

Broward County Public Schools

Winston Park Elementary School



2021-22 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: 7/1/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2020-21 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%)
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	

* 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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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	Position Title	Job Duties and Responsibilities
Eggelleton, 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. <p>ORGANIZATIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 14. Employ and monitor transparent decision-making processes that are

Name	Position Title	Job Duties and Responsibilities
		<p>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>
Halse, Matthew	Assistant Principal	<p>INSTRUCTIONAL LEADERSHIP:</p> <p>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</p> <p>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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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).</p> <p>3. Assist in achieving expected results on the school's student learning goals.</p> <p>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</p> <p>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</p> <p>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.</p> <p>7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff.</p> <p>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.</p> <p>9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement.</p> <p>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.</p> <p>11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population.</p> <p>12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.</p> <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>

Name	Position Title	Job Duties and Responsibilities
		<p>16. Assist in managing 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. Assist in employing 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. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>27. Interact with government and service agencies relative to student welfare.</p>
McCray, Tenise	Assistant Principal	<p>INSTRUCTIONAL LEADERSHIP:</p> <p>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</p> <p>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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Forum (SAF).</p> <p>3. Assist in achieving expected results on the school's student learning goals.</p> <p>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</p> <p>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</p> <p>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.</p> <p>7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff.</p> <p>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.</p> <p>9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement.</p> <p>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.</p> <p>11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population.</p> <p>12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.</p> <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. Assist in managing the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p>

Name	Position Title	Job Duties and Responsibilities
		<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. Assist in employing 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. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>27. Interact with government and service agencies relative to student welfare.</p>
Reteria, Estela	Math Coach	<p>1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement.</p> <p>2. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons.</p> <p>3. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices.</p> <p>4. participate in monthly content related professional learning.</p> <p>5. participate successfully in ongoing professional learning to increase the individual's skills and proficiency related to the job responsibilities.</p> <p>6. assist teachers in making connections between state standards and the currently</p>

Name	Position Title	Job Duties and Responsibilities
		<p>adopted instructional framework and communicating to both parents and the community.</p> <p>7. develop and assist teachers in designing formative assessments including nonevaluative, reflective conversations with teachers using evidence of classroom practice and student learning.</p> <p>8. maintain and submit required documentation, including but not limited to, coaching logs, data analysis for teacher development and calendar reflecting coaching activities and scheduled meetings.</p> <p>9. assist teachers in effective integration of technology within daily instructional practice.</p> <p>10. establish and maintain a trusting, confidential and non-evaluative relationship with teachers and align coaching based on classroom observations.</p> <p>11. support teachers with curriculum, pedagogy, digital applications, tools, strategies and classroom related technologies.</p> <p>12. analyze data to inform high quality instruction leading to improved student achievement.</p> <p>13. promote collegiality through collaborative work and reflective practices with teachers and administrators.</p> <p>14. facilitate research-based professional learning through the school's professional learning communities.</p> <p>15. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.</p> <p>16. review current developments, literature and technical sources of information related to job responsibilities.</p> <p>17. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)</p> <p>18. ensure adherence to good safety procedures.</p> <p>19. follow federal and state laws, as well as School Board policies.</p> <p>20. perform other duties as assigned by the Supervisor(s).</p>
Walker, Crystal	School Counselor	<p>1. establish small group counseling sessions.</p> <p>2. counsel students on personal and academic concerns and notify parents as deemed necessary.</p> <p>3. provide materials and suggestions for classroom oriented guidance activities.</p> <p>4. arrange student, parent and teacher conferences.</p> <p>5. acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>6. assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs.</p> <p>7. work with parent groups in the area of child growth, development and discipline.</p> <p>8. meet with teachers to present and explaining the results of various testing programs.</p> <p>9. assist teachers in effective utilization of test results.</p> <p>10. identify community and school system resources and when advisable, refer student situations to the proper agencies.</p> <p>11. keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested.</p> <p>12. gather information from all faculty members having contact with a student being considered for referral.</p> <p>13. review current developments, literature and technical sources of information related to job responsibility.</p> <p>14. ensure adherence to good safety procedures.</p> <p>15. perform other duties as assigned by the Principal.</p> <p>16. follow federal and state laws, as well as School Board policies.</p>
Baumann, Andrew	Other	<p>? Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually.</p> <p>? Coordinate required ESE meetings.</p> <p>? Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals.</p> <p>? Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews.</p> <p>? Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities.</p> <p>? Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student.</p> <p>? Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard.</p> <p>? Assist in identifying, reporting and correcting IDEA compliance concerns identified internally.</p> <p>? Shall report all compliance concerns directly to the school-based leadership.</p> <p>? Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local</p>

