

## **SAC Agenda**

### **School Advisory Council**

### **Friday, October 14, 2022**

- **Introductions**
- **SAC Dates**
- **Administrative Report—Mrs. Griffiths**
  - **Strategic Plan**
  - **SLA**
  - **Book Review-location JHW website**
- **SAC Power Point- Mr. Miller**
- **SAC By-Laws 2022-2023-Vote to accept at November 4, 2022 SAC meeting- Mr. Miller**
- **SIP Plan—needs assessment/goals—any revisions/approval—Mrs. Griffiths**
- **Five Star - Mrs. Griffiths**
- **Parent & Family Engagement 1% Funds- Vote- Mrs. Finnell**
  - **Family night materials**
  - **Family night food**
  - **Color Paper for Flyers**
- **PYP Policies- Mrs. Alexander**
- **Email/phone list**
- **Next Meeting: Friday, November 4, 2022 @ 1:00p.m.**

#### **Looking Ahead:**

October 17- Teacher work day/ Conference day- No school for students

October 21- PTO Meeting @ 1:00 in PLC room

October 24- Distribute Report Cards/ 3-5 Dance Camp @3:00

October 24- 28- Red Ribbon Week

October 28- International Fall Celebration/ Kona Ice on campus

October 31- November 4- Care Center Food Drive

November 4- Silver Streak Celebration/ SAC Meeting @1:00

**Thank you for supporting Janie Howard Wilson!**

## School Advisory Council – Meeting Minutes

Friday, October 14, 2022

**Members Present:** Mr. Miller; Mrs. Moye; Mrs. Pressley; Mrs. Soto; Mrs. Bagley; Mrs. Coffman; Mrs. Medina; Ms. Gunn; Mrs. Grondin; Mrs. Alexander; Mrs. Griffiths; Ms. Outing

### **Introductions:**

- Each person went around the room and stated their name and position or the grade level their child is in.

### **SAC Dates:**

- \* Dates are sent out two weeks in advance.

### **Administrative Report- Mrs. Griffiths**

- \* Discussed the Strategic Plan and the need for feedback so we can write goals for specific categories. This link was shared online to our families, and we will get our fourth and fifth graders.
- \* Discussed the Bok N. Transition and the Hurricane
- \* JHW will have our charter renewal walk on November 2nd
- \* Mrs. Alexander presented about the school data and explained that the data posted in the PLC room and the classroom is the iReady data. The data will be sent home with the report cards.
- \* Discussed the German Fall Fest parent link will be sent out to the families.

### **Smart Snack Compliance – Presented by Mr. Reams**

- \* Recommended to do the food fundraisers through SLA to meet the Smart Snack Compliance during school hours.
- \* Recommended to make the Wellness Committee as the SAC committee. The Wellness Committee will provide guidance and suggestions. SLA can be used to make what we want to happen. Mrs. Alexander will be the lead for the Wellness Committee.
- \* The elementary schools participate in a program called the Community Eligibility Provisions. The middle school and high school is not apart of this program. With the elementary schools participating, all the schools got new flooring and new lights in the cafeteria. The schools all are equipped with newer equipment.

### **JHW School Improvement Plan- Presented by Mrs. Alexander**

- \* The plan has been submitted to the county and with our charter renewal
- \* The plan is still in draft form and the document is created with the input from the data we receive from the state, staff, and input when we receive in meetings such as SAC.
- \* We will continue to review this document at SAC and with our staff. This document will be posted to our website once we have approval to do so.

### **Testing- Presented by Mrs. Alexander**

\* Our 3<sup>rd</sup>-5<sup>th</sup> grade teachers did a new state test called FAST. It is a progress monitoring assessment that is given three times a year and the final test will reflect in our school grade.

\* This year's exam will be a baseline for the new exam. It is important our students do well to perform as we are considered a "RAISE" school and our school grade is a "D." The state has provided extra funding through our UniSIG grant to assist us with reading coaches and interventionists for both reading and math.

