supported by the Title I office.
- The LEA and Title I schools are required to do a Comprehensive Needs Assessment on all of the programs being supported by Title I funds.
- Title I instructional educational services are provided to eligible Title I children who live in public school attendance areas (PSAA) and are identified as failing or at risk of failing at a private school. Poverty is not a criteria for services.

#### **Overview of Purpose and Structure of TAC:**

Marie-Claire Leman led introductions of the committee and shared the many hats she wears as a volunteer in the Leon County School District, overview of the purpose, and structure of the Title I Advisory Council.

The purpose of the Title I Advisory Council is to be a body that makes recommendations on the best ways to use available resources for addressing the unmet needs of Title I school communities. We want to bring together parents, teachers, administrators, community members and experts to address the various issues that are at the heart of the challenges our Title I public schools face. All the D schools in Leon County are Title I schools. We know a lot of great things are happening at those schools and that the school grade doesn't reflect those good things. However, there are particular issues that Title I schools have to deal with and that's why having an Advisory Council dedicated to Title I schools is needed and makes sense.

We want this council to find out directly from the Title I school communities what the needs are, and then work together in finding ways to address those needs. Beyond the Federal Funding, there are also many other resources in the community that have helped and will continue to help, address the needs of our Title I schools.

The monthly meetings will be open to the public. They will be hosted, in rotation, at our Title I schools in the hopes of being more accessible to the community.

This Council is not a new idea and not a new need. Many people have expressed the need for a Council dedicated to the concerns of Title I schools. Many people already work very closely with our Title I schools. We hope to bring people together to work in a collective and concerted way. We are still working on reaching out to community members and agencies. We hope to have more community representation at the next meeting. We are very grateful for those of you who were able to make it tonight.

#### **Presentation of the T.A.C. DRAFT By-Laws/Committees:**

- The DRAFT by-laws are very meaty. There is a lot in there so that the Council can have direction and be able to get to work right away.
- We will go over them, highlighting the important articles:

- Article I - name of council
- Article II - purpose and duties
- Article III - membership. **Look especially at last paragraph of section 1 to see if there are other members you would like to see included.**
- Article IV – officers. Marie-Claire Leman is serving as interim chair until we are ready to approve the by-laws and vote for officers. We will elect a chair, co-chair and secretary/treasurer.
- Article V – Meetings: Second Monday of each month, 6pm to 8pm, at a Title I school. We will rotate between schools to be closer to the school communities and try to make it a bit easier for them to attend a meeting of the TAC. At this meeting, we asked the body if there were general objections to the second Monday of the month as the date for the meeting. No objections were heard. The group thought it was a good idea to publicize all the dates at the end of the school year for the next school year so that everyone can post them in their calendars ahead of time and plan around them.
- Article VI – Committees. We explained the importance of committees to ensure that the TAC is a working body. Time will be dedicated at each monthly meeting for the committees to meet and advance their work. The composition of the committees is outlined in the by-laws. Members and non-members alike will be part of these committees. **All representatives were asked to give feedback on which committee they would like to be a part of.** The Committees are: needs assessment, long-range planning, best practices, and policy and rules.
- Article VII - Amendments. Until the by-laws are approved, we will make changes to them through a process of discussion. Once the By Laws are adopted, amendments will be made according to this article. **All present were asked to look over the by-laws and come back to the next meeting with suggestions for changes and additions.**

**Proposed upcoming meeting dates:**

These are the proposed dates of the upcoming meetings: **Monday, October 10, 2016; Monday, November 14, 2016; and Monday, December 12, 2016.** The locations will be determined and announced as soon as possible.

Marie-Claire expressed the hope that everyone will come back on October 10, 2016. Between now and then, more members will be reached, including the school board representatives who will be in attendance at the next meeting. She encouraged everyone to be patient with the process and to stay engaged to give this a chance to get established. Last but not least, the committee was asked to review the by-laws and bring all input to the October 10, 2016, meeting.

The meeting was closed after we expressed our sincere gratitude to everyone for taking the time to come to the meeting.

**Minutes recorded by Jennifer Anderson**

**Title I Advisory Council  
Minutes – October 10<sup>th</sup>, 6pm  
Nims Middle School**

In attendance: *Dr. Hightower, Assistant-superintendent Scotty Crowe, Stuart Greenberg, Eric Banks, Marie-Claire Leman, Steve Mills, Stan Dickey, Charles Williams, Dr. Marsha Sanders, Desmond Cole, Beth Overholt, Samuel Lyons, Genefer Rollins, Ronald Hollis, Donita Anderson, Cheryl Collier-Brown, Carolyn Hector Hall, Paula Pearcey, Natasha Ruiz-Fillar, Kevin Johnson, Stephanie Savestanan, Margorie Anderson, Megan Reiner, Joi Phillips, Regina Randolph-Hollis, Victoria Williams, Mary Jo Peltier, Ephraim Livingston, Kim Williams.*

The members were welcomed by Dr. Hightower followed by some introductory remarks by Assistant-superintendent Crowe.

**Spotlight on Nims Middle School:**

Mr. Crowe introduced Principal Cole who shared some information about how Title I funds are spent at Nims Middle School. Principal Cole explained that at Nims, in making decisions about how to spend Title I funds they look at what will be in the best interest of the community and the students. For instance, Nims math scores were not where they wanted them to be so paraprofessionals were assigned to classrooms to do small group instruction in math. This was one strategy that helped them improve their school grade from a D to a C.

They also decided to reduce their class size in core academic areas by hiring more teachers. In the past, though not last year, they also offered Saturday school from 9am to 12pm.

