

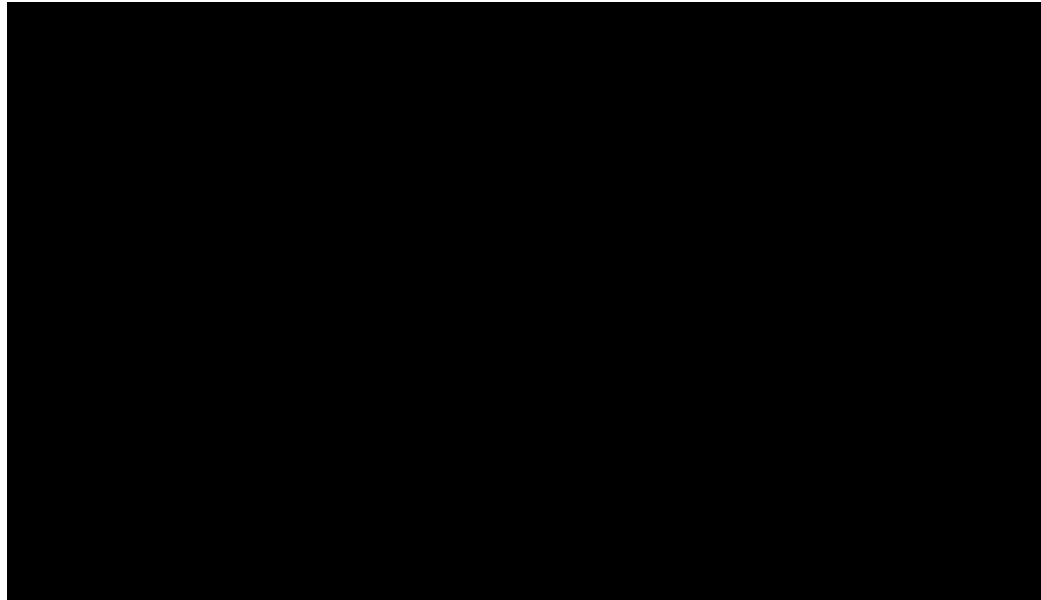
EAGLES ARE
COMPASSIONATE
COURAGEOUS
MINDFUL
RESTORATIVE
RESILIENT

Richard L. Sanders School
September 2, 2021
5:30 PM
Gymnasium
Heidi D'Ambrosio



Title I Annual Parent Meeting

Celebrate with Title I

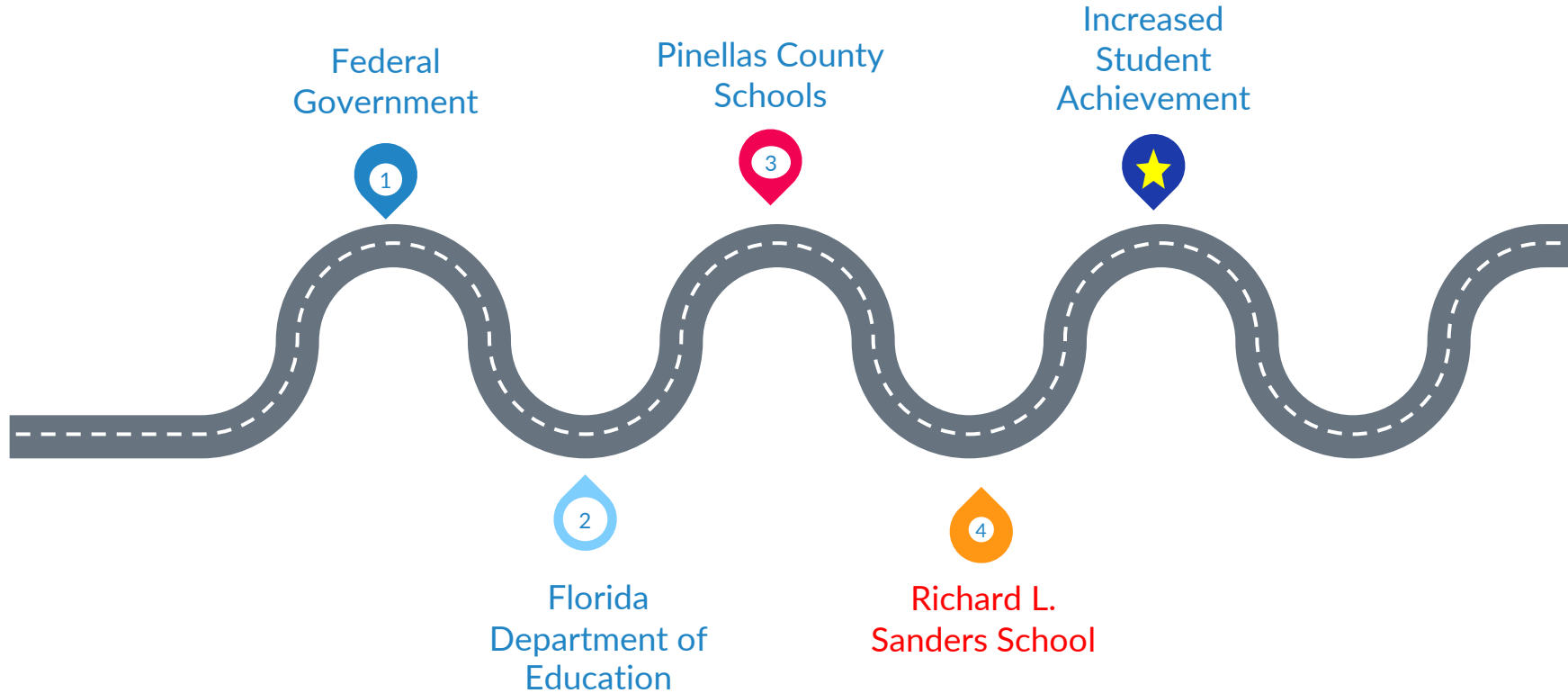


About Title I

- ▷ Title I is the largest federal assistance program for our nation's schools.
- ▷ The goal of Title I is to address the **academic needs** of students and to assist them in meeting their state's academic standards.
- ▷ The program serves **75** schools in Pinellas County including eligible students in **34** non-public schools.



Title I Funding





Supplemental

Definition: provided in addition to what is already present or available to complete or enhance it.

