

October 21, 2022

PTO Meeting Agenda

Welcome & Greetings- Griffiths

Fundraiser

- 50/50 raffle- 2nd Grade Performance November 10th- need workers
- German Fall Fest

PTO Budget- Donaldson

- Popsicle party cost????
- Popcorn Machine

Strategic Plan Feedback- Griffiths

- Developing the questionnaire

Fall Celebration- Griffiths

- International Celebration- Oct. 28th
- Booths
- How will we do candy

Charter Visit- Griffiths

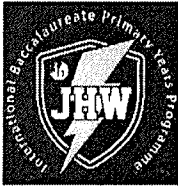
- November 2nd

PYP- Alexander

- Visit Oct. 27-28
- We need parents at 1:30pm to meet with consultant in the PLC room.

Any other business- Griffiths

Thank you for your dedication to PTO!



PTO Meeting Minutes

October 21, 2022

Welcome/Introductions & Greetings:

Members Present: Mary Milton, Lacey Moye, Tiffany Pressley, Hillary Grondin, Genifer Gunn, Kim Griffiths, Betty Finnell, Chayla Outing, Cheryl Donaldson

Fundraiser:

- 50/50 Raffle- 2nd Grade Performance on November 10th at 6pm
- German Fall Fest- Photo Booth Fundraiser

PTO Budget- Donaldson

- Reviewed the budget
 - Deposit for PTO Snacks \$282.00
 - Deposit for PTO Membership Fees \$140.00
 - Popsicles for membership fees \$31.34
 - Transfer for change fund \$100.00
 - Total Account balance= \$1838.71
- Popcorn Machine
 - Will call electrician to determine if parts can be repaired.

Strategic Plan Feedback- Griffiths

The school is looking for feedback on goals for the next five years in a variety of categories (showed document). The link for the feedback is listed on website. For Thanksgiving Dinner, parents can go to the classrooms to complete the survey.

The strategic plan is due to Dr. Rodolfich by the Christmas break holiday and we have asked parents and students. The teachers worked together on the Community Outreach Committee to generate options for parents and students. There is a comment box for parents to provide specific feedback if there is an option they would like to have included.

Fall Celebration-Griffiths

Thank you to the special area department for their work with the fall festival. Thank you to Mrs. Finnell for her work with the photo booth and communications between the school and PTO. The special area department made games for the students and will be selling pretzels for the

students. Each student will receive a bag of donated candy at the end of their time at the PE court. Thank you to the JHW families for the donation of the candy.

Charter Visit- Griffiths

On November 2nd, JHW will have PCSB come as well as the LWCS Board to hear a presentation of the JHW Charter Renewal. Mrs. Borders and Mrs. Finnell have been asked to present about ESE, ESOL, and Title One/Parent Involvement.

Mrs. Griffiths has a copy of the document if further review is needed.

PYP Visit- Alexander

We are expecting our consultant, Katie Poulsen to visit for two days. She will be reviewing where our school is with specific components of the application.

We have invited Dr. Rodolfich and Mr. Miller. We would like parents to meet with her on the 28th at 1:30pm in the PLC room.