Beth Overholt asked a question about strategies used for retention of teachers. Principal Cole shared with us that Nims has had the benefit of a veteran teacher returning as a volunteer to work with new teachers (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year teachers) to give them support. She meets with these teachers once a month.

Assistant-Superintendent Crowe added that the district wants to diversify the input for evaluation of teachers so that more than just State standardized test scores are taken into consideration. In particular, it is important to look at growth when evaluating teachers. Principal Cole continued, saying that some of the kids are great kids but come from very tough life situations. He reminded us that parents send the school the best they've got.

**2016-2017 Title I Budget**

Dr. Hightower presented on the Title I district budget. She started by explaining that until the budget is approved by the DOE, only 25% of it can be spent. Most of that is spent on salaries. Before the budget is approved, the district is able to make changes to it. Once it is approved, Dr. Hightower would like to bring monthly budget updates to the TAC.

This Fall, 6 community centers are opening up again to offer tutoring. Algebra camps will be held at Godby, Nims, and Griffin to help students pass Algebra 1 which is a graduation requirement. If a student does not pass Algebra 1 they can take the PERT for a concordant score. Stuart Greenberg added that Leon is one of the only districts that offers Algebra camps and reading academies. Students are not required to attend Algebra camps – they are invited and can come if they want.

Dr. Hightower also shared that she holds Title I Parent Involvement meetings every quarter. These meetings are held to inform parents of their rights. The Title I Advisory Council was mentioned at the last Parent Involvement meeting and Marie-Claire, who happened to be in the building at a different meeting, stopped by to give a brief overview of the purpose of the TAC.

The District awaits direction on how Title I will be affected by the new Every Student Succeeds Act at the Federal level.

### **Overview and discussion of TAC Bylaws**

After Dr. Hightower's presentation, we broke up into small groups to look over the draft Bylaws. Every group noted what changes they wanted to propose to the Bylaws. After about 20 minutes, we reconvened as a Council and discussed these proposed changes:

- In Article III – Membership, section 1, we agreed to add an appointee from Whole Child Leon and one from the County Commission. The latter is in recognition of the fact that we are trying to add an appointee from the City Commission/Mayor's office but some of the district's schools are in the County and not in the City. In addition, coordination with the County Commission would be beneficial to all district schools. In this same paragraph, we agreed to add language to ensure that at least one appointee on the TAC will be experienced in trauma informed and trauma responsive practices.

- under section 4 of Article III, we agreed that we needed to not bog down our process by requiring that a majority of Title I schools be represented in order to hold a vote. A majority of the membership should be sufficient to ensure broad representation.

- under Article VI - Committees, we agreed to reduce the commitment of members to committees to one year, as opposed to two.

- in section 2 of this article, we agree that the perspective of the Families in Transition program would be beneficial to the Needs Assessment committee and we added a representative of this district program to the composition of the committee.

Looking ahead, we discussed the process for the election of officers at the November meeting and the approval at that meeting of our Bylaws. We will be looking to elect a Chair, a vice-Chair and a Secretary/Treasurer. Nominations for these offices can be made in anticipation of the November meeting or at the beginning of that meeting before the close of nominations.

The next meeting will be held at **Rickards High School (in the media center) on November 14<sup>th</sup>, from 6pm to 8pm.**

*Minutes recorded by Marie-Claire Leman*

**Title I Advisory Committee Meeting Minutes**  
**November 14, 2016**  
**6:00-8:00 p.m.**  
**Rickards High School Media Center**

**Members and Contributors present:** *Ashley Harvey, Bridgett Birmingham, Donita Anderson, Kevin Johnson, Shedric Triplett, Edith G. Davis, Allison Stachnik, Carolyn Hector Hall, Marie-Claire Leman, Kim Williams, Alvin White, Logan Henderson, Jalen McClees, Beth Overholt, Paula Pearcey, Brandy Tyler-McIntosh, Doug Cook, Talethia Edwards, Charles Williams, Rosanne Wood, Tonya Gennie, Steve Mills, Stan Dickey, Jamie Van Pelt, Natasha Ruiz-Villar, Roshannon Jackson, Samuel Lyons, Ed Feaver, Stephanie Savestanan, Jennifer Travieso, Scotty Crowe, Pam Hightower, Victoria Williams, Janelle King, Sandy Neidert, Joi Phillips, Sharlene Jones, Mary Jo Peltier.*

**Welcome and Introductions**

Marie-Claire Leman welcomed and thanked Title I Advisory Council members for their participation and attendance. Ms. Leman had members introduce themselves.

Scotty Crowe provided a welcome and thanked Principal Doug Cook for hosting the meeting at Rickards.

**Approval of Agenda**

Motion to approve the agenda was made by Ms. Stachnik and seconded by Ms. Overholt. Members approved the agenda as presented.

**Approval of Minutes**

Motion to approve the October 10, 2016 minutes was made by Dr. Mills and seconded by Ms. Birmingham. Members approved the minutes as read.

**Spotlight on Rickards High School**

Principal Cook addressed the council and shared best practices and strategies regarding Title I support and academic programs. Mr. Cook provided the Rickards High School Title I budget (see below) and explained it in detail. He highlighted the Saturday camps and the effort to provide students with tutors. These are well received at Rickards because students are motivated to do well and they seek out the help.

A member asked what would help RHS? Mr. Cook responded that all Title I schools have similar problems and they boil down to economics. He expressed the need that we hold our City and County leaders accountable. There needs to be more economic development done on the Southside of Tallahassee to bring jobs to the area. He feels we need to reach out to the business community to engage with the TAC and with our Title I schools, not only by being a source of donations but by talking to the students about what constitutes a good employee and what training is necessary.

