

Janie Howard Wilson SAC Sign-In
Friday, March 24, 2023

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SAC Agenda

School Advisory Council

Friday, March 24, 2023

- **Minutes**
- **Administrative Report—Griffiths**
- **SIP Reflection Report- Griffiths**
- **SAC Account- Mrs. Griffiths**
- **Board Community/Teacher Representative 2023-2024- Mrs. Griffiths**
- **Compact vote- Mrs. Finnell**

- **FSA Testing:**
 - **FAST Reading 3, 4, 5- Monday and Tuesday- May 1st- 2nd**
 - **FAST Math 3, 4, 5- Wednesday and Thursday- May 3rd- 4th**
 - **Science Assessment- Monday and Tuesday- May 8th- 9th**

Next SAC Meeting- Friday, April 14, 2023

Looking Ahead:

March 20th-April 28th – FSAA ELA, MATH, SCIENCE

March 21- Grades Due

March 30- K-2 Paint Along

March 31- Silver Streak Celebration / PTO Meeting at 1:00pm

April 7- No School for Students

April 12- Volunteer Luncheon

April 13- Family Paint Night

April 14- Purple Up! Military Child

School Advisory Council – Meeting Minutes

Friday, March 24, 2023

Members Present: Mr. Miller; Mrs. Outing; Mrs. Medina; Mrs. Griffiths; Ms. Mose; Mrs. Moye; Mrs. Pressley; Mrs. Finnell; Mr. Unzueta; Mrs. Rivera

Review of Minutes-

Review of January Minutes:

Motion to Approve: Mr. Unzueta

Motion to Second: Mrs. Pressley

Review of Minutes-

Review of February Minutes:

Motion to Approve: Mrs. Moye

Motion to Second: Ms. Mose

Administrative Report- Mrs. Griffiths

* Wida Testing went very well and we were able to complete our 97 students before the Spring Break. We were able to submit the tests when we returned for scoring. Mrs. Finnell did a summary of the training she received as we had our leadership team assist with the testing. She explained the training they did.

* Mrs. Alexander reviewed the March Madness event for the basketball game at Lake Wales High School. We would love for the other schools to join in, but it was successful with our fourth and fifth graders. One of the high school seniors was signing for a college signing and this was a great opportunity for our students to see where hard work goes. Mrs. Finnell explained the March Madness for the Read 20 program. Students are competing for AR points for the grade level texts. The first round they won candy bars and the second round they won soda floats. A Kindergarten class won both the first and second round. A third-grade class won the candy bars for the intermediate grades and fifth grade won the soda contest. We will be providing prizes for 3 students who were the MVP of points as well as reward one primary and one intermediate class with pizza. We are looking to do another contest in April.

* Our open enrollment is showing success as we had 38 applications for next school year as well as 17 for Pre-K. We are working with the charter office to determine if we should open a second Pre-K unit.

* Our I-ready consultant came and provided training to the teachers. The teachers found the training to be valuable and it has assisted them with updating lessons based on individual student performance.

* Our teachers have worked endlessly with converting their lessons into the PYP IB planner. They are doing an amazing job of creating transdisciplinary units where they are linking all four subject areas with a common theme and determining the key concepts they want the students to learn. We are expecting our PYP consultant again in April to assist with revising the school's Program of Inquiry (POI).

* Our honor society induction was a successful night. We want to thank Ms. Gunn, Mrs. Klepacki, Mrs. Roecker, and the leadership team for their hard work and dedication. The student officers did fantastic reading at the induction and we are so excited to welcome our new members! Ms. Gunn amazed us with her creation of the cupcakes. We know our students worked hard and it was great to celebrate their dedication to their academics and their commitment to being a great role model for others.

* Dr. Rodolfich, Dr. Acevedo, and Mrs. Padgett came by to read for Dr. Seuss day. The kids really enjoyed the story as it was in both English and Spanish. Our K-2 classes each took turns coming into the media center to hear the story.