Title I Programs Provide Supplemental Support Elementary Sensory Room





Title I Programs Provide Supplemental Support Sensory Walks





Title I Programs Provide Supplemental Support Secondary Sensory Room



Title I Schoolwide Planning

First

Input from school, family, and community members determine how Title I funds are used based on a needs assessment.

Second

Please attend online or in-person meetings/trainings and complete surveys to provide input on Title I funding.

Last

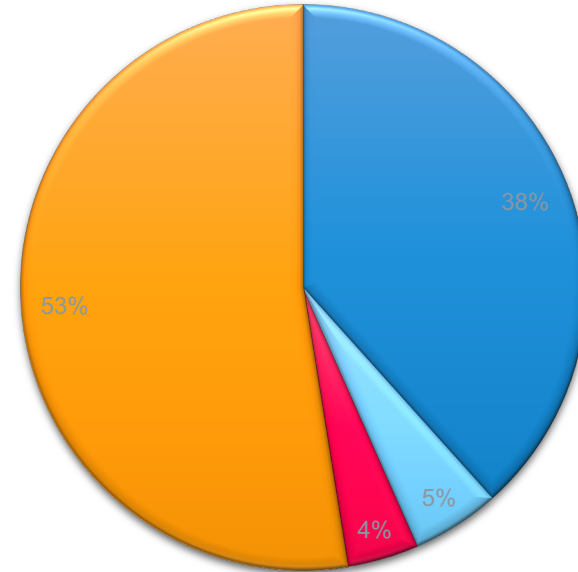
All Title I schools must document that parents are involved in the schoolwide planning process.



Title I Schoolwide Budget

Richard L. Sanders School is provided \$35,150.00 to pay for supplemental resources and programs for increased student achievement.