### **Approval of Bylaws**

Bylaws were approved with friendly amendments: 1- a member can live outside of Leon County if they represent a Leon County Organization, and 2- adding a representative of Peace 4 the Big Bend to the TAC membership, in order to help ensure that we have one person with experience in trauma-informed/responsive practices.

### **Election of Officers**

Chair: Marie-Claire Leman, Parent, Rickards High School

Vice Chair: Paula Pearcey, Teacher, Leon Classroom Teachers Association

Secretary/Treasurer: Bridgett Birmingham, Parent, Frank Hartsfield Elementary

Parliamentarian: Charles Williams, School Board Appointee

Alternate Parliamentarian: Talethia Edward, Superintendent Community Appointee

### **Title I Updates**

Dr. Pam Hightower presented about a partnership between Leon County Schools and the Tallahassee Housing Authority at several locations in town. The programs were approved by Leon County School Board. They will include parental workshops and family literacy. A pre- and post survey was given to participants with positive responses for the program. Dr. Hightower is excited about possibilities for this program.

### **Committee Work**

(see committee notes in addenda)

### **Close of Meeting**

Meeting adjourned at 8pm.

Next Meeting is Monday, December 12<sup>th</sup> at Bond Elementary School (2204 Saxon Street)

## **Best Practices Committee Summary of Meeting on November 14, 2016**

### **Committee Members**

1. Kim Williams
2. Stan Dickey
3. Carolyn Hector Hall
4. Sam Lyons
5. Ashley M. Harvey
6. Beth Overholt

Chair for November Meeting: Beth Overholt

Note-Taker for November Meeting: Ashley M. Harvey

What are the Best Practice Committee's Top 3 priorities



1. Respect & Attitude for Education
2. School Readiness
3. Excitement for the Next Step in Education Goals
4. Success for our kids where they are in school

Preliminary Elements of an action plan

We hope to research what other Title I Schools in Florida or across the Country are doing to bring success to their students. We will start an electronic record book of best practices to share with other Title I schools in our district.

**Long-Range Planning Committee  
Summary of Meeting on November 14, 2016**

Committee Members:

1. Marie-Claire Leman
2. Brandy Tyler-McIntosh
3. Mary Jo Peltier
4. Stephanie Savestanan
5. Talethia Edwards

Some avenues to explore:

- considering the emotional health and needs of the school: looking into better connecting the school with the community and attending to the needs of the whole child.
- looking at equity between Title I schools.
- impact of school choice; how will capacity be affected
- looking at school zoning

**Policy and Rules Committee  
Summary of Meeting on November 14, 2016**

Committee members:

Steve Mills  
Tonya Gennie  
Ed Feaver  
Allison Stachnik

Roseanne Wood  
Joi Phillips

We'd like Dr. Hightower to please send us electronic versions of the current Title 1 Rules and Policies for the Leon County School District, and any other documents she thinks might be good resources for understanding the current governance of these funds. Also, if there are links that would allow us easier access to comparable documents for Alachua, Escambia, or Orange County, that would be great.

We pledge to read and familiarize ourselves with the current LCS Title 1 Rules and Policies, noting any questions we might have, before our December meeting.

Title I Advisory Council  
Needs Assessment Committee

Committee Members (please include council members and contributors):

1. Charles A. Williams
2. Jonelle King
3. Bridgett Birmingham
4. Dr. Edith G. Davis
5. Paula Pearcey  
Jennifer Travieso
6. Reshannon Jackson
7. Lorri Fadel
8. Sharelle Jones
9. Kevin Johnson
10. Natasha Ruiz Villar  
Shedric Triplett  
Victoria Williams

Designate a committee chair and a committee note-taker:

Chair: Charles Williams  
Note-taker: Shedric Triplett

- ① What are your committee's top three or four priorities for the short and medium term? ② What drives your sense of urgency? ③ What are your top concerns when it comes to Title I schools in Leon County in the context of the scope of your committee?

① Parental Involvement  
Technology Updates  
Workshops

② Student Knowledge attainment  
③ What is written is not what  
always is occurring in the schools  
(i.e. - policies; dress code; teaching)

Discuss and decide upon some preliminary elements of an action plan for your committee's work.

- We will obtain the needs assessment surveys from 2015-2016 from Dr. Hightower.

**Title I Advisory Committee  
Bond Elementary School Media Center  
Minutes - December 12, 2016**

**Members and contributors in attendance:** Genefer Rollins, Bridgett Birmingham, Donita Anderson, Pat Zackery, Edith G. Davis, Allison Stachnik, Carolyn Hector Hall, Marie-Claire Leman, Beth Overholt, Paula Pearcey, Brandy Tyler-McIntosh, Talethia Edwards, Charles Williams, Rosanne Wood, Tonya Gennie, Stan Dickey, Natasha Ruiz-Villar, Samuel Lyons, Courtney Atkins, Stephanie Savestanan, Jennifer Travieso, Superintendent Hanna, Asst. Superintendent Crowe, Dr. Pam Hightower, Stuart Greenberg, Brenetta Lawrence, Sharlene Jones, Mary Jo Peltier, Joi N. Phillips, Victoria Williams, Brandi Knight.

**Welcome and Introductions**

Superintendent Hanna was introduced to the committee.

Supt. Hanna comments: He welcomes constituents holding him and board members accountable and feels it is important. He would work to eliminate wasteful spending and to push resources back to our schools, teachers, and classrooms. He is looking to streamline where we can be more efficient. He asked for advice from this committee for suggestions for Title I schools. How can we use these dollars to enhance our programs at Title I schools? Rosanne Wood, newly elected school board member, was in attendance as well, and briefly introduced.

**Approval of Agenda**

A friendly amendment to the agenda was proposed to move "Planning of Future Presentations" to just after the "Goals of Subcommittees". Ms. Beth Overholt motioned to approve. Mr. Lyons seconded.

