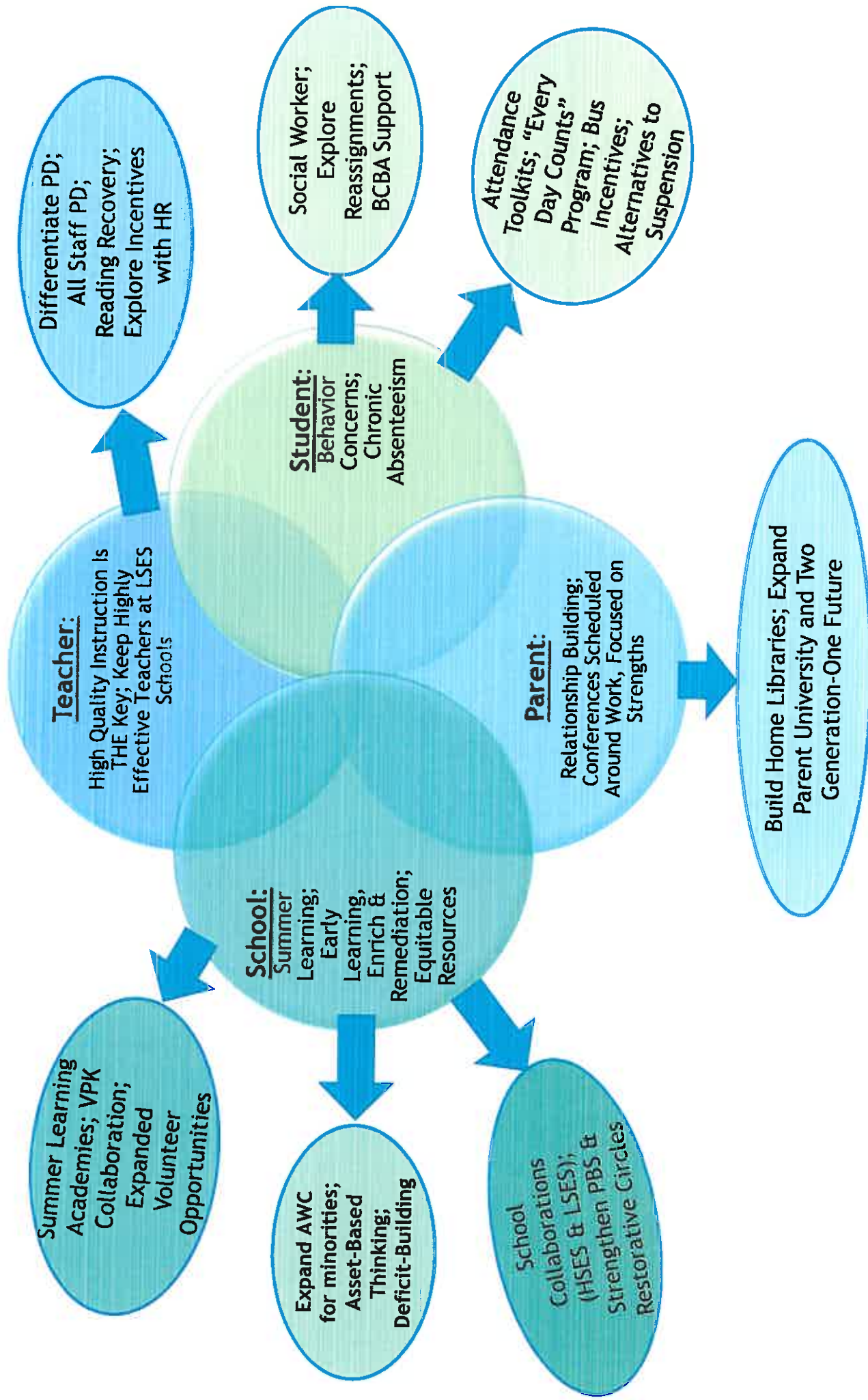




Task Force on the Achievement Gap in Elementary Schools

School Board Workshop
8/18/15

WE CAN...OVERCOME THE GAP!



REPORT: TECHNICAL ASSISTANCE PAPER

Task Force on the Achievement Gap in Elementary School

June 3, 2015

Updated for Aug. 5, 2015 Principal's Meeting: This report was reviewed in detail with all elementary school administrators. Highlighted sections were emphasized. Red print includes notes not found in the June 3rd version of the report.

Updated Aug. 11, 2015: See notes in blue.

At the Principal's Meeting, I began the introduction to this report with a review of the District's mission, the extraordinary community efforts on the Suncoast Campaign for Grade-Level Reading, and this question: *What would happen if every school's mission was to get every child reading on grade level by Grade 3 and sustain growth in Grades 4 & 5? What would we measure to get there (i.e., student achievement data, parent participation, attendance data, the resources we purchase with Title 1 funds)?*

We reviewed what Jim Collins calls "Level 5 Leaders": "they are ambitious first and foremost for the cause, the movement, the mission, the work—*not themselves*—and they have the will to do whatever it takes (*whatever* it takes) to make good on that ambition...Level 5 Leadership is not about being 'soft' or 'nice' or purely 'inclusive' or 'consensus-building.' The whole point of Level 5 is to make sure the *right* decisions happen—no matter how difficult or painful—for the long-term greatness of the institution and the achievement of its mission, independent of consensus or popularity."

We have Level 5 leaders in our Elementary Schools. WE can close the achievement gap. We can ensure that every child is reading on grade-level by third grade. WE can make this happen in Sarasota.

Summary: In February we began looking at current research-based evidence on the issues affecting the achievement gap and we engaged in community inquiry into what is currently working and who is currently studying this issue. A OneNote notebook was created to collect and share approximately 100 research items and summarize approximately 15 meetings. The larger Task Force met again on May 13 after compiling recommendations to consider, and again on June 3 to formalize our recommendations for the Superintendent. The Task Force will be meeting throughout next year, so it is expected that as we update our work this will become a dynamic paper. We will distribute updated versions periodically.

