

Broward County Public Schools

Winston Park Elementary School



2020-21 Schoolwide Improvement Plan

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Winston Park Elementary School

4000 WINSTON PARK BLVD, Coconut Creek, FL 33073

[no web address on file]

Demographics

Principal: Carolyn Eggelletion

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (59%) 2016-17: A (66%) 2015-16: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Winston Park Elementary School

4000 WINSTON PARK BLVD, Coconut Creek, FL 33073

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	46%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	A

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide a quality learning environment that will encourage students to reach their maximum potential and meet their diverse needs.

Provide the school's vision statement.

- High expectations
- Communication
- Trust/Respect
- Responsibility
- Cooperation

We believe:

- Students, parents and teachers should work together to achieve shared goals.
- There should be a feeling of mutual respect and caring between the staff and students.
- The school environment should be safe, attractive and conducive to learning.
- Students should be provided a variety of enrichment opportunities.
- Individual needs should be met.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Eggelletion, Carolyn	Principal	<p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build School Principal and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.

Name	Title	Job Duties and Responsibilities
		<p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p>

Name	Title	Job Duties and Responsibilities
Halse, Matthew	Assistant Principal	<p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to assist in establishing and monitoring a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement. 10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population. 12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. 13. Assist in implementing and monitoring procedures to ensure that

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Name	Title	Job Duties and Responsibilities
McCray, Tenise	Assistant Principal	<p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to assist in establishing and monitoring a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement. 10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population. 12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. 13. Assist in implementing and monitoring procedures to ensure that

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Demographic Information

Principal start date

Wednesday 7/1/2020, Carolyn Eggelletion

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

64

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (59%) 2016-17: A (66%) 2015-16: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A

Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	156	164	175	162	177	180	0	0	0	0	0	0	0	1014
Attendance below 90 percent	3	6	9	1	9	6	0	0	0	0	0	0	0	34
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	17	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	26	0	0	0	0	0	0	0	28

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	2	0	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	7	6	13	13	12	0	0	0	0	0	0	0	51

Date this data was collected or last updated

Wednesday 9/23/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	166	182	180	187	188	195	0	0	0	0	0	0	0	1098
Attendance below 90 percent	4	11	9	4	5	6	0	0	0	0	0	0	0	39
One or more suspensions	0	0	0	0	2	1	0	0	0	0	0	0	0	3
Course failure in ELA or Math	4	11	44	52	38	29	0	0	0	0	0	0	0	178
Level 1 on statewide assessment	0	0	0	6	38	29	0	0	0	0	0	0	0	73

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	4	18	23	49	41	0	0	0	0	0	0	0	139

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	7	10	6	2	0	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	0	1	3	0	0	0	0	0	0	0	4

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	166	182	180	187	188	195	0	0	0	0	0	0	0	1098
Attendance below 90 percent	4	11	9	4	5	6	0	0	0	0	0	0	0	39
One or more suspensions	0	0	0	0	2	1	0	0	0	0	0	0	0	3
Course failure in ELA or Math	4	11	44	52	38	29	0	0	0	0	0	0	0	178
Level 1 on statewide assessment	0	0	0	6	38	29	0	0	0	0	0	0	0	73

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	4	18	23	49	41	0	0	0	0	0	0	0	139