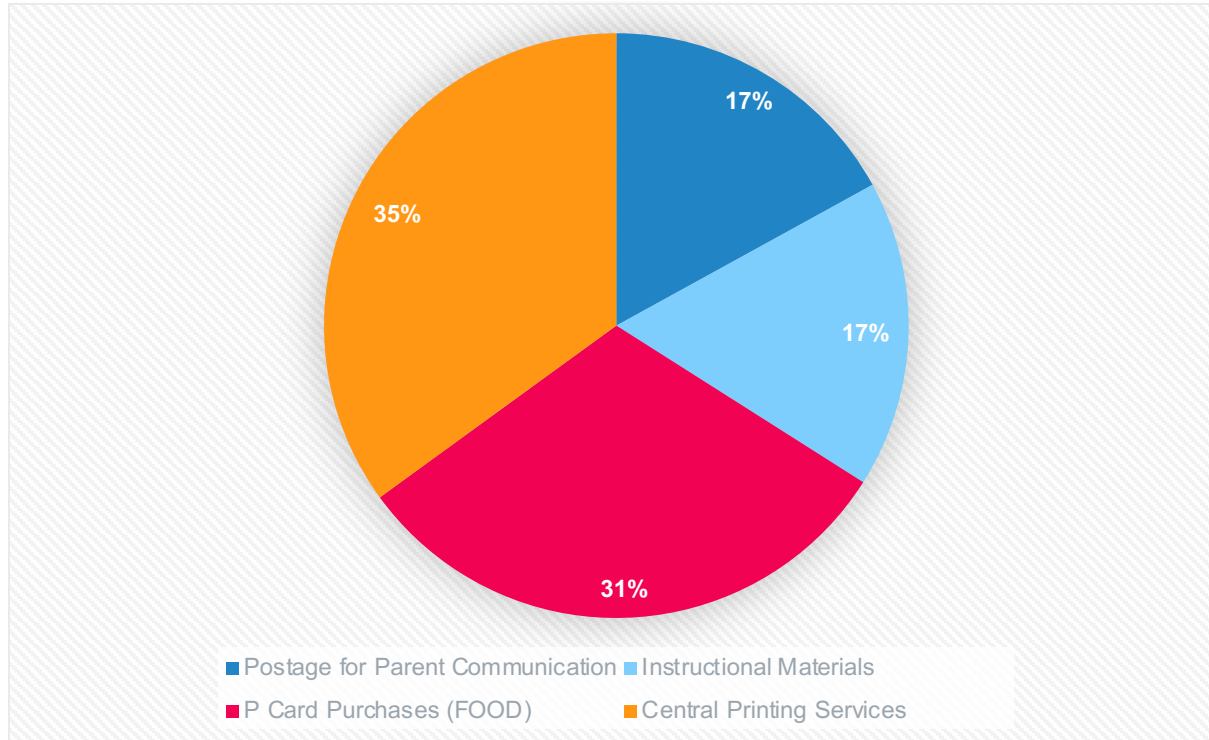
Goal is to spend the majority of the money by the end of October because it is for this school year.



- Professional Development
- Curriculum Development and Coordination
- Capital Outlay
- Supplemental Instructional Resources

A+ School's Title I Parent & Family Engagement 20-21 Budget

Total Allocation - \$6, 128.00



Parent's Right to Know

As a parent of a student attending a Pinellas County School Public School, you have the right to...

- ▶ Be provided information on your child's level of achievement on assessments in Reading/Language Arts, Writing, Mathematics, and Science.
- ▶ Request and receive information on the qualifications of your child's teacher and supplemental personnel working with your child.
- ▶ Be notified of non-highly qualified or out-of-field teachers at the school.
- ▶ Be informed if your child is taught by a non-highly qualified teacher for four or more consecutive weeks.



Working Together for Student Success

As a Title I parent you have the right to be involved in the development of the following plans and documents for our school which can be found on our website (insert website) to view as well as in the Parent Station located in the conference room next to the front desk.

- School Improvement Plan (SIP)

- Title I Schoolwide Plan

- Parent and Family Engagement Plan (PFEP)

- School-Parent-Student Compact



Parent-School-Student Compact

▷ The **purpose** of the compact is to foster student achievement. By signing the Parent-School-Student Compact, Richard L. Sanders teachers, staff, parents and students agree to work together to share the responsibility of helping students meet or exceed state, district and school academic goals.

▷ The Parent-School-Student Compact is updated every year to include parent, student, teacher, and staff input. Parent, student, teacher and staff comments are welcome at any time during the year.