What we discovered was no surprise: the underlying causes of the achievement gap appear to be related to the numerous issues surrounding poverty, which is well documented in the research (Brewster and Stephenson, 2013; Duncan and Murnane, 2014; Tough, 2008; Thernstrom and Thernstrom, 2003; Putnam, 2015; Jensen, 2009; Kafele, 2009; Schott Report, 2015; Kros, 2015).

Organization of this Technical Assistance Paper: This paper is divided into sections on the issues affecting the Achievement Gap and the research-based suggestions that we feel have **strong potential** for closing the gap. Suggestions that we can implement immediately at each school are

noted, along with those requiring further research, and those that would require philanthropic or community support to initiate. We eliminated suggestions that were not feasible to implement if they required philanthropic support to sustain.

- 1) **Parent Connections: We know that when parents are involved, student achievement increases.** We also know that poverty affects a parent's ability to provide opportunities for their children: according to a NY Times report on 4/27/13, over the last 30 years rich families spent 150% more money and time with/on children while low income families spent 57% more (also, information at Ascend.aspeninstitute.org).

Variables that can impact parent connections are poor parental experiences in school, parents not reading to child at home or providing rich vocabulary and literacy interactions, parents not supporting school (i.e., meetings scheduled during work day, transportation issues, too much educational jargon, language barriers, overwhelming meetings, etc.) and parent work schedules (including parents who sometimes work multiple low-paying jobs).

- a) **Suggestions that we can implement immediately:**
 - i) Schedule parent-teacher conferences when parents need them
 - ii) Provide a translator as needed for immediate family support and parent-teacher conferences
 - iii) Focus parent conferences on realistic goals at home and provide positive feedback on both their child's strengths and challenges
- b) **Suggestions that we can implement with support:**
 - i) "Parent University": using a two-generational approach, provide the "education" the parents request/require (i.e., ESOL, GED, computer classes, **Just Reads "Read-Carpet-Ready Program"**) and include a social time that brings families together. Support needed: a school coordinator (perhaps pay with Flexible Supplement Dollars and/or Title 1 dollars) who can make community connections for the necessary trainers
 - ii) School programs that honor diversity and teach resiliency. Support needed: a strong, consistent curriculum at each school

A partnership is being established with Community Foundation and a donor at Fruitville to develop a two-generational approach to providing life-changing skills to families; details are being developed.

- c) **Suggestions that require philanthropic or community support to begin:**
 - i) Hire a social worker or parent liaison who can personally connect with parents where they are, provide resources and support the family may need, and document effectiveness (i.e., tracking calls, attendance, etc.):
 - (1) Develop and write Personal Opportunity Plans for every young learner from poverty: include academic, social and health-related data and connect resources to the families
 - ii) Explore a community effort with the Mayor and a powerhouse group from the community members to find ways to strengthen parent connections

- iii) Develop a program to provide home libraries. Support needed: a coordinator who can create partnerships with HSES schools or PTO's to have a book buying/sharing program for Title 1 students:

Erin Rice-Smith (PineView) is coordinating the partnership with Alta Vista

Scott Parrish (Tatum) is coordinating the partnership with Gocio

Holly Heim (EEB) is coordinating the partnership with Ashton

Steve Dragon (Southside) is coordinating the partnership with Tuttle

Kirsten Russell (Community Foundation) would love to be involved with these partnerships. Laura will set up an initial meeting on Sept 9th.

- iv) Increase the volunteer pool and community resources to support families at the school site (i.e., Rotary, Kiwanis, Churches, etc.)

- 2) **Attendance and Mobility:** We know that when children are not in school, they fall further behind (www.attendanceworks.org; Hedy Chang's work).

Variables that affect attendance and mobility are health issues, transportation issues (no way to get them to school if they miss the bus), parent apathy about missing school, bus discipline problems, routinely getting different drivers due to bidding, moving schools when move out of the district (even if it is a few blocks away).

- a) **Suggestions that we can implement immediately:**

- i) Conduct exit interviews with families (or if that is not possible, conduct "entry interviews" when new families come) to determine the causes for mobility and share information on the benefits of consistent school attendance
- ii) Recognize/reward outstanding attendance for targeted students
- iii) Reconsider revoking reassignments during the school year for behavioral concerns: this stops/delays intervention support, prevents continuity with a teacher, exacerbates parent and student discontent with school

We will also partner with Manatee County on their "Every Day Counts" attendance initiative.

- b) **Suggestions that we need to explore further:**

- i) Keep students at the same school when family moves a short distance away if parent can get them to the bus stop and their attendance/tardiness is not affected vs. returning them to their districted school:
 - (1) Meet with Ellery Girard and DeeDee Preston to review transportation concerns

Allison Foster, Ruth Thomas, Pam Buchanan and I met with Ellery and DeeDee and identified the following concerns and possible solutions:

Behavior Issues on buses: re-institute the Ride with Pride program that rewards student behavior with quarterly fieldtrips provided by transportation (food provided by school); Routes with difficult students or long trips will be priority for scheduling fewer stops, smaller loads, longer hours (which will appeal to experienced drivers when bidding) and newer buses; training is being provided to drivers on Rachel's Challenge this summer (and would like to be considered for an A.L.I.C.E. simulation).

Attendance and reassignment: Katrina will review the procedures with Principals at upcoming meeting—no revocation based on behaviors until year ends; If a parent moves, they can remain at the school on a reassignment which rolls to the next year and complete Courtesy Transportation Request in order to continue at the same bus stop; Target why children don't attend (perhaps no school clothes or shoes); Have Social Workers spend time before school starts making contacts for school (i.e. registering students).

Consider allowing the students in the inset population to attend Summer Learning Academies if their school does not offer one.