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	7	10	6	2	0	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	0	1	3	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	68%	59%	57%	67%	55%	55%
ELA Learning Gains	66%	60%	58%	67%	58%	57%
ELA Lowest 25th Percentile	47%	54%	53%	58%	53%	52%
Math Achievement	72%	65%	63%	76%	61%	61%
Math Learning Gains	71%	66%	62%	73%	63%	61%
Math Lowest 25th Percentile	49%	53%	51%	53%	52%	51%
Science Achievement	56%	46%	53%	71%	45%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	60%	5%	58%	7%
	2018	56%	59%	-3%	57%	-1%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	69%	62%	7%	58%	11%
	2018	70%	58%	12%	56%	14%
Same Grade Comparison		-1%				
Cohort Comparison		13%				
05	2019	67%	59%	8%	56%	11%
	2018	61%	56%	5%	55%	6%
Same Grade Comparison		6%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	65%	0%	62%	3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	68%	63%	5%	62%	6%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	80%	67%	13%	64%	16%
	2018	75%	63%	12%	62%	13%
Same Grade Comparison		5%				
Cohort Comparison		12%				
05	2019	69%	64%	5%	60%	9%
	2018	62%	62%	0%	61%	1%
Same Grade Comparison		7%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	55%	49%	6%	53%	2%
	2018	54%	51%	3%	55%	-1%
Same Grade Comparison		1%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	30	29	34	39	28	16				
ELL	56	65	57	66	71	54	42				
ASN	75	93		83	80						
BLK	61	54	34	60	60	35	45				
HSP	69	67	58	71	70	55	43				
MUL	59	75		82	88		60				
PAC	60			50							
WHT	72	68	40	79	76	56	71				
FRL	62	63	47	64	65	42	40				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	49	44	42	52	37	29				
ELL	52	70	74	60	51	45	27				
ASN	61	69		87	62						
BLK	53	64	44	61	57	33	46				
HSP	63	65	60	68	64	43	52				
MUL	65	73		60	47						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	72	68	50	76	62	44	62				
FRL	56	60	51	64	56	44	45				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	29	48	31	43	58	42	37				
ELL	48	68	71	55	69	65	50				
ASN	68	50		89	86						
BLK	58	65	61	66	69	43	57				
HSP	58	65	61	68	67	57	64				
MUL	71	69		83	69						
WHT	76	69	53	83	79	58	80				
FRL	56	63	57	68	68	53	61				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	72
Total Points Earned for the Federal Index	501
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	55
Pacific Islander Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was the learning gains of the lowest 25% in English Language Arts. The contributing factor to last year's lowest performance was 5th grade. The trends show that the learning gains of the lowest 25% were as follows: 2017 - 73% (11 students); 2018- 63%; and 2019- 42%.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component showed the greatest decline from the prior year was also the learning gains of the lowest 25% in English Language Arts. The contributing factor to last year's lowest performance was 5th grade. The trends show that the learning gains of the lowest 25% were as follows: 2017 - 73% (11 students); 2018- 63%; and 2019- 42%.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when compared to the state average was reflected in Math Learning Gains as follows: Winston Park Elementary- 71% ; the state- 58%, which is 13 points above the state average. The factor that contributed to this gap was the use of the modified gradual release of responsibility model for math.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was overall Math Learning Gains. The new actions that supported this improvement were the school-based professional development on using the modified gradual release of responsibility for math during math instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

In reflecting on the EWS data, our students who scored a level 1 on statewide assessment is an area of concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. 5th Grade Learning Gains of the Lowest 25% in English Language Arts
2. 5th Grade Learning Gains of the Lowest 25% in Mathematics
3. 4th Grade Proficiency in English Language Arts
4. 4th Grade Proficiency in Mathematics
5. 3rd Grade Proficiency in English Language Arts

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of****Focus**

In analyzing the data, students with disabilities performed well below other subgroups.

Description and

Focusing on the instructional strategies, standards-based formatives, and consistent progress monitoring will support their learning gains.

Rationale:**Measurable Outcome:**

By June 2021, students with disabilities will improve to meet or exceed an FPPI of 40%.

Person responsible for monitoring outcome:

Matthew Halse (matthew.halse@browardschools.com)

Evidence-based Strategy:

Embedded High-Quality Instruction- The goal or purpose of this best practice is to use student academic and/or behavior information to better identify students with learning or behavior needs in order to give students the necessary supportive interventions that will maximize their full potential and learning. Implementation of i-Ready Standards Mastery, Mastery Connect, and School City will provide common standards-based formative assessments. Students will participate in research-based targeted interventions to support their individual learning needs. School-wide progress monitoring focusing on the CARE (Curriculum, Assessment, Remediation, and Enrichment) to include i-Ready Standards Mastery, Mastery Connect, and School City assessments.

