

**SAC Agenda  
School Advisory Council  
Friday, January 19, 2024**

- **Introductions**
- **Approve December minutes**
- **Administrative Report—Mrs. Griffiths**
  - **Annual School Improvement Assurances**
  - **2023-2024 Federal Grant Projects**
- **UniSig Grant/SIP Reflection- Mrs. Griffiths**
- **Progress Monitoring 2 Data- Mrs. Griffiths**
- **PYP Update-Mrs. Alexander**
- **Mentor program- Mrs. Alexander**
- **Questions, Concerns, or Suggestions**

**Next Meeting: Friday, February 9, 2024 @ 1:00p.m.**

**Looking Ahead:**

Jan. 22- 26- Celebrate Literacy Week  
Jan. 22- Class Picture Day/ Youth Fair Starts  
Jan. 24- 4<sup>th</sup> Grade Splash Grant- Bok Tower Field Trip  
Jan. 26- 5<sup>th</sup> Grade Splash Grant- Bok Tower Field Trip  
Jan. 26- PEIS Celebration  
Feb. 2- PTO Meeting at 1:00pm in the PLC room  
Feb. 5-9- FTE Week  
Feb. 5- Distribute 3<sup>rd</sup> nine weeks interim reports  
Feb. 7- 4<sup>th</sup> Grade Vulcan Field Trip/ NEHS- Honor Society Inductions  
Feb. 8- 5<sup>th</sup> Grade Vulcan Field Trip

## School Advisory Council- Meeting Minutes

Friday, January 19, 2024

### Members Present/Introductions:

Kim Griffiths; Jamesha Howard; John Miller; Tiffany Pressley; Lacey Moye; Brittany Alexander; Cheryl Donaldson; Betty Finnell; Lashonda Mose, Marcia Rose, LaQuanda Burroughs, and Jeanette Sepulveda.

### Review of Minutes-

Reviewed December Minutes:

Approved Minutes: Lacey Moye

Second Minutes: Tiffany Pressley

### Mrs. Howard's Class Presentation:

- Mrs. Howard's class presented their summary of the UFLI lessons to showcase the different sounds they have learned.

### Administration Report by Mrs. Griffiths:

- JHW was able to complete their PM2 testing for the state and other in-house assessments. We have a few makeups but a huge thank you to Mrs. Alexander for all her work with this!
- Our 5<sup>th</sup> graders were able to tour Bok South before break and we had McLaughlin come to our parent night on January 9<sup>th</sup>. Our parent night focused on the UniSig field trip to St Augustine, yearbook, and end of the year awards. We want to thank Mrs. Sotomayor and Mrs. Morales for helping our families that evening.
- It was gifted education week in December and want to thank Caroline Acevedo for all she does.
- Our Ag Club was able to order all of their supplies before the winter break from Duke Energy and our greenhouse arrived! We are so thankful to Dr. Moye as he and his students will be assisting us with setting up.
- Our staff Christmas party was a huge success. Thank you to Mrs. Finnell, Mrs. Danford, Mrs. Borders, and Ms. Gunn.
- Thank you to our cheer team and our cheer coaches! They rocked out the Night of Cheer. JHW also won the presale award! Our cheer team is looking forward to doing some cheer competitions later this year.
- Thank you to Dr. Rodolfich and Dr. Acevedo for dressing up as the Grinch and the Elf on the Shelf.
- Our Paint Along was sold out in December. Thank you to Mrs. Weaver for these after school opportunities.
- The JHW dancers did an amazing job with their performance at Warner and we loved that they were able to perform for the school during each lunch period. Thank you to Ms. Coffman for all she does with these students!
- Thank you to Bok Tower Gardens for hosting our back to school team building following winter break. Many of the staff members stated it was a lot of fun. They made smoothies, did drumming exercises, and played games to build communication and had moments for reflection.
- Jan Lewis and the Class of 2027 did fantastic job making a memorable holiday experience for our students that our in the McKinney Vento program. We are thankful for Mrs. Collins who helped with organizing this special event.
- Thank you to Ms. Gunn, Mrs. Walker, Mrs. Finnell, and Ms. Pooser for making our second quarter awards a success. Our kids rocked their PBIS behavior expectations.

- Thank you to Mrs. Finnell for hosting our Math and Science night as well as thank you to Mrs. Collins for working with Ms. Lewis to have hot pizzas to serve our families in need.
- JFW also kicked off our annual spelling bee. We want to thank our instructional staff for their support with this program.
- The Florida Inclusion Network came and worked with our general education and inclusion teachers to increase our understanding of the inclusion model. They will be returning later this year.
- Our IB Consultant has completed her walk-through. Mrs. Alexander will go into more details, but we are excited to hear we have made progress and she is confident with the feedback from this visit we should be able to apply for authorization.
- Dr. Acevedo has been working with our ESOL department as we have a new ESOL teacher and new paras. He is very supportive of our department utilizing the UFLI program.
- Mrs. Ballentine has done an extraordinary job training our reading tutors from UniSig with UFLI. We have spent a PLC to create groups and share data. The collaboration was fantastic to see with our third, fourth, and fifth grade teachers.
- Ms. Gunn has worked hard to train our math tutors using the Savvas intervention kit. She has prepared all the materials and also was involved in the PLCs to create the groups based on the math data.
- Ms. Gunn has also been very involved with the A-Team and preparing them for the district competition. Due to the weather this event was postponed until late January.
- Our fourth and fifth graders will be going to Bok Tower and Vulcan. Our third graders are going to be off to Gatorland and Mrs. Roecker is taking 16 students to the Youth Fair.
- Coach Stull and Coach Stoudemire have been working with select fifth grade students for the upcoming soccer match.
- Thank you to Mr. Alricky Smith for finding the funding for our school to have a book vending machine. This has arrived, and Ms. Pooser has worked hard to get it stocked. Next week, we have Drake the Lion from Warner University coming to cheer on the highest reader in each grade level to use the book vending machine for the first time.
- Ms. Pooser is also planning a fun foam party for our final AR celebration. A huge thank you to PTO for your support with this!
- Next week, JHW will be celebrating our PBIS party with popcorn and a movie. We will also be kicking off Literacy Week! Thank you to Mrs. Ballentine and Ms. Pooser for their work with this. Thank you to Dr. Rodolfich, Marie, and Dr. Acevedo for being guest readers on our morning show for literacy week. (reference plan)
- Thank you to Mrs. Finnell for her continued work with the overnight field trips! She has prepared the permission slip and helpful information for parents such as a packing list, information about the agenda, and estimated arrival times.
- Shared the upcoming Literacy Week flyer that Mrs. Ballentine and Mrs. Pooser planned out for our students and staff.