Please review and sign your child's Compact.

Our goal is to receive 100% participation!

Title 1 Parent-Student-School Compact
2021/2022

School Mission Statement: The mission of Richard L. Sanders is that all students will master the academic, behavioral, and affective skills necessary to grow into successful adults preparing them for college, career, and life.

Student Name: _____ Grade: _____

As a Parent/Guardian I pledge to:

- Support and encourage reading at home
- Have ongoing communication with child’s school, including parent-teacher conferences and IEP meetings
- Participate in school events
- See that my child attends school daily, adheres to dress code, and is punctual
- Hold my child accountable for grades and behavior by holding high expectations for my child and knowing what is needed to help my child achieve those expectations.

Parent/Guardian Signature _____ Date: _____

As a Student I pledge to:

- Come to school every day, on time
- Show respect for myself, other students, and my school
- Believe that I can learn, and I will learn
- Work each day to the best of my ability to improve my academics and behavior in a positive manner
- Recognize and celebrate the diversity of the staff and students at Richard L. Sanders School

Student Signature _____ Date: _____

As a School we pledge to:

- We believe all students can learn
- Teach, model, and enforce a safe and respectful learning environment
- Participate in ongoing communication with each student and parent through conferencing, phone calls, email, Portal, Daily Point Sheets, etc.
- Provide opportunities for parents to become involved in school functions
- Ensure high expectations for grades and behavior while putting into place appropriate interventions and supports
- Ensure fairness and equity in adherence to school and classroom rules

Teacher’s Signature _____ Date: _____

Administrator’s Signature _____ Date: _____

I reviewed my goals with my teacher and family during conferences this year.

Conference #1: Date: _____ Family Initials: _____ Teacher Initials _____

Conference #2: Date: _____ Family Initials: _____ Teacher Initials _____

Title 1
Parent – Student – School
Compact

Parent and Family Engagement Plan (PFEP)

The PFEP Sections include information about the following:

- Parent trainings to increase student achievement
- Staff trainings for engaging parents
- Communication methods between home and school
- Flexible meeting times
- Accessibility for parents
- Coordinating with other Federal Programs

We want YOU!

Parent Advisory Council (PAC)

Parent Advisory Council (PAC)

- The District has a Parent and Family Engagement Plan. The summary of the this plan is in the Title I School & Family Partnership Overview.
- You may access the full plan at www.pcsb.org/titleone
- The Parent Advisory Council (PAC) is responsible for reviewing and revising the District PFEP.
- PAC will meet virtually or in-person with the district's Title I Family Education Coordinator.
- PAC meets twice a year, if you are interested in representing our school please notify, Ms. Kendyl Patton.

Accountability

School Report Cards

- School Improvement Rating Overview
- Population and Enrollment
- Assessments – Academic Achievement, Growth, and Population
- Assessments – English Language Learners
- Graduation and Beyond
- Educator Qualifications and Equity
- Long-Term Goals and Interim Progress
- Accelerated Course Enrollment
- Per-Pupil Expenditures
- National Data

Available online at <https://edudata.fldoe.org/> or Front Office

Visit to find district and school grades, EduData Portal

The screenshot displays the Florida Department of Education's EduData Portal. At the top left is the Florida Department of Education logo with the text "FLORIDA DEPARTMENT OF EDUCATION" and "fldoe.org". The top navigation bar includes links for "EDUDATA PORTAL", "REPORT CARDS", "STRATEGIC PLAN", "CLOSING THE GAP", "ADVANCED REPORTS", and "RESOURCES". A search bar is located below the navigation bar with the placeholder text "Search by Zip Code, School, or City".

A modal window titled "School Report Card Selector" is open in the center. It contains the following text:

Instructions: Use the school and district selection boxes below to navigate to a school's report card. Suggested options will appear as you type in each box.

Search by District: A dropdown menu is set to "PINELLAS". Below it, a note states: "District is optional. Use district to filter the school list."

Search by School: A dropdown menu is set to "Select a School".

At the bottom of the modal is a dark blue button with white text that says "View School Report Card".