\* We currently work with the SDRL (State Directors of Reading Literacy) to have trainings in phonics and writing. We are waiting to see if our school will be selected for the writing assessment and we will keep everyone posted about this.

### **Growth at JHW**

\* Our student enrollment is growing, and we are currently at 446. Our staff is growing to include two reading coaches, two reading interventionists, one math coach, one math interventionist, and one ESOL teacher. We also have two ESOL paras to assist as our Hispanic population is growing and so is our ESOL program.

\* We are planning on having an ESOL night, reading night, math/science, and a PYP family night. We will provide resources for students and families.

\* Our staff is asked to join committees (reading, math, PYP, and community outreach) to get vertical input with these subject areas. We look at the iReady, STAR, and FAST data to determine trends and next steps as a school.

### **PYP Policies:**

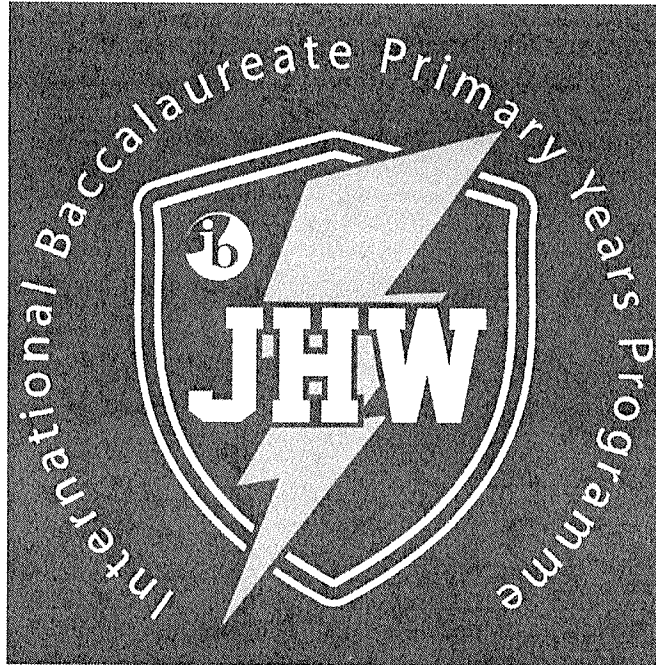
\* JHW is a PYP candidate school and we would like for our student to learn through play.

\* JHW has written grants to increase opportunities for students at recess and brain breaks to have more manipulatives outside such as sensory bins.

\* We have asked our PYP committee to create policies for PYP that include language, inclusion, enrollment, and assessment for you to review for our next meeting.

Motion to adjourn the meeting- Mrs. Moyer

Second Motion: Mr. Miller



## SAC Meeting Dates

2022-2023

Meetings will take place face to face at 1:00 p.m.

Friday, October 14, 2022

Friday, November 4, 2022

Friday, December 2, 2022

Friday, January 20, 2023

Friday, February 10, 2023

Friday, March 24, 2023

Friday, April 14, 2023

Friday, May 12, 2023



## Roles and Responsibilities

of  
School Advisory Council Members

## Elected Members

### Parents

- People whose children attend the school
- Parents elect parents

### Teachers and support staff

- Teachers and support staff may not serve as parents at the school where they teach
- Teachers elect teachers
- Support staff elect support staff

## School Advisory Council



You Are Very  
Important to the  
Success of Our  
School!

## Elected & Appointed Members

### Students

- Required at the high school and vocational technical level
- Student membership is encouraged in middle and elementary schools
- Students elect students

### Community

- Appointed by principal with input from the SAC

## Membership

- Membership of the SAC is approved by the school board
- 51% of the members must be parents, students and community members
- The term of office for each member shall be determined by each school advisory council and is reflected in the by laws
- The racial, ethnic, and economic diversity of the student population MUST be represented on the SAC

## Membership

- The principal shall determine the size of the council and make certain the membership of the council reflects the ethnic, racial and social economic characteristics of the student population
- The principal may appoint additional members to achieve the appropriate representation

### Bylaws: 3 Day Notice

- At least 3 days advance notice, in writing, is required to all members of the Advisory Council of any matter that is scheduled to come before the council for a vote.
- Members may not participate in any private communications about an issue coming up for a vote.