#### **Annual School Improvement Assurance- Presented by Mrs. Griffiths**

- Mrs. Griffiths provided copies of the 2023-2024 School Improvement Assurances for review
- Mrs. Griffiths provided a copy of the 2023-2024 Federal Grant Projects for review for the next SAC meeting.
- Discussion will take place at the next SAC Meeting as Mrs. Heyward confirmed she is able to attend to answer any questions or concerns or suggestions.

#### **School Improvement Reflection- Presented by Mrs. Griffiths**

- Mrs. Griffiths provided a copy of the School Improvement Mid-Year Reflection for review

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#### **School Improvement Reflection- Presented by Mrs. Griffiths**

- Mrs. Griffiths provided a copy of the School Improvement Mid-Year Reflection for review

- Mrs. Griffiths stated we can review to ensure there are no follow-up questions at the next SAC meeting.
- The data used in the report is the same data that was prepared for the SAC meeting. This data was also shared with all teachers at a previous PLC.

### **Progress Monitoring 2 Data- Presented by Mrs. Griffiths**

- Mrs. Griffiths shared and explained the following progress monitoring data:
  - Growth for each grade level on Early Star, Star, FAST, Writing, and Science from Progress Monitoring 1 to Progress Monitoring 2.
  - The difference in achievement scores between Progress Monitoring 1 and Progress Monitoring 2 to compare iReady with state testing data.
  - The growth of the following subgroups: Hispanic, African American, White, ESOL, and ESE from Progress Monitoring 1 to Progress Monitoring 2.
  - The homeroom teacher's growth in proficiency for reading and math to compare increases from Progress Monitoring 1 to Progress Monitoring 2.

### **PYP Update- Presented by Mrs. Alexander**

- Mrs. Alexander shared the IB consultant continues to see growth. There will be an upcoming meeting to determine corrections and updates for authorization. Once authorization is approved it takes three months for the site visit. The feedback we received shows that the teachers move from conceptional, to allowing inspiration to happen. The consultant is planning to revisit to prepare our staff for the interview questions. The inquiry lab continues to be a location on our campus for our students to develop their inquiry skills.

### **Mentor Program- Presented by Mrs. Alexander**

- Mrs. Alexander reviewed the mentor handbook she created. The fifth-grade team decided to focus the exhibition on Sharing the Planet. It is imperative for the mentors to be involved for students to develop an in-depth project.
- The handbook reviews the role of the mentor, the meeting record the mentor can use, conference guide to use with the students, guiding questions, and key vocabulary to use with the students to develop the IB language.

### **Questions, Concerns, Suggestions- Presented by Mr. Miller**

- Mr. Miller sent in questions regarding the clinic numbers. Mrs. Griffiths printed the email that shared these questions and the responses from Mrs. Rose.
- The SAC Committee reviewed the clinic numbers with guidance from Mrs. Rose
- Mrs. Rose provided a vision for the health service department based off a program established in Texas. She was able to share a link to an enrollment center to assist families with community questions.

### **Questions Discussed:**

Question: What time is the ATEAM Competition on January 31<sup>st</sup>?

*Answer: It is scheduled for 3:30. It would be helpful to have it at a slightly later time.*

Question: What kids get to get a book from the vending machine?

*Answer: Any student can earn a book from the vending machine. The students must earn points with an 80% passing rate. Kindergarten & First Grade students earn a token for every ten points with 80% or higher. Second and third grade students earn a token for every 15 points with an 80% or higher. Fourth and fifth grade students earn a token for every 20 points with an 80% or higher.*

Question What was the school grade?

*Answer: Janie Howard Wilson earned a C for the 2023-2024 school year!*

Question Can someone remind us to review the SIP and assurances before the next meeting?

*Answer: Mrs. Finnell will send an email for the reminder.*

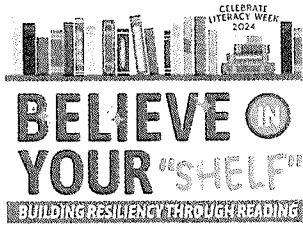
Question When is the mentor meeting for the 5<sup>th</sup> grade exhibition?