Provide parents with bus passes to attend school functions/conferences.

We discussed the idea of reviewing the "lines" drawn for inset population, but came to consensus that re-drawing the lines would likely not solve these issues.

- (2) Provide the District's Reassignment Coordinator with information to share with families on how disruptive mobility is to student achievement

- ii) Meet with Beth Duda and the Patterson Foundation contact on attendance issue from the Campaign for Grade Level Reading to gather their research and tools; they are focused on attendance, summer slide and early learning initiatives:
 - (1) Review www.attendanceworks.org with Beth and consider using the data-driven parent letter that compares each child with the average attendance in the class and describes the impact of missing school
 - (2) Add the data-driven graphic from iReady that compares one child's progress to the class average and outlines goal achievement if the child continues on that learning trajectory
 - (3) Create TOOLKITS for attendance using the resources from the Campaign for Grade Level Reading

We have met several times with Beth. She is working with us and exploring Attendance Works resources.

These elementary school administrators will work with Bethany King, District Supervisor for truancy: Jennifer Kahler (Tuttle) and Lisa Cline (Taylor Ranch). Bethany attended the Manatee County Meeting with Ron Fairchild and was introduced to the A.L.I.C.E. simulation. She will present this experience to the Superintendent in hopes that we can recreate the experience for our teachers.

- iii) Meet with involved District staff (i.e., social workers, truancy workers, etc.) to evaluate/update the District procedures on Attendance to ensure consistency across the District:
 - (1) Define chronic attendance

- (2) Require teachers (the best connector for families) to contact families when child is absent
- (3) Involve “Building Strong Families” (supported by the Gulf Coast Foundation, **Community Foundation and JFCS**) and other community resources to help families stay in their homes
- (4) Plan for distribution/integration of the TOOLKITS created above

This will be planned with Bethany, Jennifer and Lisa.

- iv) Meet with RAE staff to evaluate mobility’s impact on student achievement:
 - (1) Review the number of schools over time a child has attended and correlate their performance on standardized testing

Denise is working on this request.

- (2) Review attendance data by school

This data has been collected and is being checked. The Superintendent will review and then we will disseminate the data to our schools and the Task Force.

- c) Suggestions that require philanthropic or community support to begin:
 - i) Hire social worker or liaison to connect with families in need of support for health related or other causes for chronic attendance problems (which often begins in VPK):
 - (1) Develop and write Personal Opportunity Plans for every struggling young learner: include academic, social and health-related data and connect resources to the families; **involve the nursing community**
 - (2) Create an incentive program
 - ii) **Collaborate with Manatee County on the Medical Area Remote program to bring wrap around medical services to our community...this event is in November**

- 3) **Instructional Concerns:** We know that “the teacher” is the most influential factor affecting student achievement—put the best teachers with the struggling learners. We know that academic success breeds academic success (*Closing Achievement Gaps: An Association Guide, NEA*).

Variables that impact instructional concerns: lack of early identification of struggling students, lack of effective interventions, and lack of differentiation to meet individual needs.

- a) Suggestions that we can implement immediately:
 - i) Utilize diagnostic tools for EARLY WARNING/INTERVENTION (i.e., iReady Window 1 Diagnostic assessment, and Denise said an early warning system in SIS will be ready for staff in the Fall): use this data to determine who needs help early in the year
 - ii) Provide supports/structures for teachers:
 - (1) Ensure ongoing professional development on differentiation, analyzing and responding to data, collaborative planning, impact of poverty, deep knowledge about how to teach math, and effective intervention strategies
 - (2) Reinforce positive attitudinal factors: focus on child’s strengths (accelerate strengths vs. remediate and reteach); allow productive “struggle” vs. enabling/over-supporting
 - (3) Utilize effective curriculum interventions: preteach skills, connect with prior knowledge, active learning activities, integrate content and the Arts (i.e., Project Elevate), think out

loud/model, scaffolding, accountable talk, systematic instruction in vocabulary development

- (4) Consider alternative teaching structures and supports: additional coaching (including peer coaching), opportunities to loop or team teach, trained volunteer program
- (5) Collaborate with Sarasota Reading Council on the CGLR (Susan Nations is President)

We also discussed the partnership developed between the Suncoast Science Center and EEB: Ping Faulhaber agreed to support EEB staff in developing better lessons, providing monthly EdExplore experiences at the school (which the Community Foundation is exploring for funding). This project is being developed.

iii) Provide supports/structures for students:

- (1) Extended day tutoring and remediation opportunities
- (2) Extended day with enrichment and Club activities
- (3) Summer program opportunities (at the school or in the community) communicated to families:
 - (a) Provide support for tuition costs/scholarships
- (4) Mentoring programs (JFCF, Take Stock, K-2 Reading, Brotherhood of Men, etc.)

iv) Provide supports/structures for parents:

- (1) Regular communication that is focused on ways to support learning, and includes positive feedback about the student's strengths

b) Suggestions that we need to explore further:

i) Role of technology and the digital divide:

- (1) Meet with IT Director and Education Foundation to explore the technology barriers and how to overcome them

c) Suggestions that require philanthropic or community support to begin:

i) Build a well-organized, consistent volunteer program at the Title schools, and bring all volunteer efforts under one leadership effort:

(1) Pilot a volunteer model to support our Title 1 schools at Alta Vista:

- (a) Mary Kay is coordinating this effort with a group of women in the community
- (b) Meet with Tanice Knopp and Susan Scott to discuss: **These meetings took place. We will continue to update Tanice.**

(2) Explore finding 100 women who will fund volunteer efforts (i.e., with

\$1K each) at the four schools; **connect with "Giving Circles" at the Community Foundation**

School Board Member Ziegler would like to be involved in planning this project. She has been discussing this opportunity with others and expressed enthusiasm for the possibilities.