Voted on  
September  
12

### Bylaws: Recording meetings

The law requires that all minutes be promptly recorded.

All votes taken must be legally documented; however, roll call votes do not have to be taken. Sound recordings may be made but are not required.

Minutes are to be kept in a place accessible by the public.



### Bylaws: Scheduling of Meetings

Meetings need to be scheduled when parents, students, teachers, businesspersons, and members of the community can attend.



## Roles and Responsibilities

School Improvement Plan  
and  
Staff Development

### Bylaws: Replacing Members

Replacement of any member who has two unexcused consecutive absences from a school advisory council meeting is required according to the procedures in the bylaws.



### Roles and Responsibilities

#### Members

- Evaluate the School Improvement Plan
- Determine School Improvement Priorities
- Fulfillize the School Improvement Plan
- Support ongoing School Improvement updates
- Assist in the decision making process and approval of expenditures of School Lottery Funds as well as review the School Budget





## Five Star School – SAC Role

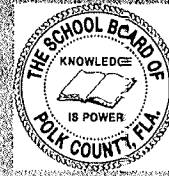
- School Advisory Councils approve the decision to apply for the Five Star School Award.
- In order to qualify for the Five Star School Award, the SAC must:
  - Schedule open full meetings
  - Each member must attend 70% or more of the meetings
  - Overall average attendance at SAC meetings must equal 70% or more
  - The Five Star School Application can be found at: All Public Orders/Community Relations/Community Involvement/Award Application

## What is Your School's Mission / Vision?

All Stakeholders should know their school's Mission and Vision and it should be posted at your school.

## What is Your School's Grade?

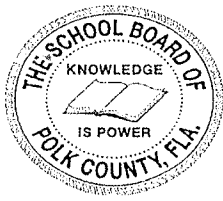
All Stakeholders should know their school's grade.



Department of Accountability  
POLK COUNTY SCHOOLS  
654-2388

## What are the main goals of your School Improvement Plan?

All Stakeholders should have a copy of the SIP and know what the main goals are for their school.



**BYLAWS  
FOR  
SCHOOL ADVISORY COUNCIL  
(SAC)**

**ARTICLE I**

**PURPOSE**

School Advisory Councils assist in the preparation, implementation, and evaluation of the School Improvement Plan. The Council makes recommendations and assists the school administration in all areas of school improvement. These functions are performed through participatory decision-making by parents, educators, school staff, business people, and other community members who are stakeholders in the school.

**ARTICLE II**

**COUNCIL YEAR**

This Council shall operate for successive terms of one (1) year to coincide with the school year, making this Council operational from and including October through May of each year.

**ARTICLE III**

**MEMBERSHIP**

**A. Composition.**

51% of the School Advisory Council membership will be composed of parents, teachers, educational support staff and business/community members. The membership shall be representative of the ethnic, racial and economic communities served by this school.

**B. Election.**

1. Parents are elected to the School Advisory Council by parents in the Spring.
2. Teachers and education support staff will be elected by their respective peer groups at the end of the school year for the following year.
3. In the event that the elections do not constitute a membership that is balanced by ethnicity, race, socioeconomic, status of the student population, the principal may appoint a member.

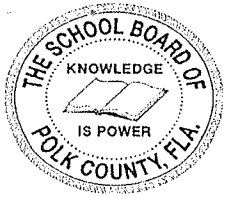
**C. Term.**

The term for membership is each member shall serve for a term of one year. The administration will serve continuously on the Council.