*Answer: February 22<sup>nd</sup>, 2024.*

### Health Services Totals

Location	Total Enrollment	Students with Health Risks	Clinic Visits	Mental Health Screening/Suicide Assessments	School Initiated Baker Act/ Involuntary Exams	Threat Assessments	Referred school-based MH services	Receiving school-based MH Services	Referred for community-based MH services	MVP Students Identified
Babson Park	461	175	1,111	5	0	1	19	17	6	7
Hillcrest	679	275	1,367	4	0	4	39	32	7	41
Janie Howard Wilson	472	188	1,758	4	0	0	50	40	3	49
Polk Avenue	553	225	1,566	12	0	6	67	28	6	26
Bok North	668	318	957	5	3	8	47	46	8	6
Bok South	619	320	953	2	0	3	74	72	3	14
Lake Wales High	1,588	753	2,478	23	3	1	232	232	199	47
<b>Totals:</b>	<b>5,040</b>	<b>2,254</b>	<b>10,190</b>	<b>55</b>	<b>6</b>	<b>23</b>	<b>528</b>	<b>467</b>	<b>232</b>	<b>166</b>

\*\*Updated: 1/12/2024



## Celebrate Literacy Week, Florida!

January 22-26, 2024

### District:

<p><b>Monday, January 22<sup>nd</sup></b></p>	<p><b>Literacy Week Kick Off</b> –Guest Reader, Mrs. Griffiths shares a special message about the importance of literacy and reads a book about “Believing in Yourself”  <b>“Believe in Your Shelf” Elf</b> will be making mischief in each classroom to bring attention to the classroom library (like Elf on a Shelf)  <b>“Add 2 Your Shelf” Race</b> – Daily clues will be given as a special morning announcement for the location that Shelf Elf has hidden a book. The first K-2 and 3-5 class to solve the clue and send a student to that spot will earn a book for their classroom library. Winning class gets a racing banner for their door.</p>
<p><b>Tuesday, January 23<sup>rd</sup></b></p>	<p><b>Guest Reader during morning announcements:</b> Dr. Rodolfich  <b>“Read A Bookie for a Cookie” Challenge-</b> Shelf Elf challenges each classroom to DEAR (Drop Everything And Read) for 20 minutes. If they do a good job reading, each student earns a special cookie at lunch.  <b>“Add 2 Your Shelf” Race</b> – Day 2</p>
<p><b>Wednesday, January 24<sup>th</sup></b></p>	<p><b>Guest Reader during morning announcements: Dr. Acevedo</b>  Students create a book mark with positive “Believe in yourself” words or phrases. Bookmarks will be laminated and redistributed randomly back to other students on Friday.  <b>“Add 2 Your Shelf” Race- Day 3</b></p>
<p><b>Thursday, January 25<sup>th</sup></b></p>	<p><b>Guest Reader during morning announcements: Marie Cherrington</b>  <b>Throw Back Thursday-</b> Each classroom teacher reads their favorite book as a child (or a book with a msg about believing in yourself)  <b>“Add 2 Your Shelf” Race- Day 4</b></p>
<p><b>Friday, January 26<sup>th</sup></b></p>	<p><b>Guest Reader Wrap Up &amp; Story by Mrs. Alexander</b>  <b>Friday Finale</b> – Unveiling of book vending machine during each lunch period. Top Reader in AR for each grade gets a token to demonstrate the new machine. “Believe in your shelf” poster will be made for front. Duke the Lion may make a special appearance during this time.  <b>Read My Shirt Friday</b> -students wear a shirt with appropriate words or phrases that other students can read.  <b>“Add 2 Your Shelf” Race- Day 5</b></p>

\*\*Guest readers will be pre-recording on Tues.1/16 11:00



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## Print request 1 of 2 for today's JHW SAC meeting

1 message

John C. Miller III <jcmiii24@hotmail.com>

Fri, Jan 19, 2024 at 3:10 AM

To: Betty Finnell <betty.finnell@lwcharterschools.com>, Cheryl Donaldson <cheryl.donaldson@lwcharterschools.com>  
Cc: Kim Griffiths <kim.griffiths@lwcharterschools.com>, Brittany Alexander <brittany.alexander@lwcharterschools.com>, Rafael Unzueta <rafael.unzueta@lwcharterschools.com>, "keithompson@yahoo.com" <keithompson@yahoo.com>, Marcia Rose <marcia.rose@lwcharterschools.com>, Morgan Willis <morgan.willis@lwcharterschools.com>

Betty or Cheryl,

Can you make copies of Ms. Rose's responses to my questions below for the meeting today? I would like 5 minutes at the end of the meeting today to give an update on mental health awareness with leaders in the city. I appreciate people involved.

I will have to leave right about 2:00 pm today. I should be at JHW about 12:45 today.

Thank you.

John C. Miller III

Begin forwarded message:

**From:** "Rose, Marcia" <marcia.rose@lwcharterschools.com>

**Date:** January 16, 2024 at 5:24:00 PM EST

**To:** "John C. Miller III" <jcmiii24@hotmail.com>

**Cc:** "Willis, Morgan" <morgan.willis@lwcharterschools.com>, "Unzueta, Rafael" <rafael.unzueta@lwcharterschools.com>, keithompson@yahoo.com, marie.cherrington-gray@lwcharterschools.com

**Subject:** Re: Fw: Mental Health/Health Services Numbers

Good afternoon,

I hope you all are doing well. I would be happy to answer your questions on the data that Morgan provided.