Reflection Report - Recorded On: 2/22/2023

Area of Focus

Instructional Practice specifically relating to ELA

Based on state test scores, progress monitoring, and historical data, ELA proficiency and learning gains indicate a downward trend among the majority of grade levels. ESSA subgroups scoring below the expected 41% which includes: Students with Disabilities, English Language Learners, African Americans, Hispanics, White, and Economically Disadvantaged.

Intended Outcome

Our goal is to increase by three percent in reading proficiency across all grade levels and an increase to 41% to targeted ESSA subgroups based on FAST assessment. To ensure we are building for capacity, the school will calculate this information for our K-2 students using the STAR assessment.

The school is eligible for UniSIG Funding

The Intended Outcome for this activity is not on target to being achieved for this specific Area of Focus by the end of the school year.

Desired progress is not being made to accomplish the intended outcome for this Area of Focus by the end of the school year.

Provide evidence of the implementation challenges and barriers the school encountered during the Fall semester. Describe the changes made to address these challenges and barriers.

During the 2021-2022 school year, JHW scored a 32% on the FSA in ELA. According to the middle of the year FAST results during the 2022-2023 school year, it shows that the current proficiency rate is 23% as 44 students out of 192 students are proficient. The beginning of the year FAST data showed results in ELA of only 13% of our students were proficient. In order to make our goal we would have to make a 12% growth by the end of 2022-2023 school year.

Our subgroups for the ELA data show the following:

English Language Learners showed a slight increase in iReady and no increase with growth with FAST. Students with Disabilities did not show any growth on the iReady and the FAST.

African Americans showed growth on the iReady and on the number of students achieving a level 3 with the FAST.

The Hispanic population showed no growth on either the iReady or the FAST.

The White subgroup showed a slight increase in iReady and an increase with number of students achieving a level 3 with the FAST.

The Economically Disadvantaged students showed no growth on the iReady or the FAST assessment.

What were the identified strengths and weaknesses of each completed action step during implementation?

Strategy 1:

Strategy 1. Log for coaches to capture data related to job duties; ensure times are allocated for coaching to be implemented for specific individuals to meet the Marzano elements found in Effective Educators, and to determine which type of coaching model is being used when in classrooms (side, coteaching, observational, conferencing)

Action Step 1- Create log for coaches to use to reflect daily activities to ensure teachers are receiving their support.

Action Step 2 - Administration to review coaching log weekly and based on the observational data from Marzano with Effective Educators determine if updates are needed biweekly.

Action Step 3 - Review iReady, AR, and classroom data (in Focus) weekly to determine if coaches need to work with individual teachers if progress is not being made.

Strengths: Coaching logs have been helpful to ensure teachers are receiving the support they need. The weekly plannings to review the standards are being met is a strength that determines barriers the team is having. PYP implementation and trainings have given our teachers the courage to make their lessons interactive and that has improved our attendance along with the weekly meetings with the social worker to help reduce the barriers of all of our frequent attendance students. Data is sent out each week and teachers are working together to improve team performance.

Weaknesses: Administration needs to increase observations to showcase strength and weaknesses from planning.

Strategy 2. Administration and teacher meetings to reflect on data collected from STAR/FAST.

Action Step 1- PLCs weekly to review data collected and make a goal for the team to be worked on for the month. The teams will identify a concern with the data; teachers will determine barriers and what they can control; the team will create an action plan for four weeks to address the goal, teams will measure their progress on their action plan by the end of the fourth week to increase reading and math proficiency as well as our Economically Disadvantaged subgroup.

Action Step 2 - The social worker will review attendance data weekly with administration and review which students need home visits or resources from the community to reduce barriers for team goals stated in step one.

Strength- Action step 2 has been successful with increasing students attendance and using community resources such as SCARF to help improve our attendance along with the weekly meetings with the social worker to help reduce the barriers of all of our frequent attendance students.

Weakness: We have been spending so much time with planning and learning the benchmarks and incorporating PYP that we need to spend more time with how data is going to effect their planning.

Teacher will make a goal each month to work on during data planning.