**D. Appointment.**

Membership vacancies shall be filled by those new members who have been





**BYLAWS  
FOR  
SCHOOL ADVISORY COUNCIL  
(SAC)**

**ARTICLE IV. (con.)**

- E. **Agenda** Each meeting shall be conducted in accordance with a written agenda provided at the beginning of each meeting and containing some or all of the following discussion points:
1. Review and Approval of minutes of previous meetings.
  2. Committee Reports (if any)
  3. Old Business
  4. Administrative Reports
  5. School Updates and Presentations
  6. New Business
  7. Items to Agenda for Following Meeting

Certain items may be added to or deleted from the agenda for any particular meeting based upon consensus of the members present or as requested by the principal.

It is the responsibility of the Council Secretary to see that copies of meeting agendas are made available to members prior to or at the beginning of each meeting. The time, date and place of any meeting may be modified based upon a consensus vote of the members present at any meeting.

**ARTICLE V**

**VOTING AND QUORUM**

- A. 51% of the listed membership constitutes a quorum for the council.
- B. All matters and issues shall be decided by a consensus of all members present at any particular meeting.

**ARTICLE VI**

**COUNCIL MANAGEMENT**

The activities of the School Advisory Council shall be managed by a chairperson who shall be appointed on an annual basis by consensus vote of all members present at a regularly scheduled meeting for which the election of the chairperson is placed on the agenda. A co-chairperson may be elected whose responsibility shall be to conduct the meetings and the functions of the chairperson in the absence of the chairperson. The chairperson and principal will consult with each other prior to all meetings and concerning all Council business. The Council shall elect a secretary. His or her responsibilities shall be to record and keep the minutes of all Council meetings, to distribute Council minutes to all active members and to give notice of all Council meetings. The Council secretary shall have the assistance of a school staff secretary appointed by the school principal, to assist with the preparation reproduction and maintenance.

All of the above officers shall be appointed on an annual basis to serve for a period of one (1)

# Title I Parent and Family Engagement Plan Summary

Dear Parents,

Thank you for taking the time to read this Parent and Family Engagement Plan Summary. Below are brief summaries of how your child's school plans to support parent and family engagement, as well as how the Lake Wales Charter Schools District will support schools, parents, and families.

Engaging parents in the education process is essential to improved academic success for students. Education is a responsibility shared by the school and the family throughout the student's school career in our district. Lake Wales Charter Schools will foster and support active parent and family engagement so that schools and parents work together as partners in educating children.

Thank you!

## **Janie Howard Wilson -Parent and Family Engagement Plan will: *Every Student Succeeds Act 1115 (b-c)***

- Involve an adequate representation of parents in developing and evaluating the "School Parent and Family Engagement Plan" that describes how the school will carry out its required family engagement activities.
- Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved.
- Offer other parent workshops at flexible times.
- Use Title I funds to support parent and family engagement and involve parents in deciding how these funds are used.
- Involve parents in the planning, review, and improvement of the Title I program.
- Develop a school-parent compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement and describes how parents and teachers will communicate.
- Offer assistance to parents in understanding the education system and the state standards, and how to support their children's achievement.
- Provide materials and training to help parents support their child's learning at home.
- Educate teachers and other school staff, including school leaders, how to engage families effectively.
- Coordinate with other federal and state programs.
- Provide information in a format and language parents can understand and offer information in other languages as feasible.

## **Lake Wales Charter Schools District Parent and Family Engagement Plan will: *Every Student Succeeds Act 1116 (a) (2)***

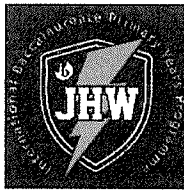
- Involve parents and family members in developing the district plan.
- Provide the support necessary to assist and build the capacity of all participating schools within the district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.
- Coordinate and integrate parent and family engagement strategies with other Federal, State, and local programs.
- Conduct an annual evaluation of the content and effectiveness of the parent and family engagement plan in improving the academic quality of all schools, including identifying barriers to greater participation by parents in activities, specifically families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background; the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions.
- Design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.
- Involve parents in the activities of the schools.

