



Title I Advisory Council Report

2018 – 2019 Recommendations
April 8, 2019, 4 PM

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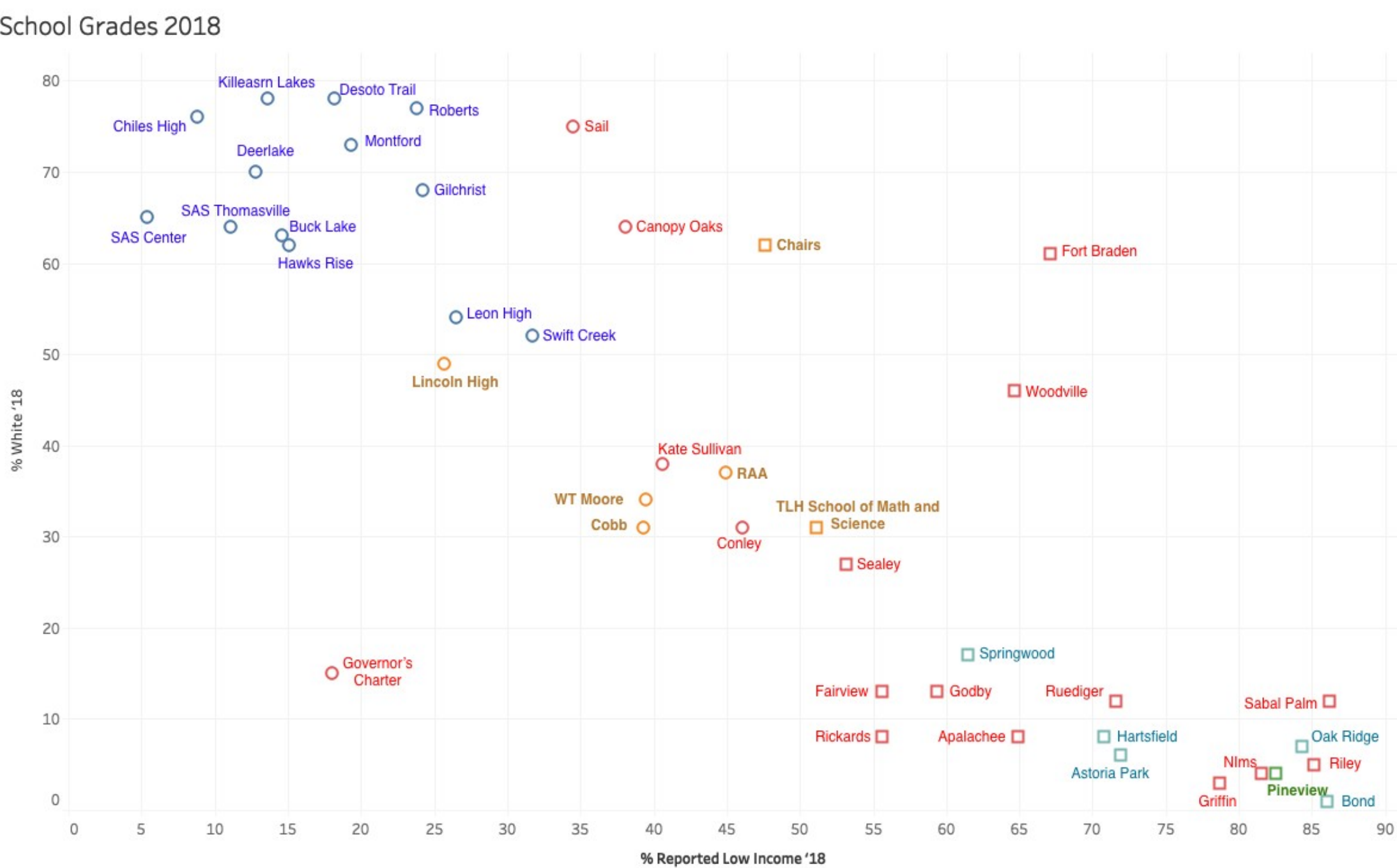
Purpose of TAC

The purpose of TAC is to assist the Superintendent and the School Board in making decisions pertaining to Title I schools in Leon County and to support and assist each Title I school in outlining and addressing the needs of their school community.