1. **What are the factors that indicate that a student has "health risks"?** A health risk is identified as a medical condition that the student may need assistance with during the school day such as an asthma diagnosis, diabetes, seizures, mental health diagnosis, severe allergies that require an epi-pen, behavior disorders, heart condition, etc.
2. **What is a threat assessment?** A threat assessment is a formal process where a team comprised of educators, student support personnel, administrators, and law enforcement analyzes reports of threatening student behavior, determines the severity, and makes a plan to respond and support the student and/or school. This is required by Florida Statute and a new model for these threat assessments called the Florida Threat Management Model was just put into place on January 1, 2024. This is a new way of analyzing these threatening behaviors. Florida statute also now requires specific roles to be represented on the team evaluating the threats, as well as specific time frames threats are reported. I have attached Rule 6A-1.0019.
3. **Why the big discrepancy in "referred" and "receiving" MH services, specifically with Polk Avenue having 12 mental health screening and suicide assessments?** Students can be referred by anyone within the school for any reason. I've included the form that is submitted for your reference. Sometimes a student is referred for services- only to need food or a one-time service- not necessarily a need for ongoing services. Also, the number of screenings/assessments may count the same student twice but are only counted for referral once. Example: Student A needs an assessment in January and February for concerning behavior- both times the student will receive a referral for

community-based services, but the referral will only count one time for the same student name.

4. What are some of the "mental health services" being provided? We are very blessed at LWCS that our Board sees value in having social workers in each of our schools. This is vastly different from other public schools. Usually, mental health staff are shared between schools, LWCS has a social worker at each school location. Our social workers provide supportive care for students struggling with mental health problems, case management services assisting families with needs that cause students to miss school such as lack of housing, transportation, clothing needs, etc. Their main objective is to eliminate any barriers to the student's academic success. Hillcrest does have a licensed clinical social worker who is also able to help support students with psychotherapy individually and in group settings.
5. Any background as to why JHW has the largest ratio of clinic visits to enrollment? JHW has the highest McKinney-Vento Student population, with 10% identified at this time. McKinney Vento are students who meet the criteria to be considered homeless- with food and housing insecurities. We know that students who suffer from these things also struggle to see a doctor- many times the only contact with healthcare is through our school clinics. I am so thankful to our Board that they saw value in putting a licensed nurse on every campus- this was not the case until a few years ago. Now having nurses and social workers on each of our campuses, we are identifying students who are in need of mental and physical healthcare much more often and connecting families with the care they need. Another thing I would like to point out is that LWCSs are the only schools in the county that have telehealth visits in their clinics that offer onsite point-of-care testing such as flu, COVID, and strep testing. All 7 of our school clinics have the capability to connect students and their families with doctors right from the clinic which assists us in getting students well faster and back to class sooner. Our goal in the Health Services Department is to treat the whole child. We know that if they are not physically or mentally well, then they will not be ready to learn when in class. I have attached our latest Goodside Health report- this is the telehealth company we utilize in our clinics so that you can see the data of those visits.
6. What is an "MVP student"? MVP is the acronym we utilize for those students who have been identified as qualifying for the McKinney-Vento Program. The McKinney-Vento Homeless Assistance Act is a federal law that defines the education rights of homeless children and youth and the responsibilities of the Local Education Agencies (LEA), such as the McKinney-Vento Program in Lake Wales Charter Schools. These students lack a fixed, regular, and adequate nighttime residence.
7. Two -part
  - a. Why so many receiving community-based MH services at the High School? This is just the number of referrals- this does not mean that they are currently receiving those services. This equals about 12% of their population that has had a mental health need identified by our social worker that could possibly need follow-up care.
  - b. Why is the largest % referred for community-based MH services is at the High School? The number reflected for the high school is comprised of 2 providers. The high school has a full-time social worker and a full-time mental health facilitator, whose sole job is to identify and connect students with the mental health support they need. Additionally, the complexity of situations at the high school level can warrant a higher percentage of community-based MH services needed. Many times at the elementary level it is behavioral and can be worked through with a plan put in place and supported by our onsite social worker.

8. Can a ~~few additional columns of data be added~~, separate report of data be created with the following data: (1) Socio-Economic status of student at school, (2) Race, (3) Ethnicity, (4) Gender, (5) total tardies, (6) total absences? This is something that Morgan and I can work on for you. It will take some time- but as soon as we have the information I will gladly send it over!

Thank you so much for asking questions. The health services team has many ideas on ways to support our students, we look forward to working with you! If you have any follow up questions, do not hesitate to reach back out.

Stay Healthy,  
Marcia Rose, RN  
Director of Health Services  
McKinney Vento Homeless Liaison  
Lake Wales Charter Schools  
863-456-4484  
lwcharterschools.com

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On Mon, Jan 15, 2024 at 10:33 AM John C. Miller III <jcmiii24@hotmail.com> wrote:

Thank you for the data.

Can you assist with answers to the questions below regarding the data?

Mr. Thompson, Mr. Unzueta, and I, are working to schedule meetings with city leaders and charter school leaders in the days ahead to discuss general issues regarding mental health support in our community.

Thanks so much for your work.

1. What are the factors that indicate that a student has "health risks"?
2. What is a threat assessment?
3. Why the big discrepancy in "referred" and "receiving" MH services, specifically with Polk Avenue having 12 mental health screening and suicide assessment?
4. What are some of the "mental health services" being provided?
5. Any background as to why JHW has the largest ratio of clinic visits to enrollment?
6. What is an "MVP student"?
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  - b. Why is the largest % referred for community-based MH services is at the High School?
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**From:** Willis, Morgan <morgan.willis@lwcharterschools.com>

**Sent:** Friday, January 12, 2024 2:04 PM

**To:** John C. Miller III <jcmiii24@hotmail.com>; Unzueta, Rafael <rafael.unzueta@lwcharterschools.com>

**Cc:** Marcia Rose <marcia.rose@lwcharterschools.com>

**Subject:** Mental Health/Health Services Numbers

Good afternoon John and Rafael,

Attached is a document with various data related to physical health and mental health. Please note that our McKinney-Vento student numbers are on this graph as well. We did our due diligence to make sure all of these numbers are as accurate as possible, but with each day changing in numbers, this is where we have landed. Moving forward, I can pull this report monthly to track our data and see how much our need has grown and/or decreased. I'm eager to know what we can do with this information and how we can better support our student population and the community through mental health initiatives.