If you would like to receive a full copy of the district Parent and Family Engagement Plan, please see the different options below. Plans and summaries are available in English and Spanish.

- ✓ Contact the school office to request a copy of the summary and/or plan
- ✓ Visit the school website to view a copy of the summary [Janie Howard Wilson- janiehowardwilson.com](http://www.janiehowardwilson.com)
- ✓ Available for review in the school office
- ✓ Visit the district website to view a copy of the district plan <http://www.lwcharterschools.com>

**Janie Howard Wilson Elementary**  
**306 Florida Avenue Lake Wales, FL 33853**  
**Dr. Linda Ray**  
**863-678-4211**

**Lake Wales Charter Schools**  
**Angela Heyward, Title I Parent and Family Engagement**  
**Contact (863) 679-6560**



## JHW Assessment Policy

### Mission Statement

Our mission is to provide a safe and caring environment, where all students can be prepared academically and socially for our future society. Providing excellence in education through a rigorous curriculum, international awareness, and lifelong learning skills, to develop future leaders with a passion to serve and create a more peaceful world. Learning for all, whatever it takes.

### Introduction & Purpose

The purpose of this document is to communicate to all stakeholders in our IB community – administrators, teachers, students, and parents – the programmatic expectations for assessment for all learners as required by International Baccalaureate Organization (IBO). This document also provides clear guidelines and responsibilities of all stakeholders. Assessment is integral to Janie Howard Wilson's (JHW) mission. This policy provides the instructional staff at JHW with a system for effective assessment practices and creates an essential agreement that is the professional expectation for all members of the instructional staff and administration.

The contents of this policy are based on best practice and information as found in educational research, IB assessment workshops, and other school-based and external professional development. The policy also fulfills verification and evaluation requirements for the Primary Years Programme (PYP) set by the International Baccalaureate (IB). At JHW, we believe that the ultimate purpose of assessment is to guide our planning and instruction so that we can support and enhance student learning rather than simply generate a grade. We believe that setting high standards and providing appropriate instructional support, while encouraging critical thinking and application of meaningful knowledge through the IB PYP, is vital for student success.

Teachers at JHW regularly discuss assessment in order to ensure alignment of our philosophy and practices and are committed to working collaboratively to design instruction that actively engages and appropriately challenges all students. We believe that in order to improve learning, assessment needs to:

- Provide frequent and effective formative assessment feedback to students and guidance on how to improve and help students set goals and timelines for improvement.
- Ensure students are reflecting upon, analyzing and evaluating their own work and that of their peers.
- Generate data that teachers use to reflect upon and adapt their teaching strategies, which includes strategies for differentiation based on the differing needs of students.
- Celebrate the progress of students, based on actual academic progress as well as effort.

within the planner (PYP Central Idea). Summative assessments measure students' understanding of new learning and application of strategies. Our teachers identify, define and align assessments based on students' current understanding and grade level content and standards throughout each unit.

Student progress and growth is also regularly assessed using formative assessment tools and strategies. This allows teachers to continually analyze, track and communicate student learning. Formative assessments used during instruction help identify what students are learning so teachers can differentiate and adjust the pace and content of instruction. Because the zone of proximal development differs for every child, assessment strategies and tools are adapted to meet individual student needs.

At JHW, we believe that students should see assessment as a tool to help them self-assess and reflect on their own work and the work of their peers. Active involvement in the assessment process empowers students to work toward standards by setting personal goals and action plans, and to celebrate and reflect on their achievements and understanding along the way. At JHW, students and parents play an active role in monitoring student learning and planning for success. Teachers meet with individual students regularly in "data chats" to discuss strengths and weaknesses and set goals for future learning. This information is also shared and collaborated upon with students' families at scheduled conferences.