**Approval of Minutes**

Mr. Charles Williams motioned to approve. Stephanie Savestanan seconded.

**Introduction of Spotlight**

Ms. Hightower graciously introduced Brandy Tyler-McIntosh.

**Spotlight on Bond Elementary**

Principal McIntosh showed a video highlighting Bond Elementary students and staff. The school was rebuilt from the ground up. There are 642 students at Bond Elementary. Title I funds were used to do what is best for the kids. Homogenous classrooms. A farm at the school.

Courtney Atkins asked: are you seeing that kids come in missing skills? Answer: Absolutely and we have some with social needs as well. We have to meet them where they are. There are a lot of barriers outside of school that affect how they function and what they do in school.

Question: What size is your PreK program? 36 and there is no room for expansion. How do you address social and trauma needs for kids? Principal Tyler-McIntosh explained that they are trying out meditation practices and seeing benefits. They are thinking of having meditation room or a meditation corner.

## **Title I Updates**

### **-Budget Update**

Dr. Hightower provided a detailed list of staff paid for by Title I funds at the District Level. One of the example programs is to provide kids just under the criteria for gifted additional enrichment experiences. Kids that don't have the ability to go home and have enrichment are provided additional opportunities. The program came out of discussion 4-5 years ago with other parents. The district is not required to provide this service but this was a solution to concerns raised at the time. The service has been assessed as part of the Title I survey.

Q: Are we drawing down all of the dollars that we are entitled to? Yes.

Resource Teachers for Community Centers: We are in all of the housing centers with Community Centers. Two certified teachers are in each of the community centers to help students with homework every day. Must do their homework first, read a book and take an AR test, must do SuccessMaker every day. Parents must pick their kids up so that they are making contact with staff.

### **-Roll Forward**

Every penny of the \$7.9 million must be allocated. Any unspent funds go back into the roll forward pot. The Federal government wants the money spent the year that they are allocated. That money rolls forward and it is allocated back to the schools. The roll forward for this year will be certified most likely in January. There is an ongoing conversation between the district and principals about what can and can't be spent with Title I funds. The district has gotten better about stretching dollars. The principals know it will come back to them. The bulk of the Title I money is spent on teachers and staffing. The District requires that the money proposed needs to be in alignment with the School Improvement Plan and the new School Advisory Council.

**Goals of Sub-Committees:** The committee had a broad discussion about the possible goals that the committees might tackle. The ideas were wide ranging. The TAC will serve as an advisory group for the School Board and the School District similar to the District Advisory Board but focused on the needs of Title I schools. Dr. Hightower would like us to pick four or five things that we can focus on that are common threads between Title I schools. Suggestion for the next meeting the committees meet first and then have presentations afterwards.

The idea was raised that the Long-range planning subcommittee and the Best Practices subcommittee might not meet until we have a greater understanding of the Needs Assessment and Policy and Rules already in place and the direction of the work of the Needs Assessment and Policy and Rules committees. There was a proposal for the Policy and Rules committee to look at the Every Student Succeeds Act. The Council agreed that we would focus on just NA and P&R until an unspecified time in the future. The entire group will be given the information via email to inform our future discussions.

Adjourned at 8pm

**Title I Advisory Committee  
Godby High School Media Center  
Minutes – January 9, 2017**

**Members and contributors in attendance:** Ashley Harvey, Genefer Rollins, Bridgett Birmingham, Donita Anderson, Ronald Hollis, Carolyn Hector Hall, Marie-Claire Leman, Beth Overholt, Paula Pearcey, Bob Drayton, Brandy Tyler-McIntosh, Talethia Edwards, Charles Williams, Rosanne Wood, Robert Conners, Tonya Gennie, Steve Mills, Samuel Lyons, Ed Feaver, Stephanie Savestanan, Jennifer Travieso, Acting Asst. Superintendent Gregory, Dr. Pam Hightower, Stuart Greenberg, Janelle King, Mary Jo Peltier, Joi N. Phillips, Regina Randolph-Hollis, Victoria Williams.

**Special guest/host Principal:** Shelly Bell

The meeting started at 6pm. We sat in groups according to our function in the school district (district staff; teachers; parents; agency representatives) in order to facilitate our small group workshop. We began the meeting with introductions and then we adopted the agenda and approved the minutes of the December meeting. Looking ahead, our March meeting cannot be on the 2<sup>nd</sup> Monday of the month because this is Spring Break week. The Council agreed to have the meeting, exceptionally, on the 1<sup>st</sup> Monday instead, March 6<sup>th</sup>, 2017.

**Workshop**

In our small groups, we worked to identify our concerns with regards to Leon County Title I schools. After spending some time listing these concerns, each group prioritized their concerns. Each group then presented its concerns to the whole group. We regrouped all the concerns on a board.