Thank you,

Morgan Willis

Mental Health Coordinator

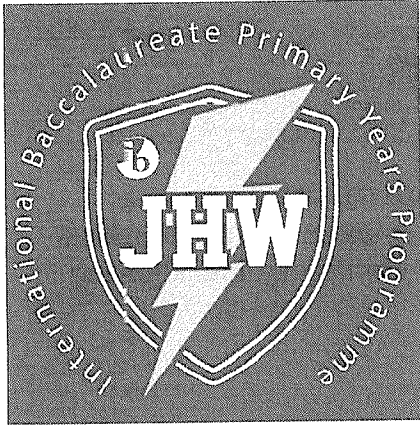
Lake Wales Charter Schools

lwcharterschools.com

<6A-1.0019.doc>

<Lake Wales Dashboard-January 16, 2024.pdf>

<Social Worker Referral.pdf>



# IB Primary Years Program Exhibition Mentor Guide Book

Janie Howard Wilson  
Spring 2024

# Sharing the Planet

## What is the Exhibition?

In the final year of the Primary Years Programme, students participate in a culminating project known as the Exhibition. Students engage in a collaborative transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems.

## The Exhibition has a number of key purposes:

- For students to engage in an in-depth, collaborative inquiry
- To provide students an opportunity to demonstrate independence and responsibility for their own learning
- To provide students with an opportunity to explore multiple perspectives
- For students to synthesize and apply learning of previous years and to reflect upon their journey through the PYP
- To provide an authentic process for assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners in the PYP to the MYP

## Mentor Role: WE LOVE YOU!!!

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### Tips for mentors:

- Be supportive and encouraging
- Advise and keep students on track
- Goal setting and provide time management advice
- There should be regular meetings
- Offer advice on locating resources and using them efficiently
- Ask guiding questions
- Help interpret sophisticated/difficult information
- Facilitate interviews, telephone calls, any electronic communication
- Document all mentor meetings by commenting on the *Mentor Meeting Record Sheet*.
- Celebrate achievements and successes with the students

**Communication is the key**

Mentors should complete the "Mentor Meeting Form" following every meeting.

All emails must be sent to all the parties involved ie. Mentors, P6 teachers, PYPC, students).

The mentor response form could be used as a guide for the meeting.

Students will take minutes using the 'minute form'.

If you are not sure that you understand what the homeroom teachers are expecting of the students, or if you think your group is moving in different directions, discuss this with the teacher or IB Coordinator immediately. Open communication about any frustration or confusion you are having as a mentor is essential for a successful experience.

## Exhibition Mentor – Meeting Record

<b>Mentor:</b>	<b>Date:</b>	<b>Students:</b>
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<b>Tasks/ research/ discussions etc completed since the last meeting:</b>  <i>(to be completed by the group using bullet points)</i>	

<b>Agenda: Meeting Notes:</b>  <i>(to be completed by the group using bullet points)</i>	

<b>To Do List:</b>  <i>(before next Mentor meeting)</i>	<b>Task(s):</b>	<b>Person Responsible:</b>



<b>Mentor feedback/ Comments:</b>	
<b>Next Meeting Date/Time:</b>	<b>Location of Meeting:</b>



Summary Information for Mentors

Mentor: \_\_\_\_\_

Class: \_\_\_\_\_

Students:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Meeting Day and Time: \_\_\_\_\_

Exhibition Topic: \_\_\_\_\_

Central idea:

Lines of Inquiry:

1. \_\_\_\_\_ Mentor   
Teacher Checked

2. \_\_\_\_\_ Mentor   
Teacher Checked

3. \_\_\_\_\_ Mentor   
Teacher Checked

Key Questions

1. \_\_\_\_\_ Mentor Checked  
Teacher Checked

2. \_\_\_\_\_ Mentor Checked  
Teacher Checked

3. \_\_\_\_\_ Mentor Checked  
Teacher Checked

Skills and Action in focus:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Mentor Checked  
Teacher Checked

## **FIRST CONFERENCE WITH MENTORS QUESTIONS TO BE DISCUSSED:**

Before you begin.....

**Get to know the students in your mentor group. This is also a good opportunity for the students to get to know you.**

1. In your own words, can you tell me about the central idea of the PYP Exhibition? (Reflect on how easy or hard it was for the students to articulate their thinking.)
2. What strategies have you used so far to help further your understanding of the central idea? What are your strategies for recording information and making observations?
3. What form of expression or big ideas has your group decided to explore and focus on?
4. What resources have you used or have you been thinking about using (people, organizations, print, and technology)? Which resources will your group need to gather and who should they contact? When should you have all of your research collected by? Why is it important to look ahead and have all the information collected by that date?
5. What have you researched so far? What other questions arose as you researched?
6. What are the next steps for your group. What can I do as a mentor to help you?
7. How should we communicate with each other? When should we meet next? Who will meet with

Additional Notes:

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## **Possible Key Questions For Guiding Children's Thinking at Various Stages of the Exhibition.**

### **Before the Exhibition Starts**

What do you know about the Exhibition?  
How does it work?  
What is your role and responsibilities throughout the exhibition?  
What do I know about How We Express Ourselves?  
Why would anyone want to be in my inquiry team?  
What difficulties will get in my way with group work?  
What research skills do I need to improve? How will I make sure I don't let my team down?  
How am I feeling about the Exhibition? Nervous, excited, scared?  
What expectations do you have for the Exhibition process?  
What Learner Profile attributes would I like to further develop?