Planning and assessment at JHW is an ongoing evaluation of how we analyze the effectiveness of our teaching and the degree of student learning. Assessment is integral to all teaching and learning and the cornerstone to guide instructional practices. The prime objective of assessment in JHW's implementation of the PYP is to provide feedback on the teaching and learning process and drive future instruction.

Why do we assess?

- To reflect, set goals and plan for continuous student learning and growth.
- To guide children through the five essential elements (acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action) of learning contained in the PYP.
- To support and encourage student learning by providing feedback on the learning process.
- To know and celebrate what students can do, rather than what they cannot do.
- To evaluate the effectiveness of the learning program.

What do we assess?

- Understanding of concepts across the transdisciplinary (PYP) subject areas.
- Mastery of Approaches to Learning (ATL) and other identified skills.
- Student progress and performance in all subject areas.
- Ability to develop, understand and apply the IB learner profile attributes and attitudes.

<b>Grades</b>	<b>Progress Monitoring</b>
Kindergarten – 2	<ul style="list-style-type: none"><li>● Early Star</li><li>● Writing</li><li>● Math Star</li><li>● iReady Reading &amp; iReady Math</li><li>● Science</li></ul>
3 – 5	<ul style="list-style-type: none"><li>● Star Reading</li><li>● Writing</li><li>● Math Star</li><li>● iReady Reading &amp; iReady Math</li><li>● Science</li><li>● FAST Cambium Math</li><li>● FAST Cambium Reading</li></ul>

## **Janie Howard Wilson Enrollment Policy**

The mission of The International Baccalaureate is: The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

This mission of JHW is provide a safe and caring environment, where all student an be prepared academically and socially for our future society. Providing excellence in education through a rigorous curriculum, international awareness, and lifelong learning skills, to develop future leaders with a passion to serve and create a more peaceful world. Learning for all whatever it takes.

We achieve this goal through the implementation of the IB Learner Profile and Standards and Practices approved through Polk County School and FLDOE. No matter the ability Janie Howard Wilson will enroll every student who has applied and provide the required documentation outlined here: <https://polkschoolsfl.com/registrationrequirements/>

The JHW mission, vision, values and inclusion policy all support The IB Mission and articulate how educational access is for all.

### **Learner Profile and International-mindedness**

All students are part of the PYP in every elementary building. Every student expected the exhibit the attributes of the Learner Profile as a foundation component of learning. They review, reflect upon, and strive to demonstrate the Learner Profile. Likewise they continuously develop Approaches to Learning through engaging inquiry experiences to build the Learner Profile. These culminate in the development of international-mindedness and intercultural understanding that recognizes and respects differences and compels students to take action to help make the world a better place, no matter our individual differences.

### **Rights and responsibilities**

Janie Howard Wilson Elementary follow Polk County's School Board Code of Code:

<https://polkschoolsfl.com/codeofconduct/>

In addition, to this policy the staff and student of JHW will also adhere to the policy and procedures developed by Lake Wales Charter Schools. Teachers must act in accordance with the policy; the policy needs to be used to inform decision-making; the policy needs to be communicated to the community.



## **Janie Howard Wilson Elementary School Inclusion Policy**

### **Purpose**

Janie Howard Wilson Elementary School is an International Baccalaureate World School serving students from Pre-K to 5th Grade in Polk County, Florida.

### **Mission Statement**

Our mission is to provide a safe and caring environment, where all students can be prepared academically and socially for our future society. Providing excellence in education through a rigorous curriculum, international awareness, and lifelong learning skills, to develop future leaders with a passion to serve and create a more peaceful world. Learning for all, whatever it takes.

### **Practices and Procedures**

Students at Janie Howard Wilson Elementary School are from different backgrounds and cultures and have varying interests. Practices and procedures have been developed to remove barriers which enable every student to develop, pursue and achieve challenging personal learning goals. Teachers utilize a variety of student-specific resources and learning tools, such as technology and flexible seating, to provide an equitable learning experience. We create optimal learning environments that embrace diversity and incorporate real-world approaches that allow opportunities to welcome our diverse population.