Strategy 3. Implementation of the IB PYP Philosophy to engage students, build student agency and student efficacy, and decrease student disciplinary actions to increase achievement within our African American, Hispanic, White, Economically Disadvantaged subgroups and increase proficiency within reading and math.

Action Step 1 - Administration will conduct walkthroughs weekly to ensure integrity of the standards and benchmarks with high yield elements found in Marzano Effective Educators.

Action Step 2 - PYP consultant to review lesson template (PYP planner) for each grade level and meet with teams to reflect and revise to build more approaches to teaching.

Action Step 3 - Administration and PYP coordinator to review the Unit of Inquiries to see progression of student work artifacts to determine opportunities to improve planning and increase understanding of the PYP philosophy, proficiency of standards, and opportunities for student agency.

Strength: PYP implementation and trainings have given our teachers the courage to make their lessons interactive and that has improved our attendance along with the weekly meetings with the social worker to help reduce the barriers of all of our frequent attendance students. Consultant has been very helpful with our planning and the culture of our school with moving IB PYP is much more positive.

Weaknesses: Administration needs to increase observations to showcase strength and weaknesses from planning.

Strategy 4. Monitoring of teachers' progress with their individualized professional development goals

Action Step 1 - Administration will determine which teachers are in need of reading and ESOL endorsements.

Action Step 2 - Administration will use Marzano elements from Effective Educators during the walkthroughs to look for progress of the teachers' individualized professional development goals using the FCRR literacy walk-throughs data reflections with the SDRLs guidance.

Action Step 3 - Administration will use the PYP consultant feedback to determine professional development goals to build opportunities for student agency and self-efficacy with students.

Strengths: All of our teachers are signed up for the professional development and engaged to complete their learning in the classes offered with ESOL and Reading Endorsement. We are successful with our FCRR walk throughs and finally and we are successful with our PYP consultant and meeting our timeline. The staff is completing their requirements through Google classroom with PYP.

Strategy 5. Application of FDLRS training with our ESE and General Education teachers to increase achievement within our Students with Disabilities subgroup.

Action Step 1 - Administration will check lesson plans weekly to see growth of differentiation based on classroom assessment data.

Action Step 2 - Administration will do observations weekly to ensure students have classwork differentiated but meeting standards/benchmarks of the grade level or IEP. If further support is needed, contact FDLRS for additional supports for our ESE department.

Action Step 3 - FDLRS to analyze master schedule to ensure JHW is optimizing time to the fullest potential with ESE inclusion and ESE resource models.

Action Step 4 - Administration to work with ESE Director of LWCS to ensure all ESE compliance is being met with our LEA and our ESE teachers each month.

Strengths: We have met all action step requirements for this strategy.

Weaknesses: Data is still flat in this subgroup as the professional development did not start until after winter break.

Describe the new action steps need to accomplish the intended outcome for the Area of Focus.

The following action steps will be completed:

Administration to create a weekly schedule for walk-throughs, informals, and to complete formal observations.

Data goals will be made and reviewed during the planning periods.

Administration will continue to monitor the Google Classroom for the PYP IB timeline.

All positions paid through UniSIG funding should be filled. Please indicate if positions have been filled. If not, please describe the alternative activities used to address the intended outcome from this position. Please note, a budget amendment must be submitted prior to implanting the activity.

All position have been filled for the uniSIG grant. No further action is needed.

Area of Focus

Instructional Practice specifically relating to Math

Based on the state test scores, progress monitoring, and historical data, math proficiency indicates a downward trend among the majority of grade levels and subgroups. There was no change in learning gains for the students who are not in the bottom quartile. ESSA subgroups scoring below the expected 41% which includes: Students with Disabilities, English Language Learners, African Americans, Hispanics, White, and Economically Disadvantaged.

Intended Outcome

Our goal is to have an increase by three percent in overall math proficiency across all grade levels. The school data also indicated all grade levels need to targeted ESSA subgroups based on FAST assessment to meet the 41%. To ensure we are building for capacity, the school will calculate this information for our K-2 students using the STAR assessment.