There are \$0 dollars in the State's budget to update Media Collections in elementary schools. With the purchase of the \$3 million dollar math textbook series, elementary schools will have \$0 instructional materials dollars next year. Some Media Collections have not been weeded for >10 years: Rob Manoogian mentioned that the majority of elementary school collection analyses show a gap in nonfiction books (i.e., math, science, history).

- ii) Pilot READING RECOVERY at three Title 1 schools (**this was funded by Gulf Coast Community Foundation, the Charles and Margery Barancik Foundation and Linda & Keith Monda**) at Atwater, Cranberry and Tuttle

Teacher Leader Lisa Fisher was hired for this program. Training will begin August 19.

- iii) Provide substitute costs to pay for every teacher to experience math training with expert/professor/District Specialist

We secured funding for 1 half day for every teacher to work with Sue D'Angelo. Additional funds are being sought for 3 half days for math, one half day for A.L.I.C.E. training, and 2 half days for ELA training.

- iv) Hire social worker or liaison to connect with families to support the student's learning (which begins in VPK)
 - (1) Develop and write Personal Opportunity Plans for every struggling young learner: include academic, social and health-related data and connect resources to the families

- 4) **Disruptive Student Behaviors:** We know that high suspension rates and behavioral interruptions interfere with student achievement. We know there is a disproportionate number of black students identified as Emotionally Behaviorally Disturbed (of the district's 447 EBD students, 123 are black). The District was cited by FDOE for over-identification and since that time the Executive Director of Student Services implemented a plan to reverse this problem. Also, a disproportionate number of black students are suspended/expelled (*Black Lives Matter: The Schott 50 State Report on Public Education and Black Males*, 2015).

Variables that affect disruptive student behavior: staff who lack skills for handling disruptions; cluster EBD programs located at high poverty schools; stressful effects of poverty on the children; bus discipline resulting in student absences; differing learning styles of boys.

- a) Suggestions that we can implement immediately:

- i) Provide supports/structures for teachers:

- (1) Provide ongoing staff PD:

- (a) Schoolwide Positive Behavior Support plan: ensure it is utilized by all staff at all schools

- (b) Restorative Circles intervention at all schools: **All schools will be trained and implement this program, which ties well to our Accountable Talk initiatives**

- (i) Meet with Tanice re. the 5 Vista Volunteers **being hired to support this effort: Tanice explained that she will be interviewing the volunteers and formulating these plans soon.**

- (c) Poverty's impact on students (i.e., Jensen's *Engaging Students*)

- (d) Behavior support strategies

- (e) Conscious discipline in the classroom

- (f) Lesson planning that keeps children actively engaged

- (2) Ensure effective interventions are implemented:

- (a) Board Certified Behavior Analysts (BCBA) can observation and provide guidance (Title 1 schools can consider contracting additional BCBA support to build capacity at the school)
- (b) Mental health support through partnerships with Mental Health Agencies (i.e., utilize SEDNET and other mental health counselors)

Funds are being sought for additional support in this area.

- ii) Provide structures/support for students:
 - (1) Consistently implement preventative strategies at all schools:
 - (a) Find out what the child wants and needs and use this information to create an FBA/BIP for support
 - (b) Teach replacement behaviors
 - (c) Provide mentoring program for all LSES students, especially the boys
 - (d) Ensure there is a strong home-school connection; provide parent training
- b) Suggestions that we need to explore further:
 - (1) Pilot single gender classrooms (note: we must provide an equal opportunity for both male and female per federal equity guidelines)
- c) Suggestions that require philanthropic or community support to begin:
 - i) **Consider alternatives to suspension** by providing in-school suspension with counselor/agency support (i.e., Emma E. Booker's partnership and Wilkinson's pilot program, ACE:
 - (1) Track referrals and focus on the high need students and the highly referring teachers

Funds are being sought to support this effort. Principals reviewed the list of all schools and their suspension rates. They will seek guidance from those schools with low suspension rates to explore what is working at those schools.

- ii) Provide a well-organized mentoring program to match every LSES child with a mentor
- 5) **Equitable resources at all schools:** We know that some schools have additional resources through parent and business support, so we gathered the information and created a summary list (see attached).

Variable: given the unique characteristics of each school, how do we leverage our assets?

- a) Suggestions that we can implement immediately:
 - i) Collect data and review all initiatives and staff funded through Title 1 to determine if that support influenced higher student achievement; if not, consider the programs that have proven to work (i.e., Reading Recovery, Eagle Academy, BCBA support, additional social work/home school liaison support, etc.)
- b) Suggestions that we need to explore further:

- i) Reorganize and review the list by school to ensure that all schools have access to mental health services, mentoring programs, afterschool enrichment and remediation activities, and other community services:

Principals reviewed this list today. A final list will be sent to Task Force Members soon.

- (1) Find and fill the gaps in services at the schools who need them; **Connect with the Community Foundation for proposals from the four highest need schools**

- 6) **Recruiting and Retaining High Quality Teachers at High Poverty Schools:** We know the quality of the teacher is the factor that most influences student achievement (*Excellent Teachers for Each and Every Child: A Guide for State Policy*, 2013; *Children of Poverty Deserve Great Teachers: One Union's Commitment to changing the status quo*, NEA and CTQ, 2009).

Variables that affect this issue are the lack of minority candidates and teachers, high turnover at high poverty schools, and the inability of staff to handle discipline disruptions or provide effective interventions.