### **Removing Barriers and Ensuring Success**

#### **\*Differentiation**

Differentiation is the practice of providing for the diverse needs of a classroom by adapting the content, process and product of the curriculum through instruction, inquiry, materials, student projects, and assessments to meet the learning needs of all students. All learners receive instruction that enables them to succeed within their approaches to learning, abilities, and interests. Teachers use student data, formative assessments, and a gradual release approach during instruction to determine each student's strengths and weaknesses. Teachers adjust their instruction to maximize the learning of all students. Grade Levels reflect on lessons and on plans regularly and make adjustments as needed to support student learning. Students are offered differentiated instruction through the use of the following research-based strategies: effective classroom management procedures, flexible grouping students for instruction (especially students with significant learning problems), assessing readiness and teaching to the student's zone of proximal development. Students are offered differentiated instruction using

teacher or an ELL paraprofessional in the general education classroom. Janie Howard Wilson Elementary School provides all Spanish instruction on a seven day rotation to all students.

The LEA and Assistant Principal are the liaison assisting in communication between the school, teachers, students, and parents. They collaborate in gathering student materials for screening, assessment, and in progress monitoring to determine academic placement or additional accommodations. The LEA manages the yearly testing of the ELL students until the student tests out of the program. Janie Howard Wilson Elementary School's goal is to meet the academic, social and cultural needs of all students.

### **\*Multi-Tiered System of Support (MTSS)**

Based on the Florida Department of Education Technical Assistance Paper, DPS: 2015-151 Date: November 20, 2015, "MTSS is an evidence-based framework to ensure successful educational outcomes for ALL students by using a data-based problem-solving process to provide and evaluate the effectiveness of multiple tiers of integrated academic, behavioral and social emotional instruction and intervention supports matched to student need in alignment with educational standards. Although often used interchangeably, in Florida MTSS replaces "the response to intervention (RtI) framework" for data-based problem solving. Within an MTSS, student RtI data are used to monitor the effectiveness of interventions."

- Define the problem and establish a goal by determining the discrepancy between what is expected and what is occurring. Ask, “What’s the problem?”
- Analyze the problem to determine why the discrepancy is occurring.
- Ask, “Why is there a discrepancy between the current level of performance and the desired level of performance?”
- Develop an intervention plan to achieve the goal, describe how student progress will be monitored and identify how integrity of implementation will be ensured. Ask, “What are we going to do about it?”
- Monitor student response to the intervention in order to evaluate the effectiveness of the intervention. Ask, “Is it working?” If not, how will the intervention plan be adjusted to better support the student’s progress?”

Our school-based team collaborates to identify criteria and procedures for identifying students in Tier 2 and Tier 3 interventions and supports. Teachers deliver and document targeted intervention to students at the tier 2 and tier 3 level. They provide progress monitoring to track the student’s success. Each month a letter is provided to the parents of the students in these groups to update them on the student’s progress. As a team, parents, teachers, academic coaches, support staff and administration work to problem solve specific interventions for groups of students or individuals.

### **Tier 2 Academic Intervention**

Students identified in the tier 2 intervention group receive targeted group intervention based on their need. This population of students consists of about 15% of the student population of each class. These students earn a percentile rank of 25 to 39 on district progress monitoring assessments and were identified as being one grade level below on the school’s computer based learning program. Students are entered into tier 2 first. If more intervention is required, then the student is moved into tier 3.

### **Tier 3 Academic Intervention**

Students targeted for tier 3 level of intervention receive intensive, individualized intervention. These students are identified from earning a percentile rank of 24 or below on district progress monitoring assessments and were identified as being two or more grade levels below on the school’s computer based learning program. These students must first be in tier 2 and show a greater need of support than is offered in tier 2.