The background of the portal is dimmed. On the right side, there is a map of Florida with various counties labeled, including Bartow, Avon Park, Sebring, Stuart, Port St. Lucie, Port Salerno, Colobe Sound, Riviera Beach, W. Palm Beach, Boynton Beach, Delray Beach, Belle Glade, Okechobee, Palmetto, and Charlotte. Below the map is a green circular icon of a school building and the text "School Report Cards".

On the left side of the portal, there are several menu items: "View a Report Card", "State F", "Advanced Reports, Archived Reports, and Downloads", "Archived Report Cards", "Advanced Reports", "PK-12 Schools", and "PK-12 Students". At the bottom of the page, there is a link for "Florida Education & Training Placement Information (FETPIP)".

Florida Standards

Florida's academic content standards establish high expectations for all students.

Florida Standards identify what your child needs to know and be able to do in all content areas. You may read more information by visiting fldoe.org/academic/standards/.

Also, your child's teacher will be able to explain the standards for your child's grade level.



Florida Standards Assessment (FSA)

- ▶ Fall Assessment-
FLKRS (Florida Kindergarten Readiness Assessment)

- ▶ Spring Assessments-
ELA Gr 3-10
Math Gr 3-8
Science Grs 5 and 8



Florida End of Course (EOC) Assessments Algebra 1, Biology, Civics, U.S. History, Geometry

To learn more about state assessments visit the Florida Department of Education's website, fldoe.org/accountability/assessments.

FLORIDA'S
B.E.S.T.
BENCHMARKS FOR EXCELLENT STUDENT THINKING
STANDARDS



- ▶ Florida Benchmark For Excellent Student Thinking Standards (B.E.S.T). You may read more information by visiting, <http://www.fldoe.org/standardsreview/>

**COMING
SOON!**

**FLORIDA'S
B.E.S.T.
STANDARDS**

BENCHMARKS FOR EXCELLENT STUDENT THINKING



*Most Aggressive
Transition Timeline in
Florida's History*

	<i>2020-2021</i>	<i>2021-2022</i>	<i>2022-2023</i>
PROFESSIONAL DEVELOPMENT	<i>Begins for ELA and Math</i>	Continues for ELA and Math	Continues for ELA and Math
STANDARDS	Current ELA and Math	<i>New K-2 ELA</i> Current 3-12 ELA Current K-12 Math	<i>New ELA and Math</i>
INSTRUCTIONAL MATERIALS	Current ELA and Math	<i>New K-2 ELA</i> Current 3-12 ELA Current K-12 Math	<i>New ELA and Math</i>
STATEWIDE ASSESSMENTS	Current ELA and Math	Current ELA and Math	<i>New ELA and Math</i>



Working Together for Student Success



Please join us...

Art and Literacy Walk – December 2021

School Advisory Council Meetings – Last
Tuesday of the Month

Next Steps



Additional Resources

Title I Parent & Family Coordinator – Amy Brown
brownamyl@pcsb.org

Learning at Home Family Resources -
<https://www.pcsb.org/Page/32836>

Volunteer in a Pinellas County School -
<https://www.pcsb.org/Page/459>

Parent Advocacy – Keosha Simmons
simmonskeo@pcsb.org

Parent Academy POWER HOURS Webinars -
<https://www.pcsb.org/Page/26534>

Partnerships - <https://www.pcsb.org/Page/418>





We appreciate your time!

Please feel free to ask any questions and provide feedback on our Title I Program.

Contact Us

5025 76th Ave. North
Pinellas Park, FL 33781
(727) 547-7728



Please make sure you have a magnet with our contact information on it.



Education is for improving the lives of
others and for leaving your community
and world better than you found it.

Marian Wright Edelman

Please take the time to
participate in our survey.

Scan the QR Code below



Your feedback is greatly appreciated!

The background of the slide is white and decorated with numerous realistic water droplets of various sizes. Some droplets are large and prominent, while others are small and scattered. They are rendered with soft shadows and highlights, giving them a three-dimensional appearance.