The TAC is...

- a representative body composed of parents, teachers, principals, district staff, and community members.
- deeply concerned with issues of inequity in our public schools.
- committed to discussing and drawing attention to issues and concerns identified by all stakeholders.
- dedicated to making recommendations for the most efficient and effective way to spend Title I funds, as well as recommendations for needed action beyond the Title I grant.
- determined to be an inclusive body in recognition of the need for multi-pronged approaches to address the challenges of Title I schools.

School Grades 2018



Grade '18

- A
- B
- C
- D
- F

Title I '18

- NO
- YES

Source:
FLDOE, 2018

SCHOOL	Grade 2018	Grade 2017	Charter?	Title I 2018	% Minority 2018	% Minority 2017	% Reported low income '18	% Reported low income '17
SAS-CENTRE	A	A	YES	NO	34.9	37.8	5.4	16.3
CHILES HIGH	A	A	NO	NO	23.9	23.3	8.8	9.3
SAS-THOMASVILLE	A	A	YES	NO	35.5	36.7	11.1	8.4
DEERLAKE MIDDLE	A	A	NO	NO	29.8	27.3	12.8	12.5
KILLEARN LAKES ELEMENTARY	A	A	NO	NO	21.5	21.9	13.6	14.7
BUCK LAKE ELEMENTARY	A	A	NO	NO	36.3	36.8	14.6	15.2
HAWKS RISE ELEMENTARY	A	A	NO	NO	37.5	38.5	15.1	16.4
DESOTO TRAIL ELEMENTARY	A	A	NO	NO	21.6	24.3	18.2	20.2
MONTFORD MIDDLE	A	A	NO	NO	26.1	27.8	19.3	22.1
ROBERTS ELEMENTARY	A	A	NO	NO	23	23.1	23.8	25.6
GILCHRIST ELEMENTARY	A	A	NO	NO	31.3	33.4	24.2	29.9
LINCOLN HIGH	B	B	NO	NO	50.3	49.1	25.7	30.1
LEON HIGH	A	A	NO	NO	45.7	45.5	26.5	28.9
SWIFT CREEK MIDDLE	A	A	NO	NO	47.4	42.4	31.7	31.1
SAIL	C	B	NO	NO	24.6	25.4	34.5	34.5
CANOPY OAKS ELEMENTARY	C	B	NO	NO	35.1	32.9	38.1	36.9
COBB MIDDLE	B	B	NO	NO	69	66.6	39.3	40
W T MOORE ELEMENTARY	B	B	NO	NO	65.9	60.6	39.5	38.2
KATE SULLIVAN ELEMENTARY	C	B	NO	NO	61.2	56.9	40.6	41
RAA MIDDLE	B	B	NO	NO	62.4	58.5	44.9	44.9
CONLEY ELEMENTARY	C	B	NO	NO	68.3	64.5	46.1	44.2
GOVERNOR'S CHARTER	C	D	YES	NO	84.5	84.6	18.2	68.8

SCHOOL	Grade 2018	Grade 2017	Charter?	Title I 2018	% Minority 2018	% Minority 2017	% Reported low income '18	% Reported low income '17
CHAIRES ELEMENTARY	B	A	NO	YES	37.6	40.5	47.6	49
TLH SCHOOL OF MATH & SCIENCE	B	B	YES	YES	68.6	68.9	51.1	58.9
SEALEY ELEMENTARY	C	C	NO	YES	72.7	68.2	53.2	54.5
FAIRVIEW MIDDLE	C	C	NO	YES	86.6	86.7	55.6	53.8
RICKARDS HIGH	C	C	NO	YES	91.8	92.5	55.6	57.6
GODBY HIGH	C	C	NO	YES	86.1	84.1	59.4	61
SPRINGWOOD ELEMENTARY	D	C	NO	YES	82.8	80.8	61.5	63.9
WOODVILLE K-8	C	C	NO	YES	54	50.2	64.7	69.2
APALACHEE ELEMENTARY	C	C	NO	YES	91.4	91.9	64.9	70.1
FORT BRADEN K-8	C	C	NO	YES	38.6	37.7	67.1	69.4
HARTSFIELD ELEMENTARY	D	C	NO	YES	91.2	90.7	70.8	69
RUEDIGER ELEMENTARY	C	C	NO	YES	88	90.3	71.6	75
ASTORIA PARK ELEMENTARY	D	C	NO	YES	93.4	92.5	71.9	77.5
GRIFFIN MIDDLE	C	C	NO	YES	96.4	94.5	78.7	78.2
NIMS MIDDLE	C	C	NO	YES	95.8	95.0	81.5	81.3
PINEVIEW ELEMENTARY	F	C	NO	YES	95.9	97.0	82.5	82.2
OAK RIDGE ELEMENTARY	D	D	NO	YES	92.6	92.5	84.3	82
RILEY ELEMENTARY	C	D	NO	YES	94.9	94.2	85.1	87.9
BOND ELEMENTARY	D	C	NO	YES	98.2	98.4	86	87.9
SABAL PALM ELEMENTARY	C	C	NO	YES	87.3	90.1	86.2	85