Name	Position Title	Job Duties and Responsibilities
		<p>laws, rules, policies and procedures.</p> <p>? Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity.</p> <p>? Utilize the electronic management system to generate IEP documents.</p> <p>? Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.</p> <p>? Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities.</p> <p>? Review current developments, literature and technical sources of information related to job responsibilities.</p> <p>? Ensure adherence to safety rules and procedures.</p> <p>? Follow federal and state, as well as School Board policies.</p> <p>? Perform other duties as assigned by the school principal.</p>
Courtney, Carolyn	Reading Coach	<ol style="list-style-type: none"> 1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement 2. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing. 3. build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 4. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate research based professional learning through the school's professional learning communities. 5. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community. 7. analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement. 8. maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as required. 9. participate and engage in monthly content related professional learning and learning communities. 10. promote collegiality through collaborative work and reflective practices with teachers and administrators. 11. support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning.

Name	Position Title	Job Duties and Responsibilities
		<p>12. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction.</p> <p>13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>14. participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities.</p> <p>15. review current developments, literature and technical sources of information related to job responsibilities.</p> <p>16. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)</p> <p>17. ensure adherence to good safety procedures.</p> <p>18. follow federal and state laws, as well as School Board policies.</p> <p>19. perform other duties as assigned by the principal or designee.</p>

Demographic Information

Principal start date

Thursday 7/1/2021, 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.*

9

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.*

3

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

1,009

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	166	175	190	175	185	193	0	0	0	0	0	0	0	1084
Attendance below 90 percent	20	13	18	15	15	16	0	0	0	0	0	0	0	97
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
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 FSA ELA assessment	0	0	0	0	5	19	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	27	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	4	10	16	24	15	12	0	0	0	0	0	0	0	81

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	1	5	5	9	8	18	0	0	0	0	0	0	0	46

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	2	6	4	8	3	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 9/19/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				68%	59%	57%	64%	56%	56%
ELA Learning Gains				66%	60%	58%	66%	57%	55%
ELA Lowest 25th Percentile				47%	54%	53%	54%	51%	48%
Math Achievement				72%	65%	63%	70%	62%	62%
Math Learning Gains				71%	66%	62%	61%	60%	59%
Math Lowest 25th Percentile				49%	53%	51%	41%	47%	47%
Science Achievement				56%	46%	53%	56%	49%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	65%	60%	5%	58%	7%
Cohort Comparison						
04	2021					
	2019	69%	62%	7%	58%	11%
Cohort Comparison		-65%				
05	2021					
	2019	67%	59%	8%	56%	11%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	65%	65%	0%	62%	3%
Cohort Comparison						
04	2021					
	2019	80%	67%	13%	64%	16%
Cohort Comparison		-65%				
05	2021					
	2019	69%	64%	5%	60%	9%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	55%	49%	6%	53%	2%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool used to compile the data below was iReady English Language Arts and Math student data from the Fall, Winter, and Spring administrations.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	58.1	72.7
	Economically Disadvantaged	32.1	51.7	62.8
	Students With Disabilities	20	36.4	36.4
	English Language Learners	20	46.3	61
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26.8	40.6	61.3
	Economically Disadvantaged	19.5	27.6	49.4
	Students With Disabilities	20	18.2	18.2
	English Language Learners	15.8	24.4	40
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43.8	58.2	65.1
	Economically Disadvantaged	33.8	51.3	57.3
	Students With Disabilities	31.3	31.3	26.7
	English Language Learners	17.8	43.5	40
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17.8	44	50
	Economically Disadvantaged	13.8	32.5	37.8
	Students With Disabilities	12.5	25	31.3
	English Language Learners	13.3	26.7	34.8