### **Formulating Questions**

What interests us about this subject?  
Why have you chosen this topic?  
What do you already know about the subject?  
Do you have any personal experience or connections with this subject?  
Why is this subject important from a global/local perspective?  
Why is your subject/issue important to our school community?  
What other issues are connected to your subject?  
What actions could be taken that demonstrate your learning and caring about this issue?  
What do others think about the subject?  
Have you seen anything on T.V. or heard others talk about this topic?  
What do you want to find out?  
What do others in the group think? Do you have any similarities/differences?

## **Planning**

How are we going to find out the answers to our questions?

Which methods of gathering information will be the most useful?

Are our methods of gathering information a valid way of answering our questions?

How will we share the work fairly? i.e. Everyone gets to do some hard work and fun work.

What does our research timeline look like?

What strategies and agreements do we have as a group when things aren't working?

Where will we keep our group's work so that everyone can have access to it?

## **Gathering Information/ Collecting Data**

Which resources are going to be useful/important to our inquiry?

Including: encyclopedias, books, websites, people, places.

What system do we have in place to keep track of our resources we have used? Including referencing pictures from the Internet etc.

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What do we do when the information is too hard?

What do we do when we have too much information?

Who will help us with the English if we need it? Who will help us to translate information we may find in Chinese or any other language?

If my group needs to arrange a field trip, which people should I speak to? (Head of Primary, PYP Coordinator, Mentors, Teachers, Office etc.)

## **Recording Data**

What will be the best way to keep a record of our findings? Tables, charts, taped interviews, note-taking, graphs, science reports,

What will be the best way to organize the data once we have it?

Who will help us to translate information we may find in Chinese or any other language?

### **Evaluating Information**

Have we got enough information on our subject?  
Have we explored all the different perspectives on our issue?  
Have we got to the heart of the issue?  
What do we think about it all? Do we agree? Disagree? Not sure?

### **Synthesizing Information**

What were the most important findings?  
Which parts are important to tell to our school community?  
How are different parts connected?

### **Communicating Information/ Presenting Findings**

Who is the audience?  
How knowledgeable are they about your subject?  
Why is it important that they know about your issue/topic?  
What will be the most suitable ways to communicate our findings?  
Is there a creative way of expressing our findings that will give the audience a chance to interact with our display?  
Is there a way of getting our audience to respond with appropriate actions?

### **Evaluation Stage**

#### **MidPoint**

Is the workload being shared fairly? Why? Why not?  
How much time is left? Have we met our goals so far?  
Are we finding answers to our questions, or, are the questions changing because we know more now?

Are our research questions addressing the most important part of the issue?

Do we need to modify our plan or stick to it?

Is the team reliable at mentor meetings?

Is each student keeping a record of the exhibition process in his or her journals?

Am I displaying the Learner Profile, Transdisciplinary skills and PYP Attitudes?

### **Reflection**

How did you feel before you started?

Are you proud of your group's efforts?

Was your presentation successful?

Did you enjoy the day?

What was the most memorable thing?

What did you learn from other group's presentations?

What would you do differently if you were given the opportunity to go back and do it again?

The next time you are asked to plan a research project again, what knowledge, skills and attitudes will you take with you from this exhibition experience?

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Which Learner Profile attributes did you develop and best exhibit during the PYP Exhibition?

*Janie Howard Wilson*



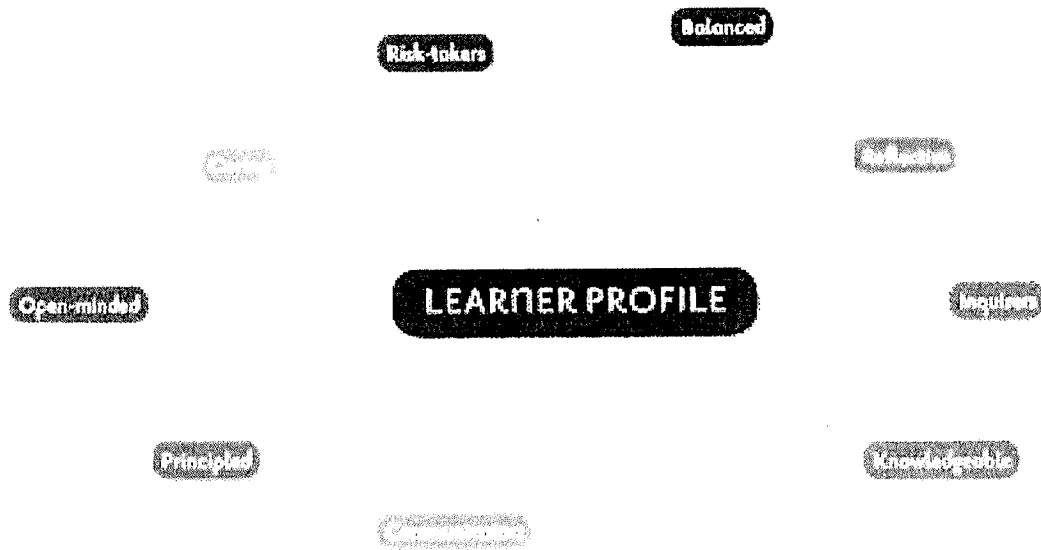
***Exhibition Field Trip Planning Form***