Rationale for Evidence-based Strategy:

Winston Park ensures that the needs of students not progressing towards school and district goals are met by providing research-based interventions to the students who are not meeting quarterly benchmarks. The push-in model for students with disabilities will support instruction within the general education classroom. Appropriate interventions are identified through the collection of common formative assessment data and additional Benchmark Assessment System optional assessments. These assessments provide vital information relevant to the students' area of weakness and the next steps for instruction.

Action Steps to Implement

1. Review of most recent data to determine collective standard(s) of focus.
2. Collaborate to research and implement classroom centered strategies and/or interventions.
3. Use of common formative assessments to track teacher and student progress.
4. Collaborate to evaluate the effectiveness and impact of strategies/ interventions.
5. Plan the next steps to determine if students need remediation, enrichment, or selection of the next standard(s) of focus.

Person Responsible

Carolyn Eggelletion (carolyn.eggelletion@browardschools.com)

#2. Instructional Practice specifically relating to ELA

Area of Focus	English Language Arts Learning Gains of the Lowest 25% of 5th Grade Students-
Description and Rationale:	In analyzing the data, students in the lowest 25% in Learning Gains in English Language Arts, a consistent decline has occurred from 2017 to 2019.
Measurable Outcome:	By June 2021, students in the lowest 25% in Learning Gains in English Language Arts will improve to meet or exceed the state average.
Person responsible for monitoring outcome:	Tenise McCray (tenise.mccray@browardschools.com)
Evidence-based Strategy:	Embedded High-Quality RTI Process- The goal or purpose of this best practice is to use student academic and/or behavior information to better identify students with learning or behavior needs in order to give students the necessary supportive interventions that will maximize their full potential and learning. Implementation of i-Ready Standards Mastery, Mastery Connect, and School City will provide common standards-based formative assessments. Students will participate in research-based targeted interventions to support their individual learning needs. School-wide progress monitoring focusing on the CARE (Curriculum, Assessment, Remediation, and Enrichment) to include i-Ready Standards Mastery, Mastery Connect, and School City assessments.
Rationale for Evidence-based Strategy:	Winston Park ensures that the needs of students not progressing towards school and district goals are met by providing research-based interventions to the students who are not meeting quarterly benchmarks. The push-in model for students with disabilities will support instruction within the general education classroom. Appropriate interventions are identified through the collection of common formative assessment data and additional Benchmark Assessment System optional assessments. These assessments provide vital information relevant to the students' area of weakness and the next steps for instruction.

Action Steps to Implement

1. Review of most recent data to determine collective standard(s) of focus.
2. Collaborate to research and implement classroom centered strategies and/or interventions.
3. Use of common formative assessments to track teacher and student progress.
4. Collaborate to evaluate the effectiveness and impact of strategies/ interventions.
5. Plan the next steps to determine if students need remediation, enrichment, or selection of the next standard(s) of focus.

Person Responsible Tenise McCray (tenise.mccray@browardschools.com)

#3. Instructional Practice specifically relating to Math**Area of****Focus**

Mathematics Learning Gains in the Lowest 25% of 5th Grade Students-

Description and

In analyzing the data, students in the lowest 25% in Learning Gains in Mathematics, a consistent decline has occurred from 2017 to 2019.

Rationale:**Measurable Outcome:**

By June 2021, students in the lowest 25% in Learning Gains in Mathematics will improve to meet or exceed the state average.

Person responsible for monitoring outcome:

Tenise McCray (tenise.mccray@browardschools.com)

Evidence-based Strategy:

Embedded High-Quality RTI Process- The goal or purpose of this best practice is to use student academic and/or behavior information to better identify students with learning or behavior needs in order to give students the necessary supportive interventions that will maximize their full potential and learning. Implementation of i-Ready Standards Mastery, Mastery Connect, and School City will provide common standards-based formative assessments. Students will participate in research-based targeted interventions to support their individual learning needs. School-wide progress monitoring focusing on the CARE (Curriculum, Assessment, Remediation, and Enrichment) to include i-Ready Standards Mastery, Mastery Connect, and School City assessments.