INTERNAL ACCOUNT - DEPOSIT & PURCHASING REPORT

G/L Account Number 891-9800-510-1401-40011

School/Dept. Name: Janie Howard Wilson

Internal Account Name PTO

Date: 2021-22

User's Name	Date	Merchant's Name	Description of Purchase	PO or Invoice # (or) Card Number (Last 4 digits)	Dollar Amount of Purchase
	1-Jul	BALANCE	Forwarding Balance from 2020-21		\$ 46.49
C. Donaldson	1-Oct	DEPOSIT	2021-22 PTO Membership fees	DEPOSIT	\$ 225.00
C. Donaldson	19-Oct	DEPOSIT	2021-22 PTO Membership fees	DEPOSIT	\$ 5.00
C. Donaldson	29-Oct	DEPOSIT	Fall Carnival Photo Fundraiser	DEPOSIT	\$ 480.00
A. Medina	29-Oct	Hungry Howies	Lunch for Fall Carnival volunteers	CC #7064	\$ (108.87)
B. Finnell	2-Nov	Walgreens	Payment for Fall Carnival Photos	CC #8099	\$ (25.15)
C. Donaldson	4-Nov	Obeliz Cortes	Refund for Fall Carnival Photo	Ck Request	\$ (5.00)
B. Finnell	4-Nov	Walmart	Food & paper goods for Nov "Teacher Treats	CC #8099	\$ (87.28)
DEPOSIT	19-Nov	DEPOSIT	Anonymous Donation to PTO	DEPOSIT	\$ 100.00
B. Finnell	13-Dec	Walmart	Tablet purchase for attendance incentive	CC #7064	\$ (59.00)
B. Finnell	13-Dec	Walmart	Tablet purchase for attendance incentive	CC #7064	\$ (59.00)
C. Donaldson	16-Dec	DEPOSIT	2021-22 PTO Membership fees	DEPOSIT	\$ 20.00
C. Donaldson	31-Jan	DEPOSIT	Family Math/Science Night 50/50 Raffle	DEPOSIT	\$ 39.00
C. Donaldson	22-Feb	DEPOSIT	Color Run F/R	DEPOSIT	\$ 250.00
C. Donaldson	22-Feb	DEPOSIT	Color Run F/R	DEPOSIT	\$ 150.00
C. Donaldson	23-Feb	DEPOSIT	Color Run F/R	DEPOSIT	\$ 30.00
C. Donaldson	3-Mar	DEPOSIT	Beef O'Brady's Spirit Night F/R	DEPOSIT	\$ 100.00
C. Donaldson	7-Mar	DEPOSIT	Color Run F/R	DEPOSIT	\$ 190.00
C. Donaldson	9-Mar	Morales Souvenirs & Balloons	Payment for Color Run Balloon Arch	Inv #00013	\$ (50.00)
C. Donaldson	15-Mar	DEPOSIT	Color Run F/R	DEPOSIT	\$ 140.00
C. Donaldson	18-Mar	DEPOSIT	2021-22 PTO Membership fees	DEPOSIT	\$ 5.00

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User's Name	Date	Merchant's Name	Description of Purchase	PO or Invoice # (or) Card Number (Last 4 digits)	Dollar Amount of Purchase
C. Donaldson	18-Mar	DEPOSIT	Picnic on the Lawn 50/50 Raffle	DEPOSIT	\$ 85.50
C. Donaldson	18-Mar	Jones School Supply Co	E-O-Y Awards for grades K-5th	CC # 7064	\$ (300.00)
C. Donaldson	4-Apr	DEPOSIT	Kona Ice F/R	DEPOSIT	\$ 151.36
C. Donaldson	5-Apr	Schoolathlon	Color Run F/R payment	Ck Request	\$ (67.00)
C. Donaldson	14-Apr	DEPOSIT	Uniform Free F/R	DEPOSIT	\$ 32.00
C. Donaldson	6-May	DEPOSIT	Chill's Spirit Night F/R	DEPOSIT	\$ 260.00
Total					\$ 1,548.05

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



JHW Assessment Policy

Mission Statement

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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.

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

silent lunch for 2 days and/or lose recess for 2 days depending on the severity of the infraction.

Category 3 incident, including but not limited to:

- Repeating occurrence of category 1 or 2 incidents
- Stealing of school materials this includes but not limited to answer sheets, tests, assignments, projects, etc.
- Lying regarding an academic dishonestly incident
- Changing or altering a grade

Consequences for a Category 3 offense:

Administration will conduct the investigation of the incident and abide by the district code of conduct will be followed. Administration will hold an in person or over the phone conference with parents as this may result in an in-school or out-of-school suspension.

Review of the Academic Integrity Policy:

This policy will be reviewed annually by Janie Howard Wilson administration, leadership team, PYP team, and Sac committee. Parents will be able to review the policy and discuss any questions they might have with teachers and administration.

References

Academic Integrity . (2022, 9 5). Retrieved from International Baccalaureate:

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