- a) Suggestions that we can implement immediately:

- i) Use evaluations and student growth measures when assigning at-risk students to classrooms

- b) Suggestions that we need to explore further:

- i) Meet with HR Staff and discuss/plan the following:

- (1) Recruitment: collect information on our teacher population and evaluate trends in hiring (i.e., minority candidates, highly effective teachers)
- (2) Explore providing incentives to teachers at high poverty schools:
 - (a) Explore loan forgiveness programs with local colleges
 - (b) Consider motivational rewards for teachers
 - (c) Consider partnership with Community Colleges that promise a job to entering minority candidates who maintain specific criteria (i.e., GPA)
- (3) Partner with local universities to support intern programs at high poverty schools
- (4) Strengthen high school cadet/teacher academies
- (5) Campaign to ensure that all teachers encourage students to enter the profession

This was reviewed at Superintendent's Cabinet.

Funds are being sought to support this initiative.

- ii) Meet with PD staff and discuss/plan the following:

- (1) Differentiate PD for experienced and novice teachers
- (2) Provide focused PD tailored to individual teacher's needs and train principals to recommend specific PD to teachers based on evaluations
- (3) Enhance mentoring programs, consider including mentoring as a component on evaluation
- (4) Review our evaluation system: use multiple measures to evaluate teachers and set realistic learning gain goals

This was reviewed with Kelly Ellington and Sue Meckler. We will continue to pursue attempts to differentiate PD for teachers. The SLI Conference for administrators included ASCD presenter, Pete Hall, whose work is focused on this issue. Principals were encouraged to use IPDP's as another vehicle for individualizing the PD needed by each teacher.

7) Low numbers of minority students in gifted programs:

District data that indicate that 222 gifted Hispanic elementary students and 26 Black students in our elementary schools qualified for gifted services in Sarasota, while black students make up 9% of the population. Currently, there are 5,538 students in gifted programs (K-12).

Variables include the fact that many minority students are affected by poverty and may lack the vocabulary development of their peers, and may not have enrichment experiences that support intellectual development. Staff may overlook minority students when referring students for gifted screening.

a) Suggestions that we can implement immediately:

- i) Engage in deficit-building (i.e., provide books for the home)
- ii) Provide opportunities for minority students to be placed in gifted/AWC programs:
 - (1) Ensure their success with planned supports (i.e., mentoring, afterschool activities/enrichment, etc.)
 - (2) Involve their parents in regular meetings highlighting ways to support learning/wellness, etc.
- iii) Monitor the achievement of fourth grade boys to prevent drop in academic achievement (the "shed" effect); make it enticing to "BE SMART and GET SMART"

b) Suggestions that we need to explore further:

- i) Meet with district staff involved in gifted education to explore the following:
 - (1) Consider a universal screening of all entering kindergarteners with a non-verbal screening instrument (i.e., Naglieri) to capture potential students:
 - (a) Pilot this at EEB in the 2015-16 school year
 - (2) Keep a small cohort of students together who show potential with a strong teacher to strengthen their chances of later identification in gifted programs (i.e., Emerging Scholars program in Williamsburg)
 - (3) Consider a variety of other factors for minority students to enter AWC classes
 - (4) Provide PD on strategies to use with bright children from poverty
 - (5) Explore alternative measures to consider when reviewing students for gifted referrals
- ii) Set the expectation that a percentage of the minority students at each grade level at each school get screened for gifted services on a non-verbal instrument:
 - (1) Students who show potential but don't qualify for gifted programs are referred to AWC and supports are put in place to ensure success

Principals will continue to reflect on this discrepancy and explore ways to change these numbers, including the suggestions above.

c) Suggestions that require philanthropic or community support to begin:

- i) Explore providing equal access to outside alternative testing for families who cannot afford the costs of psychological testing in the community
 - ii) Partner with Pine View and Cluster Programs at Venice, Fruitville and Toledo Blade to provide PD for teachers, mentoring programs for students and teachers, and parent support/training
 - iii) Explore university partnerships for students (i.e., EEB's fieldtrips to USF)
- 8) **Early Learning:** According to Early Learning Coalition in our area, 2000 students access VPK (and there are approximately 2600 kindergarteners). Children from poverty require HIGH QUALITY PK PROGRAMS in order make a difference. Research indicates there are no long-term benefits from medium quality programs and low quality programs are detrimental. High quality programs include frequent and content-focused teacher/student interactions and a good curriculum (Minervino, 2014; *First Eight Years*, Annie E. Casey Foundation).

Variables that affect this issue include the wide variation in the quality of PK programs that feed our schools, the disconnect between PK and K curriculum, and low paying jobs in PK results in turnover.

a) Suggestions that we can implement immediately:

- i) Support Tuttle's VPK program this summer with a private provider handling the VPK paperwork and supervision
- ii) Evaluate the Children First programs at Alta Vista and EEB during the 2015-16 school year to ensure high quality programing
- iii) Consider contracting for additional SLP/vocab/language support to entering struggling kindergarteners at Title 1 schools using Title 1 funding
- iv) Establish 3 annual meetings with PK directors and principals of the schools they feed with Laura at a central location (perhaps south, mid and north county) during the 2015-16 school year
 - (1) Follow up with meetings for PK teachers (and perhaps a fieldtrip with PK students) to the schools they feed during the kindergarten teachers' planning times to collaborate (request space and food from the Community Foundation)

Dehea Smith is taking the lead on this issue. Administrators Kristi Jarvis and Melodie Deeds requested a role in supporting her. We are meeting with the ELC to formalize the dates and begin planning. Dehea is working with Kristen from the Community Foundation on the details.

b) Suggestions that we need to explore further:

- i) Meet with the Early Learning Coalition in the Fall to evaluate effectiveness data based on the VPK sites that feed each school
- ii) Explore high quality VPK programs:
 - (1) Boston's PK success
 - (2) Hillsborough's nurse-family program (see Roxanne White)
 - (3) **Forty Carrots: high quality family training and scholarship program: Laura has met with Michelle Kapreilian, Director, visited the Partners in Play program a Gulf Gate Library and they are exploring a partnership project on better parent conferencing.**
 - (4) Riverview's program: Forty Carrots Partner's in Play program