The school is eligible for UniSIG Funding

The Intended Outcome for this activity is not on target to being achieved for this specific Area of Focus by the end of the school year.

Desired progress is not being made to accomplish the intended outcome for this Area of Focus by the end of the school year.

Provide evidence of the implementation challenges and barriers the school encountered during the Fall semester. Describe the changes made to address these challenges and barriers.

During the 2021-2022 school year, JHW scored a 38% on the FSA in Math. According to the middle of the year FAST results during the 2022-2023 school year, it shows that the current proficiency rate is 18% as 35 students out of 192 students are proficient. The beginning of the year FAST data showed results in

Math of only 3% of our students were proficient. In order to make our goal we would have to make a 23% growth by the end of 2022-2023 school year.

Our subgroups for the ELA data show the following:

English Language Learners showed a slight increase in iReady and no increase with growth with FAST. Students with Disabilities did not show any growth on the iReady and the FAST.

African Americans showed limited growth on the iReady and growth with the number of students achieving a level 3 with the FAST.

The Hispanic population showed no growth on either the iReady but did increase the number of students achieving a level 3 with the FAST.

The White subgroup showed no increase with iReady and an increase with number of students achieving a level 3 with the FAST.

The Economically Disadvantaged students showed no growth on the iReady and an increase with number of students achieving a level 3 with the FAST.

What were the identified strengths and weaknesses of each completed action step during implementation?

Strategy 1. Log for coaches to capture data related to job duties; ensure times are allocated for coaching to be implemented for specific individuals to meet the Marzano elements found in Effective Educators, and to determine which type of coaching model is being used when in classrooms (side, coteaching, observational, conferencing)

Action Step 1- Create log for coaches to use to reflect daily activities to ensure teachers are receiving their support.

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Action Step 3 - Review iReady, AR, and classroom data (in Focus) weekly to determine if coaches need to work with individual teachers if progress is not being made.

Strengths: Coaching logs have been helpful to ensure teachers are receiving the support they need. The weekly plannings to review the standards are being met is a strength that determines barriers the team is having. PYP implementation and trainings have given our teachers the courage to make their lessons interactive and that has improved our attendance along with the weekly meetings with the social worker to help reduce the barriers of all of our frequent attendance students. Data is sent out each week and teachers are working together to improve team performance.

Weaknesses: Administration needs to increase observations to showcase strength and weaknesses from planning.

Strategy 2. Administration and teacher meetings to reflect on data collected from STAR/FAST.

Action Step 1- PLCs weekly to review data collected and make a goal for the team to be worked on for the month. The teams will identify a concern with the data; teachers will determine barriers and what they can control; the team will create an action plan for four weeks to address the goal, teams will measure their progress on their action plan by the end of the fourth week to increase reading and math proficiency as well as our Economically Disadvantaged subgroup.

Action Step 2 - The social worker will review attendance data weekly with administration and review which students need home visits or resources from the community to reduce barriers for team goals stated in step one.

Strength- Action step 2 has been successful with increasing students attendance and using community resources such as SCARF to help improve our attendance along with the weekly meetings with the social worker to help reduce the barriers of all of our frequent attendance students.

Weakness: We have been spending so much time with planning and learning the benchmarks and incorporating PYP that we need to spend more time with how data is going to effect their planning.

Teacher will make a goal each month to work on during data planning.

Strategy 3. Implementation of the IB PYP Philosophy to engage students, build student agency and student efficacy, and decrease student disciplinary actions to increase achievement within our African American, Hispanic, White, Economically Disadvantaged subgroups and increase proficiency within reading and math.

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benchmarks with high yield elements found in Marzano Effective Educators.

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Strength: PYP implementation and trainings have given our teachers the courage to make their lessons interactive and that has improved our attendance along with the weekly meetings with the social worker to help reduce the barriers of all of our frequent attendance students. Consultant has been very helpful with our planning and the culture of our school with moving IB PYP is much more positive.