Priorities

I - Attracting and Retaining experienced teachers in Title I schools

II - Providing targeted + comprehensive access to quality pre-K programs

III - Increasing parent and community involvement in Title I schools

IV - Fostering cooperation between Title I schools

V - Protecting the support given to struggling schools

I - Attracting and retaining experienced teachers in Title I schools

Current situation:

- 1/3 of all Leon County teachers (865) - teach in Title I schools.
- Teachers receive \$200 above base pay to work in Title I schools.
- Many teachers stay because teaching in Title I schools is a calling; others leave to teach at a non-Title 1 school for a multitude of reasons.
- Position postings do not attract an adequate pool of qualified applicants.
- Title 1 Principals prefer to hire experienced teachers as they tend to stay in the position longer and have a better understanding of what is expected.

Incentives to retain experienced teachers in Title I schools

- Pay increase between the existing \$200 and \$10,000 using **non-Title 1 funds***. If Title I dollars fund the increase, then classroom sizes would go up.
- Increased stipend for teachers to assist students with snacks, supplies etc.
- Update position description to acknowledge duties specific to Title I that warrant an increase in salary.

*However, note that the Title I Roll Forward, \$1,218,983.22, is enough for almost \$1500 per teacher in Title I schools.

Incentives to attract experienced teachers in Title I schools

- Separate job postings for Title 1 schools
- Host job fair first for Title 1 schools
- Update school transfer guidelines to incentivize positions in Title 1 schools
- Develop student loan forgiveness/repayment program for teachers with experience who choose to teach in Title 1 schools
- District and schools could work with local businesses to offer signing bonuses (ex: a vehicle, weekend trips, summer training).

II - Provide targeted and comprehensive access to quality pre-K programs

- Increase access for 3 and 4 year olds to pre-K programs in their zoned schools to increase number of kindergarten-ready children in Title I schools
 - outreach to families in Title 1 school zones, collaborating with Whole Child Leon, Early Learning Coalition, Head Start, etc.
 - offering more screening opportunities and information about their zoned Title 1 school.
- Offer a full day for pre-K students.