Key Concepts		
Lines of Inquiry		
What are my key questions for this field trip?		
Proposed Date:		
Student names:		
Contact phone number on day of Field Trip:		
Number of students attending:		
Staff Attending:		
Parents attending:		
Field Trip Destination		
Venue:		
Phone number:		
Contact person:		
Head of Primary	Mentor	Classroom teacher



**What are the major features of the program that should be evidenced throughout the exhibition?**

**Learner Profile** – Becoming internationally minded means a full application of the learner profile. We strive to be



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**Key Concepts** – The key concepts should be shown through the use of key questions that guide student inquiry. The key concepts include:

**Form** – What is it like?

**Function** – How does it work?

**Causation** – Why is it like it is?

**Change** – How is it changing?

**Connection** – How is it connected to other things?

**Perspective** – What are the points of view?

**Responsibility** – What is our responsibility?

**Reflection** – How do we know?

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**Transdisciplinary Skills** – Within the search for conceptual understanding of a student's topic, it is important that the student develop appropriate skills in the construction of meaning.

The Approaches to Learning are the skills need to enhance and deepen the learning experience.

These skills include:

**Social Skills** – Accepting responsibility, respecting others, cooperation, resolving conflict, group decision making and adopting a variety of group roles

**Communication Skills** – listening, speaking, reading, writing and non-verbal communication

**Thinking Skills** – Acquisition of knowledge, comprehension, application, synthesis, evaluation, dialectical thought and metacognition

**Research Skills** – formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data, presenting research findings

**Self-Management Skills** – gross motor skills, fine motor skills, spatial awareness, organization, time management, safety, healthy lifestyle, codes of behavior and informed choices

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## Ways of taking Action

Students can use various forms to take action and this includes:

**Participation**- which means that they are collaborating with others to explore solutions.

**Advocacy** – this requires mobilizing others with similar interests such as action to support social/environmental/political change

**Social justice** – this may include talks or presentations on matters that are related to rights, equality, diversity and inclusion, social well-being, and justice

**Social entrepreneurship** –providing opportunities for innovative, resourceful, and sustainable social change

**Lifestyle choices** – reflective action that translates to informed choices and an improved change of lifestyle.

**Attitudes** – We develop internationally minded students by instilling in them a set of attitudes that will help them to become the traits of the learner profile. These attitudes are:

<b>Appreciation</b>	Appreciating the wonder and beauty of the world and its people.
<b>Commitment</b>	Being committed to their own learning, persevering and showing self-disciplined and responsibility.
<b>Confidence</b>	Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.
<b>Cooperation</b>	Cooperating, collaborating, and leading or following as the situation demands.

<b>Creativity</b>	Being creative and imaginative in their thinking and in their approach to problems and dilemmas.
<b>Curiosity</b>	Being curious about the nature of learning, about the world, its people and cultures.
<b>Empathy</b>	Imagining themselves in another's situation in order to understand his others reasoning and emotions, so as to be open- minded and reflective about the perspectives of others.
<b>Enthusiasm</b>	Enjoying learning and willingly putting the effort into the process
<b>Independence</b>	Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.
<b>Integrity</b>	Being honest and demonstrating a considered sense of fairness.
<b>Respect</b>	Respecting themselves, others and the world around them.
<b>Tolerance</b>	Being sensitive about differences

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**Action** – All students must complete an authentic and appropriate action project. This may take place at school or away from school with supervision and parent permission. Students are encouraged to think of a variety of ways to take action!

## Key Concepts

### **Form/What is it like?**

Define	Describe	Locate
List	Observe	
Identify	Notice	

### **Function/ How does it work?**

Explain	Construct	Create
Demonstrate	Design	
Operate	Rearrange	

### **Change/How is it changing?**

Contrast	Demonstrate
Compare	Infer

### **Connection/ How is connected to other things?**

Match	Contrast	Organize
Categories	Combine	Compare
Distinguish		

## **Causation /Why is it the way it is?**

Support an opinion	Apply	Deduct
Analyse	Rearrange	Design

## **Perspective/What are the points of view?**

Compare	Suppose	Respond
Respond	Contrast	Imagine

## **Responsibility/What is our responsibility?**

Criticize	Support	Debate
Organize	Support an Opinion	

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## **Reflection/How do we know?**

Evaluate	Support	Analyse
Judge	Value	Appraise
Debate		

Title I Progress Monitoring  
Data Summary Report  
2014-2015

<b>School Name:</b>	<b>Janie Howard Wilson Elementary</b>
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Name of Assessment		1	2	Difference	3	Difference 2 to 3	Difference 1 to 3
Reading*		% Proficient	% Proficient		% Proficient		
Early Star	K	31%	56%	25%		-56%	-31%
Star	1	22%	31%	9%		-31%	-22%
Star	2	29%	32%	3%		-32%	-29%
FAST	3	6%	19%	13%		-19%	-6%
FAST	4	16%	33%	17%		-33%	-16%
FAST	5	15%	24%	9%		-24%	-15%

Name of Assessment		1	2	Difference	3	Difference 2 to 3	Difference 1 to 3
Mathematics*		% Proficient	% Proficient		% Proficient		
Early Star	K	41%	41%	0%		-41%	-41%
Star	1	72%	74%	2%		-74%	-72%
Star	2	49%	51%	2%		-51%	-49%
FAST	3	5%	9%	4%		-9%	-5%
FAST	4	1%	13%	12%		-13%	-1%
FAST	5	10%	19%	9%		-19%	-10%