Once we had posted the concerns mentioned by each group, we began the process of taking each concern and determining which category it would best fit in:

Concerns about which we need more information

- how to get parents involved without food or incentives

Concerns about which we need more info from the district on what is already being done:

- long-range professional development

Concerns about which we need more info from the district and more info on possible solutions:

- good teacher retention; recruiting and hiring highly qualified, interactive, passionate teachers and principals; more incentives and compensation for Title I staff to stay
- child-teacher ratio, additional paras in class
- school readiness, academic programs, focus on early childhood development continuum vs traditional graded approach
- childhood obesity
- access to education on STD/HIV
- more trauma informed/responsive schools, more training about trauma and effects on students; school to prison pipeline due to a lack of focus on alternative methods of discipline; better social emotional strategies to deal with behaviors, trauma-informed restorative justice; create a trauma-responsive community by getting staff, parents SROs, etc. trained in trauma-informed care

Here are the concerns that groups identified but that we have yet to categorize. This will be what we finish at our next meeting:

- stigma of Title I
- there are no "D" non-Title I schools
- Title I kids tested differently for gifted
- not teaching multicultural education

- how much money is fundraised at schools? - Wealth disparity of South vs. North schools, Black vs. White schools (fundraising...)
- empowerment of parents to be involved; getting parents involved in their child's education; SAC consistency of meetings (4 meetings per year vs. monthly); parental/community involvement/support; harnessing university and community resources for collaborative work (mentors, etc)
- budget transparency; management of resources
- communication
- lack of after hours transportation; lack of sidewalks in certain neighborhoods
- access to resources (like tutors, field trips, etc.)
- Title I funds will be squandered in poorly executed supplemental services without adequate oversight and assessment
- Title I funds will justify inequities that cannot be remedied by school funding alone: concentration of poverty in a school area, hunger, and lack of basic access to health services, jobs, and affordable food and transportation
- Title I funds will be spent on issues that should be remedied by standard school funding
- process of spending the Title I grant: analysis of needs-priorities; plan for use of Title I; full use of funds; outcome objectives; evaluation criteria and implementation; annual report

### **Spotlight on Godby High School**

Principal Shelly Bell spoke to us about how Title I funds are used at Godby and what distinguishes them from other high schools: they have industry certification courses; an American sign-language course; foreign language offerings; they teach 12 months/year; they hired 4 extra teachers to achieve smaller class sizes in their Math, ELA, Social Studies and Science classes. They have an Algebra 1A class which delays Algebra 1 for students who need a stronger foundation in Algebra before attempting the EOC; they are able to stall taking the Algebra 1 EOC until 10<sup>th</sup> grade. They started an Alex Math program to develop pre-algebra skills. They have ipad carts to allow 1 to 1 access to online curriculum. To encourage parent involvement in their child's education, and understanding that not all parents are able to come to the school in the evening, they schedule parent conferences from 2pm to 8:30pm twice/year and they give teachers comp time. The school works with parents to help them get applications completed for financial aid for college by making computer labs available, and by offering food for tutorial sessions about financial aid. They use ACT Aspire as a progress monitoring tool.

According to Principal Bell, the best use of their Title I funds is in hiring extra teachers to lower the class size of their core curriculum courses. The smaller class sizes is helping them keep more of their zoned students in attendance.

### **Title I update by Dr. Hightower**

So far this year, 73% of the Title I budget is spent.

The "Approved Accumulated 2016 roll-forward" amount is \$693,166.59, which brings the "Total fiscal year 2017 funds available" to \$8,613,462.59.

### **Other business**

We agreed that we would postpone our discussion regarding our need for eventual presentations at TAC meetings for after we complete our priority setting exercise.

Mr. Mazur presented the First book initiative and encouraged all teachers to sign up for it in order to hopefully receive free books for schools in Leon County. The information on the program would be later emailed to all TAC members.

Our next meeting is scheduled for February 13, 2017 at Oak Ridge Elementary.

We closed the meeting at around 7:35.

**Title I Advisory Committee  
Oak Ridge Elementary Media Center  
Minutes--February 13, 2017**

**Members and contributors in attendance:** Genefer Rollins, Bridgett Birmingham, Allison Stachnik, Marie-Claire Leman, Beth Overholt, Paula Pearcey, Talethia Edwards, Rosanne Wood, Maggie Lewis-Butler, Robert Conners, Tonya Gennie, Steve Mills, Stan Dickey, Samuel Lyons, Ed Feaver, Stephanie Savestanan, Jennifer Travieso, Pam Hightower, Tomeka Billingsley, Sharlene Jones, Joi Phillips, Victoria Williams, host Principal: Brooke Brunner.

The meeting started at 6 pm.

**Spotlight on Oak Ridge Elementary:** Principal Brooke Brunner

The school is working to close achievement gaps. Title 1 funds allow Oak Ridge to put instructional programs in place to reduce achievement gaps. The population at Oak Ridge is highly transient.

75% of Title I funds pay for staff. Additional teachers allow Oak Ridge to reduce class size in order to provide more individualized instruction. In 4th and 5th grade, 18 students per class instead of 21. Paraprofessional are hired to assist with reading intervention and a reading coach for students in K-5. Targeted teachers and staff are paid for an extra hour after school. Target kids based on STAR data: students close to moving up a level on FSA testing are worked with, limited to eight kids per teacher with reading, some kids are in 21st Century, parents have to pick up kids at the end of the day, typically starts after Winter Break.

17% of funds are used for technology. mostly software like Achieve 3000 (Kid Biz), Lexia for K-1-2, Personal Math Trainer (a supplement to Think Central/Go Math), Osmo's for K-1.

4% goes to class room supplies.

2% goes to professional development. Dr. Robert Jackson spoke this year about building relationships, encouraging teachers to know their students' backgrounds, caring for students and creating a classroom environment that NEVER gives up on students.

2% is allocated towards parent involvement. Examples include Spooky Science Night, Literacy Night, and Curriculum Night.

Oak Ridge is also promoting activities for students such as an after school STEM club, K-5 STEM enrichment, Gardening Club, Elegant Eagles: all girls group for 5th graders to work on careers/etiquette/etc., Literacy Week activities, Spooky Science Night in October with science/Halloween themed events, Local college role model partnerships, Lively Haircuts barbers come during school time and cut hair for free.