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62	66.9	75.6
	Economically Disadvantaged	59.6	63.6	75.6
	Students With Disabilities	20	24	40
	English Language Learners	23.1	24	34.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15.8	33.5	60.6
	Economically Disadvantaged	13.5	30.2	54.1
	Students With Disabilities	4	8.3	13
	English Language Learners	11.5	8.3	25.9
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53.5	65.1	53.2
	Economically Disadvantaged	43	52.9	44.4
	Students With Disabilities	20.8	25	28.6
	English Language Learners	16	36	28.6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32.8	56.6	54.8
	Economically Disadvantaged	26.7	51.7	47.1
	Students With Disabilities	12.5	20.8	33.3
	English Language Learners	16	28	33.3

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48.3	56.2	84.6
	Economically Disadvantaged	39.1	50	66.7
	Students With Disabilities	14.8	18.5	
	English Language Learners	20	25	100
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	46.1	68.8
	Economically Disadvantaged	27.2	39.6	61.8
	Students With Disabilities	14.8	11.5	16.7
	English Language Learners	15	20	50
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	21	32	25	16	23	6	11				
ELL	47	57	30	49	47	33	42				
ASN	78			83							
BLK	48	40	30	42	29		29				
HSP	55	60		50	46	20	41				
MUL	29			33							
WHT	69	55	27	64	49		56				
FRL	47	41	18	41	26	13	33				
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				

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
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						
WHT	72	68	50	76	62	44	62				
FRL	56	60	51	64	56	44	45				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	346
Total Components for the Federal Index	8
Percent Tested	90%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	31
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trends that emerged after reviewing grade level, subject, and core content areas are a significant decline in overall mathematics proficiency, significantly low performance with our students with disabilities subgroup, and a specific deficit in the mathematics proficiency of 3rd and 5th grade students, as evidenced from Spring 2021 state assessment data and iReady progress monitoring data for the fall, winter, and spring administrations.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component showed the greatest decline from the 2019 state assessment data was the learning gains of the lowest 25% in English Language Arts.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factor for this need for improvement was low performance in 5th grade lowest 25% students. The trends show that the learning gains of the lowest 25% in 5th grade were as follows: 2017 - 63%; 2018- 42%; and 2019- 31%. The new actions that would need to be taken to address this need for improvement are targeted small group instruction and progress monitoring of lowest 25% students and a push-in model for support of our students with disabilities who are also included within the lowest 25% population.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that showed the most improvement from the 2019 state assessment data was overall Math Learning Gains.

What were the contributing factors to this improvement? What new actions did your school take in this area?

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. The new actions that we took were to increase the effectiveness of the math instructional block with increased small group instruction to remediate, reteach, and enrich.

What strategies will need to be implemented in order to accelerate learning?

The strategies that will need to be implemented in order to accelerate learning are lesson plans that increase instructional time on task with grade-level standards, progress monitoring and data analysis

that aims to address areas of improvement frequently to provide timely feedback and adjustments to instructional strategies to meet students' needs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development that will support teachers are effective professional learning communities best practices, improving the math instructional block, implementation of the Benchmark Advance ELA reading series, providing effective small group instruction for reading and math. We plan to invite district departments to support professional learning for teachers and leaders ensuring that we include progress monitoring of implementation of new strategies learned.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In building capacity with our goals for improvement, our grade-level team leaders will keep binders for their teams with evidence from PLC meetings, lesson planning and data chats to analyze and review to determine effectiveness of our professional learning throughout the year. Consistently checking the pulse of staff and their needs will ensure that we maintain a culture of sustainability of improvement in the next year and beyond.