Positive behavior interventions and supports (PBIS)

Behavior level system

Certificate of PBIS Success

THIS CERTIFICATE IS AWARDED TO

RICHARD L. SANDERS SCHOOL

IN RECOGNITION OF RECEIVING A:

PBIS RESILIENCE AWARD

TIER 1 MODEL SCHOOL FOR 2020-2021



Don Kincaid, Project Co-Director

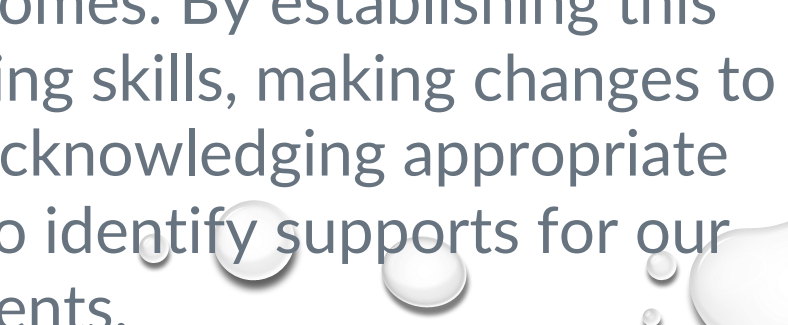


Heather George, Project Co-Director



what is positive behavior interventions and supports?

It is a set of strategies based in behavioral and biomedical science that enhances student quality of life and reduces problem behaviors. National research shows that full implementation of this framework leads to improved student outcomes. By establishing this framework, we are developing skills, making changes to the school environment, acknowledging appropriate behavior, and using data to identify supports for our students.



Richard L. sanders

PBIS Framework	PBIS Goals
<ol style="list-style-type: none">1. Build safe, positive school climates2. Enhance and support effective school systems3. Include all stakeholder input and support<ol style="list-style-type: none">a) Faculty & staffb) Students & familiesc) Community members	<p>Create environments that help students achieve success</p> <p>Develop positive, supportive relationships among stakeholders</p> <p>Prevent problem behaviors from occurring</p> <p>Teach appropriate behaviors</p> <p>Acknowledge appropriate behaviors of all stakeholders</p>

RLS Level	Star Day	Move Up	Activities Work in progress
1	80 points No Majors: Aggression Leaving campus Property destruction OSS assignment Threats ISS assignment	20 days Last 5 star days in a row of 80 pts. Level 2 Application completed and approved	Random Reinforcements PBIS Activities TEAM t-shirt or TEAM Color Shirt on Friday with uniform shorts/pants
2	85 points No Majors: Aggression Leaving campus Property destruction OSS assignment Threats ISS assignment **1 major in a 5 day period, the level 2 incentives suspended for 5 days.	25 days Last 8 days in a row of 85 pts. Level 3 application completed and approved	Access to Level 1 privileges School Store 1 time 300 bonus school store points for leveling up Lunch with preferred staff 1x month Random Special treats TEAM t-shirt or TEAM Color Shirt on Friday with blue jeans
3	90 points No Majors: Aggression Leaving campus Property destruction OSS assignment Threats ISS assignment **1 major in a 5 day period, the level 3 incentives suspended for 5 days.	25 days Last 10 days in a row of 90 pts. Level 3 Honors application completed and approved	Access to Level 1 and 2 privileges Announcements *Jeans/T-shirt/Game Jersey on Thursday TEAM t-shirt or TEAM Color Shirt on Friday with blue jeans 50 bonus school store points weekly Random Incentive Parties
3 Honors	95 points No Majors: Aggression Leaving campus Property destruction OSS assignment Threats ISS assignment **1 major in a 5 day period, the level 3H incentives suspended for 5 days.	<u>95 points for a total of 30 days. Last 15 days must be in a row.</u>	Access to Level 1, 2 and 3 privileges 100 bonus school store points weekly *Jeans/T-Shirt/Game Jersey All Week 1 time breakfast with Principal/AP Optional teacher assistant/student mentor

Student input and incentives for PBIS

- ▷ Students were surveyed to collect input on items and activities school wide that they would be willing to work toward accessing, with points they earn daily by demonstrating positive behaviors.
- ▷ Point sheets are sent home for parent(s)/Guardian(s) to review with their student(s). When student(s) return the point sheet signed by their parent/guardian the next day, they earn points.
- ▷ Once a student achieves level 2 status they can use earned points to access the school store.
- ▷ There are schoolwide activities throughout the year that students can access based on their positive behaviors.