Rationale for Evidence-based Strategy:

Winston Park ensures that the needs of students not progressing towards school and district goals are met by providing research-based interventions to the students who are not meeting quarterly benchmarks. The push-in model for students with disabilities will support instruction within the general education classroom. Appropriate interventions are identified through the collection of common formative assessment data and additional Benchmark Assessment System optional assessments. These assessments provide vital information relevant to the students' area of weakness and the next steps for instruction.

Action Steps to Implement

1. Review of most recent data to determine collective standard(s) of focus.
2. Collaborate to research and implement classroom centered strategies and/or interventions.
3. Use of common formative assessments to track teacher and student progress.
4. Collaborate to evaluate the effectiveness and impact of strategies/ interventions.
5. Plan the next steps to determine if students need remediation, enrichment, or selection of the next standard(s) of focus.

Person**Responsible**

Tenise McCray (tenise.mccray@browardschools.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school leadership team will address and progress monitor students who earned a level 1 on the 2019 3rd grade Florida Standards Assessment in English Language Arts and Math, who are our current 5th-grade students. We understand that the progress of these students is paramount as our learning gain calculation will be based on improvement from the prior-prior year to the current year.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Winston Park Elementary's mission is to provide a quality learning environment that will encourage students to reach their maximum potential and meet their diverse needs. We strive to cultivate and maintain positive relationships with all of our stakeholder groups, by which we have established a school culture built on the foundation of collaboration, trust, respect, and high expectations. We engage several stakeholder groups, such as our teacher leaders, Reading Leadership Committee, School Advisory Council, and Faculty Council to develop strategies for continuous school improvement. We provide ongoing progress monitoring data, feedback from teachers on specific professional development and resources needed for success, and solicit input from these stakeholders as to how we should continuously adjust our existing school improvement plan to support the data provided.

Building a positive environment in individual classrooms and throughout the school is a matter of cultivating and sustaining relationships. Our commitment to this goal takes consistency from our entire team, administrators, teachers, and support staff.

1. Building strong relationships- Teachers need to have time to talk to their students in an out of the classroom. The goal is for every adult in the building to maintain a high rate of positive interactions with students to show genuine interest in their lives, activities, goals, and struggles.
2. Teach social skills- Behavior should be treated like academics and students should be taught the skills they need to execute desired behaviors. These behaviors include honesty, sensitivity, and concern and respect for others. Together as a staff, we aim to identify the social skills we want our students to have in daily routines to teach them.
3. Clarify classroom rules- Classroom rules communicate our expectations for student behavior. Our three main school-wide rules are respect others, be responsible, and maintain self-control. This is the standard of behavior we know we can achieve by setting high expectations and positively reinforcing students.

Additionally, we have created goals centered on Equity & Diversity to support the academic and social-emotional needs of our students, further impacting a positive school environment.

We aim to:

1. Provide students with the opportunity to engage in rigorous standard-based instructions that will include lessons that address district mandates as well as promote cultural inclusiveness and produce an equitable outcome. Team meetings will include planning time for lessons that focus on district mandates, which will include, Black History, Women History, Hispanics, and the Holocaust.

2. Support an inclusive curriculum/environment allowing stakeholders to develop a sense of identity while encouraging them to recognize and embrace the cultural similarities and differences of others. Teachers will utilize culturally diverse text to implement instruction, such as interactive Read Alouds.

3. Treat all students equally and rewards will be distributed with all subgroups as well as our special needs students, and recognition will be done throughout all grade levels. Analyze data quarterly in order to provide students with positive rewards and incentives.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$12,425.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	692-Computer Software Non-Capitalized	3091 - Winston Park Elementary School	Title, I Part A	1185.0	\$12,425.00
			<i>Notes: K-5 i-Ready Licenses</i>			
3	III.A.	Areas of Focus: Instructional Practice: Math				\$3,263.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	399-Other Technology-Related Purchased Services	3091 - Winston Park Elementary School	Title, I Part A	404.0	\$3,263.00
			<i>Notes: School City Assessment License for 4th and 5th Grade Students</i>			
Total:						\$15,688.00