### **Workshop (con't)**

Continued discussion on the following topics from last three meetings:

- stigma of Title I
- there are no "D" non-Title I schools
- Title I kids tested differently for gifted
- not teaching multicultural education
- how much money is fundraised at schools? - Wealth disparity of South vs. North schools, Black vs. White schools (fundraising...)
- empowerment of parents to be involved; getting parents involved in their child's education; SAC consistency of meetings (4 meetings per year vs. monthly); parental/community involvement/support; harnessing university and community resources for collaborative work (mentors, etc)
- budget transparency; management of resources
- communication
- lack of after hours transportation; lack of sidewalks in certain neighborhoods
- access to resources (like tutors, field trips, etc.)
- Title I funds will be squandered in poorly executed supplemental services without adequate oversight and assessment
- Title I funds will justify inequities that cannot be remedied by school funding alone: concentration of poverty in a school area, hunger, and lack of basic access to health services, jobs, and affordable food and transportation
- Title I funds will be spent on issues that should be remedied by standard school funding
- process of spending the Title I grant: analysis of needs-priorities; plan for use

### **Title I Update by Dr. Hightower**

Dr. Hightower and Ms. Billingsley provided very thorough answers to many of our budgetary questions concerning the year to year disbursement of Title I Funds, the amount received by each school, the increase in the allocations to schools over time, and how different schools allocate their Title I funds. We also asked and received data concerning the amounts fundraised by all the schools in the district, Title I and non-Title I schools.

Meeting ended at 8:05 pm.

### **Next Meeting**

The next meeting will be held on March 6, 2017 at Griffin Middle School

## **Title I Advisory Council - Agenda**

**Monday, March 6, 2017**

6:00 p.m. – 8:00 p.m.

Griffin Middle School

### **Members and Contributors in Attendance:**

Genefer Rollins, Bridgett Birmingham, Donita Anderson, Cheryl Collier-Brown, Allison Stachnik, Carolyn Hector Hall, Marie-Claire Leman, Beth Overholt, Scott Mazur, Gwen Thomas, Robert Conners, Steve Mills, Stan Dickey, Samuel Lyons, Ed Feaver, Pam Hightower, Gillian Gregory, Stuart Greenberg, Mary Jo Peltier, Joi Phillips, Rachelle Ogletree, Chris Gautney, Marilyn Carter, Demarco Speight, Andre Troutman.

**Regrets:** Paula Pearcey, Tonya Gennie, Charles Williams, Sharlene Jones, Victoria Williams

The meeting started at 6:09 p.m.

### **Spotlight on Griffin: Principal Gwendolyn Thomas**

Griffin Middle School offers industry certifications for its students. There are certification programs for both Adobe and Microsoft Office. There have been approximately 250 Microsoft Office Specialist since the beginning of the program. This is the first year offering Adobe Certification training. Principal Thomas has overseen the transition from a traditional middle school program to one that is cutting edge. The program is one of the premier professional education curricula in the State of Florida. Griffin is constantly looking for ways to increase the use of appropriate technologies to improve student education. All of the classrooms are technology enriched so it is important to stay current and up to date. The school has a tutoring center before classes start in the morning. Griffin has a program called REACH where teachers have data conversations to see how students are performing and then offer certain students the additional tutoring that they need. There is also an afterschool program.

Griffin is a school wide Title I program. Most of the Title I dollars are spent on additional teachers. Currently, five teachers are paid from Title I dollars. Teacher/leaders are used to implement the latest strategies in education, guide book studies, and provide leadership on other areas that teachers want to be trained in. A teacher arrives at school by 8 a.m. which is not funded through regular staffing to support the needs of working parents. The program fluctuates but generally serves 30 to 50 students each day along with some non-teacher support.

Parental Involvement Activities: One popular activity is the Parent Lunch and Learn which was given an award by the State of Florida in 2015. Parents eat lunch with their child and are given information about the school and its expectations for their student. The next one will be on FSA, promotion requirements, and what parents can do to help students be successful. An electronic letter goes out every Friday and parents can request workshops as part of Griffin's parental involvement strategy. Parents attend meetings and complete a Title I budget survey to provide guidance on how to spend Title I funds.

Title I funds were used to hire a parental liaison, Mrs. Rios, who is bilingual in Spanish and English and whose children attended Griffin Middle School. She sends out newsletters in Spanish and attends meetings to translate for the Spanish speaking audience.

Griffin has additional teacher support before or after school in advance of History, Science, and Math Fairs (Science After Dark, History on the Horizon, Methods for Minds). It is important that the school be competitive in state and district competitions.

Purchased STEM scopes program with Title I funds to improve STEM scores and updated some of their technology.

New for this year was a CaseIT notebook instead of bookbags. Each student received a similar notebook with information on the school, affirmations, and dividers for 7th graders. It has been very successful.

Also get input from families and stakeholders on School Improvement Plan. Griffin shares the data from previous years with stakeholders. The Title I Parent Involvement plan is shared, as well. The School Advisory Council works to improve services. The main goal at Griffin is to make a difference to families. Griffin Middle uses workshops, monthly meetings and the school improvement plan committee as tools to facilitate working together.

Griffin recruits students district wide but its goal is to keep Griffin's students in the community zone. Griffin does get students from time to time from outside of the zone because of the technology programs. Parents are very pleased with what Griffin offers their children.

## Questions and Answers:

Principal Thomas went to Griffin as a child, she taught for 17 years at Griffin, and has been an administrator for 11 years at Griffin. The community knows her and her mother. She went to school with some of the parents and thinks her deep ties to the community is an advantage for her in running Griffin Middle School. She does a great deal of outreach to the faith based community. The school takes exception to anyone that believes that they do not provide a quality program. Griffin has a 96% promotion rate. It is important to let students know that they are valuable. They have a right to be proud of who they are, where they attend school, and who their teachers are.