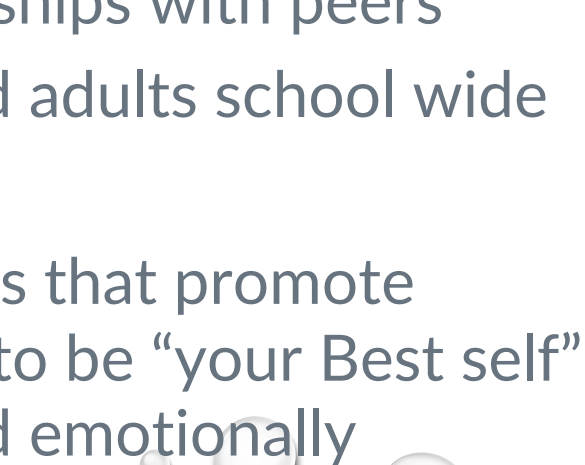
House teams positive character traits

- ▷ Compassionate
- ▷ Courageous
- ▷ Mindful
- ▷ Resilient
- ▷ Restorative





House team competitions

- ▷ Builds social skills
 - ▷ Healthy Student relationships with peers
 - ▷ Connections with trusted adults school wide
 - ▷ Critical thinking skills
 - ▷ Activities and interactions that promote determination and drive to be “your Best self” academically, socially and emotionally
- 

Community supports for PBIS

- ▷ Research and apply for Grants to fund school wide activities
- ▷ Collaborate with community partners (example Pinellas park rotary) sponsors student of the month celebrations and rewards students that stand out amongst their peers for excelling in one or more areas (academics, attendance, positive behaviors)
- ▷ Connect with businesses and individuals in the community to offer donations to fund incentives for students school wide.
- ▷ Staff and parents willing to engage in conversations with those in their communities about the need for donations to continue the high level of incentives we currently can offer students.



Restorative Practices

Pinellas County Schools



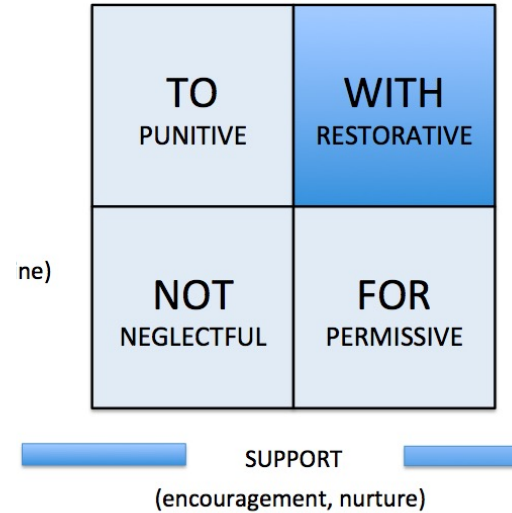
- ▶ Pinellas County Schools has implemented a more diverse approach to help schools embrace and incorporate empathic practices into their school climate efforts. Through the adoption of Restorative Practices, we are promoting and strengthening positive school culture and enhancing pro-social relationships within the school community.
- ▶ Restorative Practices principles emphasize the importance of positive relationships as central to building community and involves processes that repair relationships when harm has occurred.



Social Discipline Window

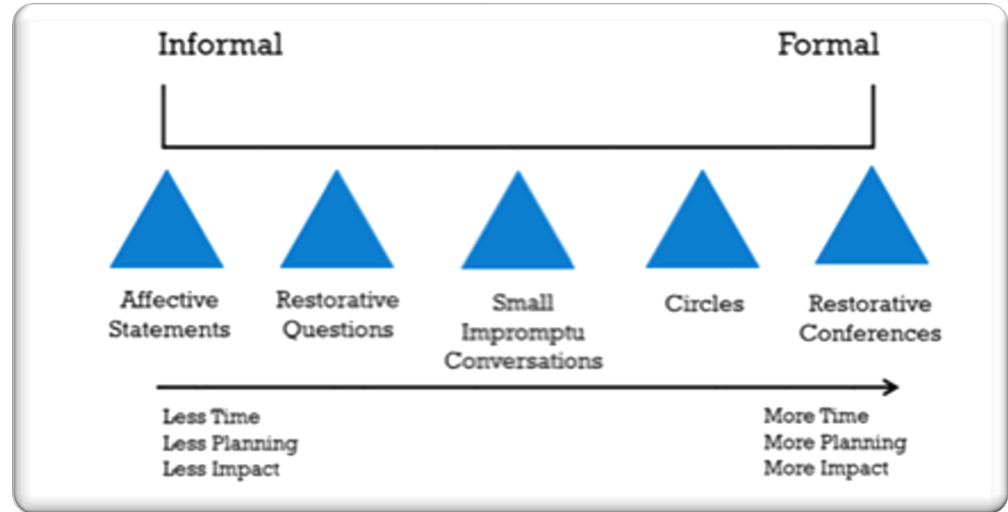
- ▷ The social discipline window describes four basic approaches to social control and behavior boundaries. It represents different combinations of high or low control, seen on the vertical axis, and high or low support, on the horizontal axis. When we interact with others, we do so within one of these quadrants.
- ▷ Students are just like us. Adults tend to work invest more in the bosses, supervisors, and authority figures that treat us with dignity and respect. Similarly, students work hardest for the people they like and respect. So how is it that we get our students to like and respect us?