- (5) Coral Elementary School's VPK program (see Michelle Kloese for the location)
- iii) Develop our own summer and full year VPK programs:
 - (1) Waiver with the Union to select summer teachers: **Laura is meeting with the Union President on August 14**
- iv) Host a VPK FAIR (Manatee County does this): include community support, health organizations, food service (complete the F & R forms), homeless coalition, etc.

c) Suggestions that require philanthropic or community support to begin:

- i) Hire social worker or liaison to connect with families to support the student's learning (this begins in VPK):
 - (1) Develop and write Personal Opportunity Plans for every incoming kindergartener: include academic, social and health-related data and connect resources to the families

9) **Entering kindergarteners not ready:** When children enter kindergarten behind, they struggle to reach grade level every year. The gap between rich and poor begins with entering kindergarteners and by some accounts grows by less than 10% between K and high school, but it widens over the summer and narrows in the 9 months (New York Times, 4/27/13, *No rich child left behind*; Campaign for Grade-Level Reading at www.gradelevelreading.net).

The main **variable** that affects this issue is poverty.

a) Suggestions that we need to explore further:

- i) Meet over the course of the year to replicate the Eagle Academy, which has proven to be a successful model for preparing our kindergarteners. A separate replication report was prepared for this initiative, but it needs to be refined and finalized (see attached)

These meetings have been scheduled, beginning in September. Amy Donner prepared a detailed replication budget. We are calling the umbrella term for the four sites: SUMMER LEARNING ACADEMIES (each school can brand their own site, i.e., Eagle Academy).

- ii) Support a federal Innovation (i3) Grant to replicate the model at 3 schools that Amy and Natalie have submitted: **This grant was not funded.**

10) **Summer Learning Loss:** We know that summer slide is a phenomenon that occurs when children are not engaged in stimulating summer activities (Campaign for Grade-Level Reading information at <http://tinyurl.com/qbndsvz>).

The main **variable** affecting this issue is poverty.

a) Suggestions that we need to explore further:

- i) Again, meet over the course of the year to replicate the Eagle Academy, which has proven to be a successful model for preparing our kindergarteners. A separate replication report was prepared for this initiative, but it needs to be refined and finalized (see attached).

b) Suggestions that require philanthropic or community support that we need to explore further:

- i) Evaluate community summer initiatives that Community Foundation and Education Foundation are funding and we are supporting (i.e., SCSB teachers, data collection, curriculum support, etc.):
- (1) Janie's Garden and Sarasota Housing Authority Tutoring Program: *Better Tomorrows*
 - (2) North County Library: *Study Buddies*
 - (3) Girls' Inc.: *Grade Level and Beyond*
 - (4) Boys and Girls Club: *Great Futures Academy*
 - (5) Early Learning Coalition: *Bridges to Kindergarten*
 - (6) Some school sites are using Title 3 grants or other philanthropic support to host summer programs (i.e., Tuttle, EEB)
 - (a) *Amico Insurance Company Foundation, the Plotkins, and the DiMuccio's: EEB's Summer Transition Program*

I recognized and thanked Tomas Dinverno (Tuttle Principal) for repeatedly visiting his students in these programs and encouraged all of us to support the summer programs that work with their students.

Task Force Participants: Pam Buchanan, Mary Kay Henson, Denise Cantalupo, Dawn Clayton, Tomas Dinverno, Allison Foster, Kirk Hutchinson, Jane Mahler, Linda McCloud, Natalie Roca, Barbara Shirley, Ruth Thomas, Al Weidner, Suzanne Naiman

Attachments: Resources at All Schools, **Summer Learning Academies Plan (i.e., Eagle Academy Replication)**, Replication Eagle Academy Modified Budget. For a complete Bibliography, see the OneNote Notebook: Task Force on the Achievement Gap.

Elementary Students with Chronic Absences in 2014-15

Elementary School	Total # of PK-5 Students (> 17 absences)	Total # of K-5 Students (> 17 absences)	Total Days Absent PK-5	Total Days Absent K-5
Alta Vista	77	77	1976	1976
Ashton	52	52	1201	1201
Atwater	82	82	1999	1999
Bay Haven	37	37	952	952
Brentwood	104		2828	
K-5 only		84		2350
Cranberry	111		2600	
K-5 only		107		2506
EEB	81		2328	
K-5 only		79		2282
Englewood	64	64	1667	1667
Fruitville	88		2352	
K-5 only		80		2129
Garden	48	48	1212	1212
Glenallen	100		2646	
K-5 only		96		2543
Gocio	78	78	2203	2203
Gulf Gate	89		2523	
K-5 only		70		1769
Lakeview	39	39	983	983
Lamarque	128		3648	
K-5 only		116		3263
Phillippi	75	75	1926	1926
Southside	48	48	1013	1013
Tatum Ridge	43	43	1008	1008
Taylor Ranch	54		1296	
K-5 only		43		998
Toledo Blade	78		1973	
K-5 only		72		1757
Tuttle	75	75	1856	1856
Venice El	39	39	958	958
Wilkinson	96		2538	
K-5 only		80		1988
TOTAL # of Students	1686	1584	43686	40539
TOTAL Enrollment	15,774	15,449		
TOTAL Number of School Days/Year for all students			2,839,320	2,780,640
Percentages	(11% of the students)	(10% of the students)	(Days Absent = 1.5% of the total possible days/year)	(Days Absent = 1.5% of the total possible days/year)