Weaknesses: Administration needs to increase observations to showcase strength and weaknesses from planning.

Strategy 4. Monitoring of teachers' progress with their individualized professional development goals

Action Step 1 - Administration will determine which teachers are in need of reading and ESOL endorsements.

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Action Step 3 - Administration will use the PYP consultant feedback to determine professional development goals to build opportunities for student agency and self-efficacy with students.

Strengths: All of our teachers are signed up for the professional development and engaged to complete their learning in the classes offered with ESOL and Reading Endorsement. We are successful with our FCRR walk throughs and finally and we are successful with our PYP consultant and meeting our timeline. The staff is completing their requirements through Google classroom with PYP.

Strategy 5. Application of FDLRS training with our ESE and General Education teachers to increase achievement within our Students with Disabilities subgroup.

Action Step 1 - Administration will check lesson plans weekly to see growth of differentiation based on classroom assessment data.

Action Step 2 - Administration will do observations weekly to ensure students have classwork differentiated but meeting standards/benchmarks of the grade level or IEP. If further support is needed, contact FDLRS for additional supports for our ESE department.

Action Step 3 - FDLRS to analyze master schedule to ensure JHW is optimizing time to the fullest potential with ESE inclusion and ESE resource models.

Action Step 4 - Administration to work with ESE Director of LWCS to ensure all ESE compliance is being met with our LEA and our ESE teachers each month.

Strengths: We have met all action step requirements for this strategy.

Weaknesses: Data is still flat in this subgroup.

Describe the new action steps need to accomplish the intended outcome for the Area of Focus.

The following action steps are added based on our data.

The math coach and interventionist have created a review of the first quarter to implement during the school day. Teachers are completing these review lessons.

The math coach is working with fifth grade to increase math proficiency. The math interventionist is working with fourth grade to increase math proficiency due to the data.

Administration to create a weekly schedule for walk-throughs, informals, and to complete formal observations.

Data goals will be made and reviewed during the planning periods.

Administration will continue to monitor the Google Classroom for the PYP IB timeline.

All positions paid through UniSIG funding should be filled. Please indicate if positions have been filled. If not, please describe the alternative activities used to address the intended outcome from this position. Please note, a budget amendment must be submitted prior to implanting the activity.

All position have been filled for the uniSIG grant. No further actions are needed.

Provide parents with reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Before and after school during a specific time during the school day as arranged with the teacher.
- In the classroom or other appropriate locations on campus
- Parent/ and or teacher writes note in the student's agenda
 - Call the school at (863)678-4211 to make an appointment
 - Contact teacher through email located on the school website:
www. Janiehowardwilson.com

Provide parent opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Become an approved volunteer by completing the application which is available at the school or on the LWCS website. One will be notified by the school of your volunteer status.
- Once approved, contact your child's teacher to volunteer and share your talents and hobbies.
 - PTO Meetings
 - SAC Meetings
 - Monthly Calendars/Newsletter
 - School-wide family nights and events
 - Classroom Activities

As a student, I pledge to do my best to:

Believe in my self and always try to do my best work and behave.
Follow the school, classroom, and bus rules
Ask my teacher when I do not understand.
Complete homework and class work daily
Show respect for myself and others.
Give all notices and school information to my parent daily
Keep important information and homework in my agenda.

As a parent, I pledge to do my best to:

Have my child at school every day and on time.
Talk with my child about his/her school experience
Encourage my child and send him/her to school with a positive attitude.
Support and reinforce the school expectations.
Find out how my child is progressing by attending conferences, signing the agenda, and communicating with the teacher.
Support the school at meetings, trainings, and volunteering when I can.

As a teacher, I pledge to do my best to:

Show respect for your child and your family.
Come to class prepared to teach.
Provide a safe environment conducive to learning.
Help your child grow to his/her fullest potential.
Enforce school and classroom rules fairly and consistently.
Maintain open lines of communication with you and your child.
Demonstrate professional behavior and positive attitude.