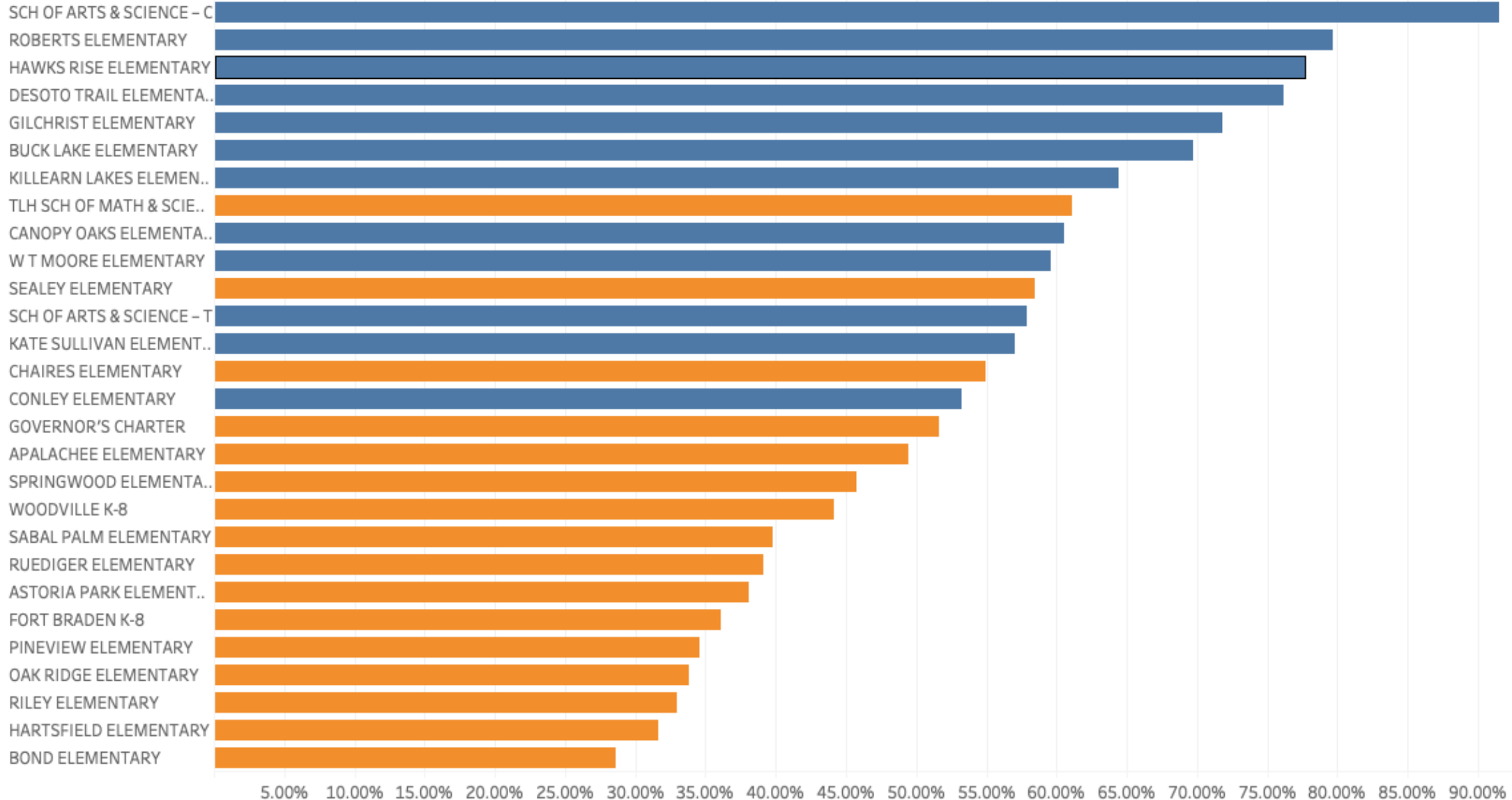
Kindergarten Readiness, Fall 2018

Title I

no

yes

School Name



source: Florida Department of Education

Percentage Ready for Kindergarten

- Adopt a research-based, developmentally appropriate preschool curriculum that addresses cognitive, social and emotional needs in Leon County Schools.
- Increase parental engagement and empowerment in early childhood success
 - POP Up Preschool
 - Parent Education on brain development, ACES, Parent as Teacher
 - Outreach to Title 1 school zones

III - Increasing parent and community involvement in Title I schools

- Strengthening parent involvement institutions in our Title I schools (PTOs and SACs) by learning from best practices at other schools and keeping parents involved as they move from school to school.
- Increasing accessibility of meetings and activities for parents and community members: addressing issues of transportation, childcare, communication, availability, and relevance.

- Encouraging community engagement: maximizing volunteer hours, leveraging existing community resources, welcoming and facilitating participation.
- Recognising the daily involvement of parents in the home to support their children's education success; starting from a place of appreciation and value for the work being done.