**2015-16
Resources at Elementary Schools**

School	Mentoring Program(s)	Mental Health Services	Extended Day Enrichment	Extended Day Remediation	Family and Medical Support	Other
Alta Vista	Florida Mentor Big Brothers Big Sisters	JFCS Providence Human Services Tidewell Hospice		Tutoring by staff grades 2-5	Family Partnership of Bradenton (parenting) Parent CAN Program (American Red Cross) Community Foundation STC	Eagle Academy Private Donor - Mary Kay & Joe Henson (Eagle Academy)
Ashton	Big Brothers Big Sisters		Drama Science and Art Clubs Choir Violin Mileage Club Spirit Squad - Cheer Foreign Language Bricks for Kids Stage Door Kids Go Green Odyssey of the Mind	ACE (grade 3) Homework assistance in After School Program	District grant \$ for families of students in crisis	
Atwater		Charlotte Behavioral Health Care	Friday Clubs (2-5) Fitness Drama Music Art Spanish Chorus Sign Language Photography Jogging Club Odyssey of the Mind Garden Club LEGO Club Newspaper Club Stage Door Dance	Specific 3-5 students Teacher directed remediation K-2	Personal Safety Program Schoolbased Food Pantry Supper Club Summer Feeding Program	Private Donor - Sue & Steve Lord - Snack Program Private Anonymous Donor
Bay Haven			Odyssey of the Mind Garden Club LEGO Club Newspaper Club Stage Door Dance	Homework Club Tutoring by staff grades 1-2	Weekend Groceries / Food Table Manatee Glens	
Brentwood	Big Brothers Big Sisters	Coastal Recovery JFCS Providence Human Services Tidewell Hospice YMCA	Run Club Odyssey of the Mind Drama Dance News Crew Chess Club Environmental Club News Crew Choir	Church of the Psalms	Forty Carrots (parenting) Genesis Dental Care Day of Hope (full service school preparedness - dental, eye, hair)	
Cranberry	Big Brothers Big Sisters		YMCA Operation Graduation 21st Century Booker Boost "Emma Extra" Reading Club Mileage Club Spanish Club Chorus Art Club Good News Club	All students grades 3-5 Tutoring		Private Anonymous Donor
Emma E. Booker	Big Brothers Big Sisters	JFCS			Yummy Stuff Food Pantry	Children First
Englewood	Big Brothers Big Sisters			Y Reads	All Pro Deads (parenting)	

Resources at Elementary Schools

School	Mentoring Program(s)	Mental Health Services	Extended Day Enrichment	Extended Day Remediation	Family and Medical Support	Other
Fruitville	Big Brothers Big Sisters	Florida Mentor JFCS Providence Human Services YMCA	Drama Wordsmith Yearbook Soccer Running Computer Programming Chess Art Music Spanish Fruitville Treasures News Violin	Tutoring, lowest 25% - staff		Private Donor - Uncle Harry (20K) Anonymous (10K) Evelyn Gill Fund
Garden	Big Brothers Big Sisters	Florida Studio Theater	Band/Chorus STEM Major Productions Studio	Y Reads	Food Pantry	
Glenallen		JFCS	Knitting Piano Ukulele Walking School Bus Student Council Soccer Club	STARS tutoring, staff		Private Donor - \$700 (needy kids) \$1,000 (PBS)
Socio	Big Brothers Big Sisters		Bridge Club Garden Club Dance Violin Run Club Student Council GPAS Alladdin	Tutoring ESOL students, staff	Mobile Food Pantry	
Gulf Gate	Kids Hope Mentoring / Gulf Gate Church		Cheerleading Running Club Taekwondo	Church of the Palms	Day of Hope - Full Service School Preparedness Mobile Food Pantry Backpack Program	
Lakeview	Sarasota Baptist Church	Providence Human Services	Mileage Club Strings/ Chorus/ Recorder Drama Bricks for Kids Stage Door Major Productions Marine Science Club Good News Club Odyssey of the Mind	Pre ESA grades 3-5, staff		
Lamarque	Big Brothers Big Sisters		Chorus Violin Student Council Computer Lab Rhythm Express Art	LMQR Explorers, staff	Literacy/ ESOL Classes (Library)	
Laurel Nokomis		JFCS Southeastern Guide Dogs		Y Reads Power Hour (3-5), staff		

**2015-16
Resources at Elementary Schools**

School	Mentoring Program(s)	Mental Health Services	Extended Day Enrichment	Extended Day Remediation	Family and Medical Support	Other
Phillippi Shores	Big Brothers Big Sisters TSIC	Tidewell Hospice JFCS Girls Inc SPARK (bullying)	Computer Lab Drama Cheerleading Art Club Ceramics Violin Chorus Mille Club Garden Club POPS (Instruments) PYP Sticks (Percussion) Chess	Church of the Palms	Day of Hope - Full service school preparedness Personal Safety Program (CPS)	
Southside			Tech Club Drama Club Kids Violin Spanish Clubs I & II Marimba Magic Music Club Hula Club Art Club Girls' Lacrosse Bricks-4- Kids Taekwondo Jazz Combo Chess Club Science Club Guitar Club Major Production Studio (Dance) Hip Hop Dance Club			
Tatum Ridge		Tidewell Hospice JFCS	Reading Robotics Spanish Drama/Chorus Mileage Club / Track Rock Climbing Walking School Bus Karate Odyssey of the Mind Cheerleading Dance	Tutoring, K-5, staff	Tatum Dads	
Taylor Ranch	Big Brothers Big Sisters	JFCS	Run Club Play Dough Club Lego Club Dance Chess Science Club	Y Reads Intervention Computer Lab (AIM)	Personal Safety Program (CPS) Instride (Horse Therapy)	
Toledo Blade		LMHT (on campus daily)	Major Production Dance (ASCC) Cooking, Games, Run Club, Art, Music FST Drama Chorus (4th and 5th)	Bottom 25% PALS Reading		
Turtle	Big Brothers Big Sisters Y Mentors	JFCS	Drama Art Music Soccer	ESOL Science Intention Computer Lab	Literacy Council (adult English) Food Pantry	Healthy Food Pantry (3rd grade)

Resources at Elementary Schools

School	Mentoring Program(s)	Mental Health Services	Extended Day Enrichment	Extended Day Remediation	Family and Medical Support	Other
Venice El.	Big Brothers Big Sisters	Providence Human Services	Band Girls on the Run Gardening Club Dance			
Wilkinson	Big Brothers Big Sisters	Florida Mentor JFCS		PALS Reading Wildcat Academy (1-5 at risk) ACE	Food Pantry	Healthy Food Pantry Siesta Key Kiwanis

Sarasota County Schools: Budget Narrative for
Eagle Academy Replication for Kindergarten through Third Grade
Program will roll out one additional grade level each year, through 3rd grade.