*Q: Some of the elementary schools that we have been to have talked about some of the software programs that they have invested in to bring reading levels up or math that kind of thing. Do you rely on a lot of that or is it more of the teacher/student interaction? Do some of your Title I dollars go to that software?*

A: Some of our Title I dollars do go to software. We have SuccessMaker and Accelerated Reader. But what we're also looking for is opportunities for our children and our classrooms to experience reading and then have conversations; teaching them how to think; teaching them the strategies that they need to answer questions. They are interacting a lot with text and not only with text but with lengthy text. We do a lot of data analysis. We give them a number of different types of assessments where the teachers are on top of the student performance but that child is also aware what the data says about them. We don't rely only on software programs.

*Q: Does your data supports that?*

A: Yes. We break down into small group. Teachers have a specific, targeted group assigned to them. Students that are struggling with a particular benchmark or a particular skill are pulled aside and they have those small, intimate explicit instruction that allow the child to understand what is being asked of them and then give them an opportunity to practice. At the end of that, they pull them back into the whole group. And so, in our classrooms you are going to see a lot of small group instruction. Some whole group but mostly small or independent instruction. We are doing it in every class. And so again, we are expecting some really good results.

*Q: I have a question about the industry certifications that you do? Since these kids are in middle school. What is the benefit of doing these in middle school when technology changes so fast and, in any case, a lot of the high schools offer them as well.*

A: We've made some tremendous partnerships within the community. Microsoft is one of our biggest partners since we first began our program. We have a recording studio.

We make our own videos on our campus. The kids know how to do this. Posters that you see, business cards, whatever it is that they need, they're doing it right there. Our newsletters are published right here on our campus. And so we provide those opportunities. Our students are very skilled in what they are doing.

Our kids are recruited. And we tell our parents if a child leaves Griffin with an industry certification and high school credits (up to 9), if they go into the Godby IT program then they are able to do these other certifications. Students can actually do little projects and people are paying them for the work, so it's a source of income for them. But, in addition, they are able to graduate early and go to college.

*Q: I'm intrigued about what you said about Mrs. Rios, about how much she's meant to your Spanish speaking families. I was wondering did you recruit her as a bilingual person? And do you have anything to say about other schools having an administrative professional that's bilingual?*

A: Mrs. Rios lived in our school zone and she had four children go through our program. She was a full-time stay at home mom. She worked with our PTO. Eventually we hired her and she is really ingrained in our community.

#### **Title I Updates: Ms. Gregory and Dr. Hightower**

- Returned FA 399 to schools
- Schools must document how remaining Title I funds will be spent
- School in February were surveyed to see which schools will remain Title I next year
- *Do you expect big changes in which schools will be Title I next year? We will probably know in April what schools are Title I for next year.*
- Dr. Gail was not able to attend but briefed Ms. Gregory that the district attended the TCC recruitment fair. Both of the persons leading the recruitment efforts have a background in Title I schools and are familiar with Title I teachers special needs and requirements.
- Recruitment is focused on the tri-state area. Any teacher can go to the recruitment fair not just prospective teachers from that school.

#### **Teacher Recruitment & Retention Discussion:**

- All teaching is hard but teaching at a Title I school is an additional challenge. It can take a lot out of you. You are dealing with larger social issues in and around poverty and social justice in a way that is slightly different than at non-Title I

schools. If the bucket isn't continuously filled, if teachers have nothing left - that is where turnover occurs.

- We want to talk about the recruitment piece in a way that teachers feel it is a privilege to teach at a Title I school. It is something that you have achieved and that you deserve to be at a Title I school. But, we also want to make sure that their extra work is recognized. The efforts and the conditions in which they have to work is more of a challenge. And that goes to the retaining Title I teachers that we do manage to recruit for Title I schools. Those two aspects cannot be disassociated from one another.
- The stipend for teaching in a Title I school is only about \$200. It's disheartening when you hear about other schools with A+ money. You are led to think: they must be doing a really good job and you must not be [at a Title I school].
- A strong administration makes a difference and a strong support group. Having mentors, having common planning...Just being able to have that really strong infrastructure can make a difference. Having resources within the school that you can utilize like New Horizons, like restorative justice. That helps the teacher a great deal.
- We could over time develop a really robust job description for a Title I teacher to the extent that it is a very different job than a typical teacher. That could be a very good recruitment tool. You know what you are getting into and you want to do this work. Perhaps, an increase in salary is something we would also want to propose beyond the \$200.
- Is 20% enough? You are saying they're going to be working longer hours and by the time you work the 20% in are they getting the same per hour? Is that going to be enough to really recruit what you are looking for?
- Are we giving 20% now? No. Other districts are. Do we have enough to give 20%? We don't know. One district gave \$20,000 as a signing bonus.
- We've given incentives before in the district and some teachers still used it as a stepping stone to go other places.
- There was a study done that \$10,000 was the threshold that brought people into a Title I school. The Gates Foundation money ran out and it wasn't sustainable. It would need a funding source. At Leon County over 50% of the teachers are in their first ten years and of that 60% are in their first five. Leon County might not have a Title I teacher retention problem but it does have a high turnover rate for the entire district and we are not keeping people in the profession. When you are constantly training new teachers, there is a cost that goes with that. There is a loss of experience.
- We don't know what teacher turnover is in Title I schools. We would like to find out.