Name of Assessment		1	2	Difference	3	Difference 2 to 3	Difference 1 to 3
Writing*		% Proficient	% Proficient		% Proficient		
Write Score	K	0%	0%	0%		0%	0%
Write Score	1	2%	1%	-1%		-1%	-2%
Write Score	2	2%	5%	3%		-5%	-2%
Write Score	3	2%	3%	1%		-3%	-2%
Write Score	4	36%	39%	3%		-39%	-36%
Write Score	5	22%	37%	15%		-37%	-22%

Name of Assessment		1	2	Difference	3	Difference 2 to 3	Difference 1 to 3
Science*		% Proficient	% Proficient		% Proficient		
Pearson	K	20%	61%	41%		-61%	-20%
Pearson	1	7%	46%	39%		-46%	-7%
Pearson	2	22%	53%	31%		-53%	-22%
Coach	3	0%	6%	6%		-6%	0%
Coach	4	25%	57%	32%		-57%	-25%
Boot Camp	5	30%	42%	12%		-42%	-30%

\*Add rows or modify entries as needed to align with your Progress Monitoring Plan.

## Janie Howard Wilson Elementary- Data Recap 23-24

	ELA	
	BOY	MOY
Kindergarten iReady	41%	51%
Kindergarten STAR	31%	56%
First Grade iReady	34%	37%
First Grade STAR	22%	31%
Second Grade iReady	42%	36%
Second Grade STAR	29%	32%
Third Grade iReady	29%	25%
Third Grade FAST	6%	19%
Fourth Grade iReady	46%	36%
Fourth Grade FAST	16%	33%
Fifth Grade iReady	40%	36%
Fifth Grade FAST	15%	24%

	Math	
	BOY	MOY
	41%	41%
	41%	41%
	43%	34%
	72%	74%
	45%	39%
	49%	51%
	30%	26%
	5%	9%
	44%	49%
	1%	13%
	39%	28%
	10%	19%

K-2 STAR	27%	39%
3-5 FAST	12%	24%
FAST: 2022		32%
FAST: 2023		37%

	54%	56%
	6%	14%
		38%
		43%



**Janie Howard Wilson Elementary- Data Recap**

	Writing	
	BOY	MOY
Kindergarten	0%	0%
First Grade	2%	1%
Second Grade	2%	5%
Third Grade	2%	3%
Fourth Grade	36%	39%
Fifth Grade	22%	37%

	Science	
	BOY	MOY
	20%	61%
	7%	46%
	22%	53%
	0%	6%
	25%	57%
	30%	42%

FCAT: 2023	31%
FCAT:2022	25%

**Janie Howard Wilson Elementary- Data Recap 23-24-Goal is 41% or Higher**

	Hispanic		African American		White		ESOL		ESE	
	<i>BOY</i>	<i>MOY</i>	<i>BOY</i>	<i>MOY</i>	<i>BOY</i>	<i>MOY</i>	<i>BOY</i>	<i>MOY</i>	<i>BOY</i>	<i>MOY</i>
5th Grade ELA FAST	15%	24%	9%	23%	30%	30%	0%	0%	18%	18%
5th Grade Math FAST	12%	24%	14%	9%	20%	30%	0%	9%	18%	18%
4th Grade ELA FAST	11%	37%	23%	38%	18%	27%	0%	33%	11%	22%
4th Grade Math FAST	0%	16%	4%	12%	0%	18%	0%	11%	0%	22%
3rd Grade ELA FAST	8%	19%	4%	18%	0%	18%	20%	27%	0%	0%
3rd Grade Math FAST	6%	11%	4%	4%	6%	12%	7%	13%	0%	0%
2nd Grade ELA Star	22%	24%	36%	36%	23%	38%	23%	15%	25%	38%
2nd Grade Math Star	43%	41%	48%	60%	62%	54%	38%	31%	50%	38%
1st Grade ELA Star	10%	27%	33%	29%	18%	36%	25%	33%	33%	33%
1st Grade Math Star	70%	70%	67%	79%	73%	73%	66%	75%	66%	33%
KG Grade ELA Star	24%	52%	31%	46%	33%	78%	67%*	100%*	29%	57%
KG Grade Math Star	33%	43%	42%	46%	33%	33%	66%*	66%*	57%	57%

\* Need to recheck KG ESOL Identification

	ELA- FAST/STAR		Math- FAST/STAR	
	BOY	MOY	BOY	MOY
Cole HR- Non Access	0%	33%	33%	33%
Wente HR- Non Access	0%	0%	33%	0%
Klepacki HR	10%	19%	5%	19%
Sotomayor HR	35%	35%	22%	30%
Maldonado HR	0%	17%	4%	9%
Pirrong HR	20%	25%	0%	5%
Roecker HR	15%	35%	25%	20%
Burrows HR	15%	40%	0%	15%
Maxwell HR	6%	12%	0%	0%
McBurrows HR	0%	7%	0%	0%
Smith HR	17%	44%	0%	11%
Yates HR	0%	11%	5%	5%
Walker HR	6%	18%	18%	29%
Blair HR	42%	37%	53%	53%
Carson HR	37%	37%	47%	53%
Howard HR	25%	35%	50%	50%
Upchurch HR	11%	17%	39%	44%
Bermudez HR	7%	21%	64%	79%
Hayes HR	17%	28%	78%	72%
Bender HR	44%	50%	69%	81%
Wright HR	24%	29%	71%	76%
Fairweather-Watson HR	33%	73%	67%	80%
Gethmann HR	43%	71%	43%	50%
Hernandez HR	36%	50%	29%	36%
Williams HR	14%	36%	21%	21%