Budget Request for Expansion of Summer Learning Academies

Expenditures	Summer 2016: Kindergarten	Summer 2017: K & 1st grade	Summer 2018: K - 2nd grade	Summer 2019: K - 3rd grade	Sustain Alta Vista Program (each year)
1. Personnel					
School-based Summer Program Coordinator: One certified teacher with expertise in providing instruction to low-performing students will oversee daily programming for 50 - 60 students in each grade level each summer; work will include pre-program planning and post-program evaluation (\$33/hour* x 7 hours/day x 36 days).	\$8,316	\$8,316	\$8,316	\$8,316	\$8,316
Classroom Teachers: Five certified teachers will be required for each grade level served to provide seven-week summer program, with five additional days for pre-and post-program assessments, training and planning (for each grade level: 5 teachers x \$33/hour x 7 hours/day x 36 days).	\$41,580	\$83,160	\$124,740	\$166,320	\$166,320
Bilingual Paraprofessional Aide: One experienced, bilingual paraprofessional aide will work with parents and teachers to register students and provide summer programming (\$15/hour x 7 hours/day x 32 days)	\$3,360	\$3,360	\$3,360	\$3,360	\$3,360
Paraprofessional Aide: One experienced paraprofessional aide per grade level will work with teachers to provide summer programming (for each grade level: \$15/hour x 7 hours/day x 28 days)	\$2,940	\$5,880	\$8,820	\$11,760	\$11,760
School Secretary: School secretary will assist the program coordinator, families and other program staff and provide clinic support (\$20/hour x 7 hours/day x 36 days)	\$5,040	\$5,040	\$5,040	\$5,040	\$5,040

Program Administrator: Administrator will be on site every day during the program. Assuming the school district closes for a week in July and every Friday in 2016 and beyond (11 days during the project period) funds will provide families with a full-week program by paying for an administrator to be on site each of those 11 days (\$73/hour x 8 hours/day x 11 days)	\$6,424	\$6,424	\$6,424	\$6,424	\$6,424
Social Worker: One experienced social worker will work with students and their families to ensure they receive the mental health and other supports they need (\$38/hour x 7 hours/day x 36 days)	\$9,576	\$9,576	\$9,576	\$9,576	\$9,576

2. Transportation

Bus Transportation: Bus transportation for students to attend programs (two buses per grade level, morning only)	\$11,200	\$22,400	\$33,600	\$44,800	\$44,800
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3. Supplies

Curricular Materials and Supplies: Programs will require materials and supplies to provide high quality programs (\$400/classroom x 5 classrooms/grade)	\$2,000	\$4,000	\$6,000	\$8,000	\$8,000
Parent University Materials: Parent programs require materials to provide high quality programs (\$150/week x 7 weeks/grade level). Staff will be supported by Suncoast Technical College and other community organizations.	\$1,050	\$2,100	\$3,150	\$4,200	\$4,200

4. Food & Custodial Services

Food Costs: Dinner will be offered to families participating in programming one night per week. Breakfast and lunch will be provided to students as an in-kind donation from the Food and Nutrition Services Department.	\$3,500	\$7,000	\$10,500	\$14,000	\$14,000
Custodial Services: The school district closes for a week in July and every Friday during the summer. To provide consistency for families, the program will remain open during these normally closed times. A custodian will be on site for those 11 days (\$19/hour x 8 hours/day x 11 days).	\$1,672	\$1,672	\$1,672	\$1,672	\$1,672

5. After-school Costs:					
After-school Personnel: During the seven week program, teachers support students Monday through Thursday until 1:30 pm, but we know that we need to provide quality, enriching after-care programs to effectively replicate this program. Two childcare/ paraprofessional staff per grade level are required to work with each grade level until 5:30 pm and on Fridays (\$15/hour x 25.5 hours/ week x 7 weeks).	\$2,678	\$5,355	\$8,033	\$10,710	\$10,710
Weekly Friday Field Trips: Weekly field trips to local cultural organizations will be provided to students participating in the program on Fridays. Cost include one bus per grade level (each grade level: \$250/week x 7 weeks) and tickets (each grade level: \$500/week x 7 weeks).	\$5,250	\$10,500	\$15,750	\$21,000	\$21,000
Total Cost per School**	\$104,586	\$174,783	\$244,981	\$315,178	\$315,178

Total Program Costs: Program is expected to be provided at the four elementary schools with the highest Free and Reduced Price Lunch rates (Alta Vista, Tuttle, Emma E. Booker and Gocio Elementary Schools). Includes annual cost to sustain Alta Vista Elementary's existing K - 3rd grade program (\$315,178/year).	\$628,935	\$839,527	\$1,050,120	\$1,260,712
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Title I Funds Committed: Sarasota County Schools is committed to supporting the program using \$50,000 of Title I funds for each school, each year (\$50,000 x 4 schools/year).***	\$200,000	\$200,000	\$200,000	\$200,000
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Balance: ****	\$428,935	\$639,527	\$850,120	\$1,060,712
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* Salary rates include benefits.

** Figures may not add exactly due to rounding error.

*** U.S. Congress may adjust Title I funding formula during the ESEA authorization process. If this occurs, adjustments to this commitment may be considered.

**** **The Community Foundation of Sarasota will contribute funds to support this effort for the 2016 program.**