- We don't have much control over what is pushing teachers out of schools other than the Title I issues. We are tasked with looking at those particular things.
- The university systems doesn't have Title I track. There is differentiation between elementary and middle school and between the programs at UF vs. FSU vs. other schools. All students at UF that graduate to teach, graduate with their Masters in Education. At FSU, it's very different. There is a Bachelors Degree in Math Education. So even within the world of teacher prep, there is a wide swathe of options. It's not universal.
- FTE from the state has not kept up with the cost of inflation. In real dollars we are still not back to pre-recession rates of funding.
- Taking teacher tenure away made young people reconsider teaching without the stability of knowing that they would have a job from year to year.
- Revisiting working with the local college/university education programs to make sure that Southside schools have interns and support.

**Meeting adjourned at 8:01 pm**

Upcoming Meeting Dates:

Monday April 10th -- Pineview Elementary School

Monday May 8th -- Ruediger Elementary School

**Title I Advisory Council - Minutes**  
**Monday, April 10, 2017**  
6:00 p.m. – 8:00 p.m.  
Pineview Elementary

**Members and Contributors in Attendance:**

Donita Anderson, Kevin Johnson, Patricia Zackery, Allison Stachnik, Carolyn Hector Hall, Marie-Claire Leman, LeAnne Ponder, Ms. Lewis, Taita Scott, Regina Rice, Paula Pearcey, Charles Williams, Robert Conners, Steve Mills, Tonya Gennie, Samuel Lyons, Stephanie Savestanan, Pam Hightower, Gillian Gregory, Mary Jo Peltier, Joi Phillips, Rachele Ogletree, Victoria Williams, Principal Marilyn Jackson-Rahming

**Regrets:** Genefer Rollins, Beth Overholt, Scott Mazur, Talethia Edwards, Rosanne Wood, Ed Feaver, Courtney Atkins, Jennifer Travieso

**Welcome and introductions**

**House keeping:** We continue to have some school SACs that are not represented regularly at the TAC. We will have to reach out to the various SACs and confirm the interest and availability of the assigned member in attending the TAC meetings. In advance of the next school year, we will try to secure the participation of a member from each Title I school SAC.

Floor nomination for the positions of Secretary, Vice-Chair and Chair will be entertained at the May 8<sup>th</sup> meeting. Nominations can also be received in the interim.

**Approval of agenda:** the agenda was changed to include the viewing of the documentary *Resilience*. The members present agreed to the change, one member abstained.

**Approval of minutes:** minutes were approved without objections

**Spotlight on Pineview Elementary:**

Principal Rahming gave us a great overview of the way that Title I dollars are spent at Pineview. The mission at Pineview is to develop problem solving skills and they work hard to close the achievement gap. The majority of the Title I budget is spent on teachers and staff in order to lower class size and to provide individualized training. Four paraprofessionals have been hired with Title I funds. And from January to May, Pineview operates a Saturday school from 8:45 to 1.

Funds are also dedicated to software to help students tackle the material being taught: Achieve 3000, Lexia, Acalectics, Read Naturally.

The remainder of the budget is used for classroom supplies, 2% for professional development, 2% for parent involvement. One way that parents are involved is by requiring them to pick-up their child's report card at conference night. Other events include: Donuts for dads, Muffins for moms, Grits for grandparents and another event called "Inquiring minds want to know".



Pineview also has a program they call Police Pals where officers come talk about the law with students. The officers are also encouraged to mentor at the school.

### **Title I update by Dr. Hightower**

Returning to the topic of retention of teachers, Dr. Hightower mentioned that the district used to make sure we had practicum students in our schools; a year internship would help establish a relationship with the schools. They are starting to do this again. They are building a relationship with FAMU, FSU, TCC, Flagler. When an intern is assigned, teachers team teach with the intern.

In the coming months:

The district hopes to approach the Universities for more recruitment of teachers – get them trained and make sure they understand the needs. They want college students to know what is involved in teaching at a Title I school. It can be hard to get interns but once they are there they fall in love with the schools

In other news, Dr. Hightower explained that some projects have been added to the grant that were not in the original grant budget. For instance, a guidance councilor was added at Nims.

### **We watched the documentary *Resilience*.**

Comments after the movie:

Ms. Peltier thanked everyone for watching. She explained that at Hartsfield, where we have a Trauma-informed School initiative, the needs are much greater than what we can meet at school. We need to be better connected in our community and to each other to fulfill the needs of the students we teach.

Mr. Williams: everything in video is absolutely true. The daily stressors at school are caused by too many individuals making decisions but unaware of what the students face. We need diversity training to help our teachers and principals be more aware. If we did this, we might find community partners who would be more willing to help. Right now some community organizations do not feel welcome at our schools.

MJ: With the evidence from neuroscience it makes it harder to push against the concept of toxic stress.

Dr. Hightower: We have to tread carefully not to assume that it is only poor kids – it is everywhere. We can be clear that it is everywhere.

Allison: Has the State addressed this?

MJ: Florida is way behind – Massachusetts is way ahead and indeed training is happening in schools in other States. Here in Florida, the Court system is at the forefront of this change in approach.

Mr. Lyons: there is online training for DJJ

MJ: In the Family court the judges are getting a lot of training

Mr. Mills: Since we know that specific behaviors can cause specific outcomes, why are we not putting this information in the hands of parents – so they can better understand the consequences. Maybe in the pre-K programs?

MJ: It's difficult to talk about and we have to have our medical community understand that it all goes together. We need the pediatrician to talk about it during regular appointments.

Mr. Lyons: We are at the forefront of understanding social and academic needs. This will allow us to know what to do individually with each student/youth.

Dr. Hightower: It appears that the police are starting to understand. Also thinks it is important to give parents the information. At Hartsfield, do we have any data to show the effects of the new approach?

MJ: We have put in place morning curriculum, mind-up training, calming corners. It has not been enough and we are having to push it because as a school system we are so imbalanced: we focus too much on testing and data points and, as a result, our school population is not settled enough to build the strong relationships necessary.