IV- Fostering cooperation between Title I schools

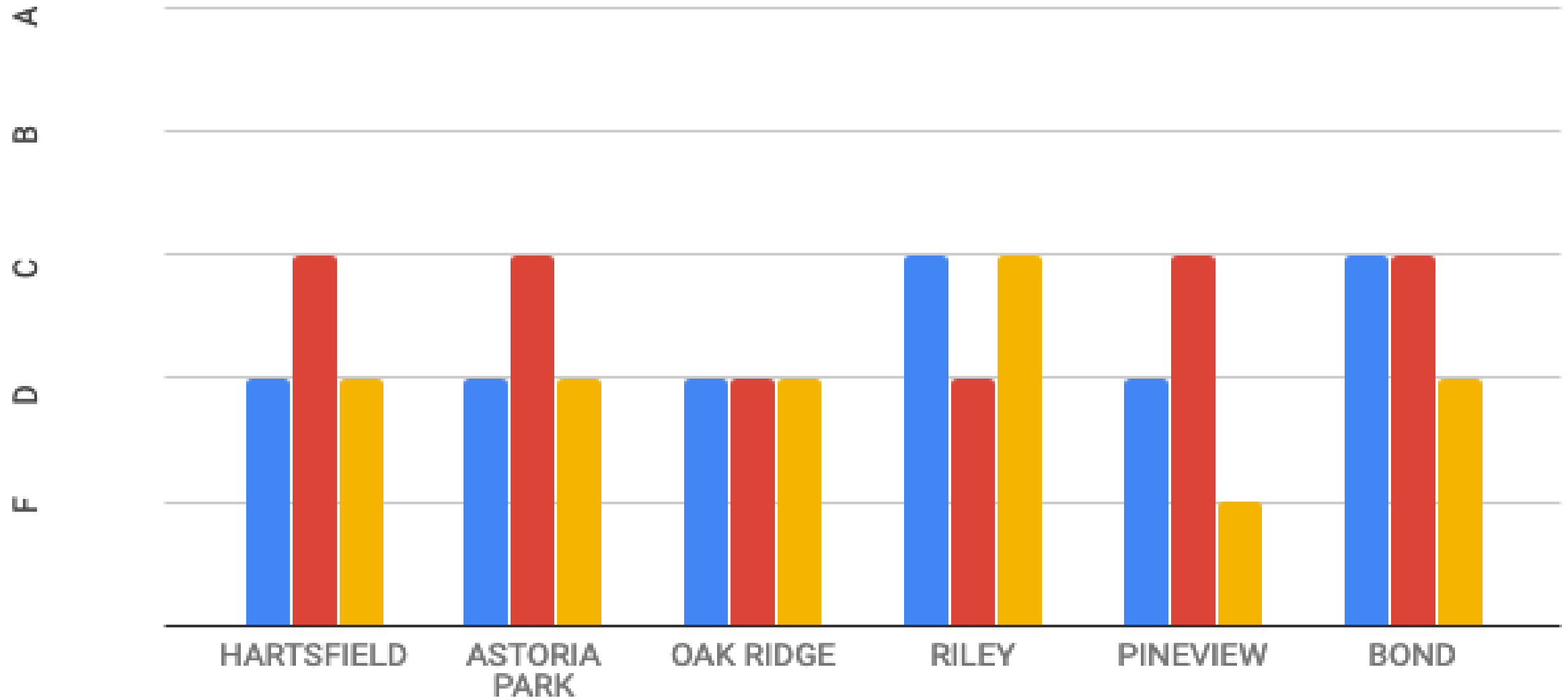
- Partnership and collaboration between schools: learning from models that work.
- Addressing the curriculum gaps that occur between Elementary and Middle and Middle and High.
- Transferring information effectively when a student moves from school to school.
- Keeping parents engaged as they move from one school level to the next (feeder pattern schools).

V- Protecting the support to struggling schools

- Submitting plans to access the new Turnaround School Supplemental Services Allocation (assuming passage of the bill).
- Leveraging resources in the community, and especially through the Universities.
- Measuring and striving for academic success more holistically and sustainably across all grade levels to counter the volatility of school grades:
 - An important way to achieve this is through smaller class sizes and investment in the earliest grades.

School Grades 2016-2018

2016 2017 2018



source: FL DOE

Where do we go from here

- Recognizing that the underlying issues cannot be tackled by the schools on their own; it has to be a community effort.
- Developing a process with the School Board for follow-up on the recommendations the School Board decides to implement.
- Ensuring the stable and continuous representation of schools and the community at large on the TAC.