### **Tier 2 Behavior Intervention**

## Janie Howard Wilson Elementary Language Policy

### **Philosophy:**

Mission Statement: Our mission is to provide a safe and caring environment, where all students can be prepared academically and socially for our future society. Providing excellence in education through a rigorous curriculum, international awareness, and lifelong learning skills, to develop future leaders with a passion for to serve and create a more peaceful world. Learning for all, whatever it takes.

Vision Statement Janie Howard Wilson's (JHW) vision is to provide a happy, caring, and stimulating environment where children can achieve their fullest potential. The JHW staff works together to provide a safe, nurturing learning environment that fosters curiosity, inquiry, and appreciation for life-long learning. We collectively work in partnership with parents, community, and all stakeholders to educate our students and prepare them to be productive citizens in the world of work. Learning for all: Whatever it takes!

At Janie Howard Wilson Elementary School (JHW), we believe that language is transdisciplinary in nature and that facilitating effective and meaningful communication is the responsibility of all instructional staff members. We believe that language and communication are critical to creating the cohesiveness and understanding across cultures that is needed in a diverse and changing world. We believe that language and cultural understanding develop best through shared experiences and interactions, and we consider it a privilege and responsibility to teach and learn language alongside our students. We respect and honor the way in which language reflects the individual's and a culture's beliefs, attitudes, and perspectives, and we are committed to creating the opportunity for our students to find their own voice in society and the world.

As we aim to continuously improve our language instruction, we investigate state-of-the-art practices, instructional strategies, and tools that help learners at every level advance and become lifelong readers and writers with a strong appreciation for the role of communication in creating a better and more peaceful world. Accordingly, the IB Primary Years Program (PYP) at JHW

- promotes inquiry-based authentic language learning
- focuses on transdisciplinary nature of language learning
- incorporates the teaching and learning of language into the program of inquiry
- develops and interrelates the skills of listening, speaking, reading, writing, and media literacy
- provides for the acquisition of a second language
- provides support for students in their native language

### **Identification:**

Formal writing instruction is taught using Wonders writing curriculum and following Florida B.E.S.T. standards. The formal writing instruction takes place during the literacy block and writing is infused throughout all content areas and embedded into our IB units of inquiry.

#### Speech and Language;

Students may be referred for a speech/language evaluation. The amount of time in which the student and speech-language pathologist meet is determined based on student need and is outlined in the student's Individualized Education Plan(IEP). These services are provided until the goals outlined in the IEP are mastered. In addition, speech-language pathologists conduct hearing screenings to new enrollments.

#### Hearing Impaired;

Hearing impaired students at Janie Howard Wilson Elementary are mainstreamed with their peers. Classroom modifications are executed based on the student's IEP.

#### Professional Development:

Ongoing professional development opportunities are available for the entire staff at JHW to support IB instruction as well as language instruction. Our Language Arts Instructional coaches provide teachers with literacy professional development to enhance and support instruction aligned with Florida B.E.S.T. standards. In addition, experts in the field of literacy instruction support our school with site visits and grade level professional development.

#### Resources:

It is our goal to expand our teacher and student resources to support language instruction , especially in the areas of foreign language and native language. Presently, students and teachers utilize Reading Wonders, iReady, and Renaissance resources to further enhance literacy instruction and student knowledge of the English Language.

#### **Native Language:**

We believe that recognizing and supporting our students' native languages is crucial to their development. The role of parents is vital in ensuring a positive approach to the development of languages. The school expects parents to value their home language(s), as home language proficiency and maintenance are essential in the acquisition of additional languages. Appropriate support with English at home is also an essential part of the children's success both for English and non-English speaking families. Letters and flyers sent home will also be translated into Spanish.

Students who enroll in Janie Howard Wilson Elementary School, speaking a language other than English, will be given a Home Language Survey and provided with the appropriate assistance depending on their needs. In order to support students who speak a language other than English, all teachers are required to be ESOL (English for Speakers of Other Languages) endorsed or certified. Translators are provided upon request during parent-teacher conferences and as needed throughout the school year. Any parent letters sent home are