THE SOCIAL DISCIPLINE WINDOW



Restorative Practices Continuum

▶ The Restorative Practices Continuum provides strategies, or tools, that we can use to help us become more restorative. These can all be used both proactively to build positive relationships and prosocial behaviors and responsively to respond to challenging behaviors or to address conflict or harm. As you move from the left to the right on the continuum, more time, planning, and people are involved.



Affective Statements:

are *feeling* statements about the impact of another person's behavior on us; they describe how *WE feel in relation to another's behavior*.



⇒ SET
BOUNDARIES



⇒ PROVIDE
FEEDBACK



⇒ TEACH
EMPATHY

RESTORATIVE QUESTIONS ARE STRUCTURED IN A WAY TO HELP PROCESS AN EVENT OR EXPERIENCE. LIKE ALL THE STRATEGIES, THESE CAN BE USED BOTH TO REINFORCE POSITIVE BEHAVIORS AND TO RESPOND TO NEGATIVE BEHAVIORS. THE QUESTIONS ON THE LEFT SIDE ARE INTENDED TO BE ASKED TO SOMEONE ENGAGED IN A SPECIFIC BEHAVIOR AND THE QUESTIONS ON THE RIGHT SIDE ARE FOR SITUATION WHEN SOMEONE IS AFFECTED BY THE BEHAVIOR OF ANOTHER.

RESTORATIVE QUESTIONS:
 ARE NON-BLAMING AND OPEN ENDED
 ALLOW FOR STORYTELLING AND ATTENTIVE LISTENING
 SEPARATE PEOPLE'S BEHAVIOR FROM THEIR INTRINSIC WORTH AS A PERSON
 ALLOW FOR ALL PEOPLE INVOLVED TO IDENTIFY THEIR THOUGHTS AND FEELINGS ASSOCIATED WITH PARTICULAR ACTIONS
 PROVIDE A FORUM FOR MEANINGFUL EXPRESSION OF EMOTIONS (AFFECTIVE STATEMENTS)
 FOCUS ON IMPACT AND HOW OTHERS (PEOPLE AND COMMUNITY) WERE AFFECTED BY THE ACTION/S
 ARE AN INCLUSIVE AND COLLABORATIVE APPROACH TO PROBLEM SOLVING, EMPHASIZING FINDING SOLUTIONS RATHER THAN ASSIGNING BLAME
 HOLDS PEOPLE ACCOUNTABLE
 REQUIRES PEOPLE TO TAKE RESPONSIBILITY FOR THEIR ACTIONS
 ATTENDS TO THE NEEDS OF THOSE HARMED
 RESOLVES UNDERLYING ISSUES THAT ACT AS THE ROOT CAUSE OF CHALLENGING BEHAVIOR.

Questions when challenging behavior occurs.....	Questions to help those affected.....
What happened?	What did you think when you realized what had happened?
What were you thinking of at the time?	What impact has this incident had on you and others?
What have you thought about since?	What has been the hardest thing for you?
Who has been affected by what you have done? In what way have they been affected?	What do you think needs to happen to make things right?
What do you think you need to do to make things right?	

Source: The Restorative Practices Handbook