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 Rationale:	Focusing on the instructional strategies, standards-based formatives, and consistent progress monitoring will support their learning gains.
Measurable Outcome:	By June 2022, students with disabilities will improve to meet or exceed an FPPI of 40%.
Monitoring:	This area will be monitored through data chats, data reviews, actions plans, and feedback with the following strategies for improvement.
Person responsible for monitoring outcome:	Carolyn Eggelletion (carolyn.eggelletion@browardschools.com)
Evidence-based Strategy:	We will use research-based interventions for 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.
Rationale for Evidence-based Strategy:	The rationale for selecting the push-in model for support in the general education classroom is to provide students with greater time on task with grade-level standards instruction with support from our exceptional student education support facilitators to ensure that effective strategies, per their individual education plans are met with fidelity. Using a collaborative approach with general and ESE facilitators will ensure that our students with disabilities will receive targeted support to support their academic success.

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 Math

Area of Focus Description and Rationale:	In analyzing the data, students in 3rd - 5th grade demonstrated a significant decline from our Spring 2019 to Spring 2021 math proficiency performance (2019- 71% to 2021- 51%). The current state of public health due to COVID-19 interrupted traditional instruction and prevented many of the hands-on experiences with math manipulatives and tools that typically support conceptual understanding of math skills and impacted overall achievement negatively.
Measurable Outcome:	By June 2022, students in 3rd - 5th grade will improve to meet or exceed the state average in mathematics as evidenced by state assessments.
Monitoring:	The area of focus will be monitored through data chats, data reviews, actions plans, and feedback with the following strategies for improvement.
Person responsible for monitoring outcome:	Tenise McCray (tenise.mccray@browardschools.com)
Evidence-based Strategy:	The evidenced-based strategy being implemented to address this area of focus is focused and authentic professional learning communities (PLCs). All kindergarten through 5th grade teams will engage in Math PLCs with a specific focus on our weakest student performance; operations, algebraic thinking, operations, and fractions.
Rationale for Evidence-based Strategy:	The rationale for selecting Focused and Authentic PLCs is because it's a process where teachers work together to improve their teaching skills. Teachers work in teams and use student information to develop strategies to improve their classroom practices. Professional learning for teachers takes place in all grades, across all academic subjects, and focuses on CARE. CARE represents the four key areas of a complete educational cycle: Curriculum - What do we want all students/staff to know? Assessment - How will we determine students/staff meet mastery/expectations? Remediation - How will we respond to students/staff who do not meet mastery/expectations? Enrichment - How will we respond when students/staff meet or exceed mastery/expectations?

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 ELA

Area of Focus Description and Rationale:	In analyzing the data, students in 3rd - 5th grade demonstrated a significant decline from our Spring 2019 to Spring 2021 English Language Arts proficiency performance (2019- 67% to 2021- 57%). The current state of public health due to COVID-19 interrupted traditional instruction and some of the hands-on practice reading text and practicing strategies on paper-based lesson activities.
Measurable Outcome:	By June 2022, students in 3rd - 5th grade will improve to meet or exceed the state average in English Language Arts, as evidenced by state assessments.
Monitoring:	The area of focus will be monitored through data chats, data reviews, actions plans, and feedback with the following strategies for improvement.
Person responsible for monitoring outcome:	Matthew Halse (matthew.halse@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:	The rationale for selecting Response to Intervention (RtI) is because it's a process that uses student academic information to identify students with learning needs to guarantee that those in danger of failure and/or retention are receiving assistance and support. The RtI process uses a team approach to develop individual academic plans; keeps track of student progress; provides assistance using academic strategies that have been proven to work; and identifies students with disabilities. A team of educational professionals and the parents work together to develop individual plans for children's academic success. This process provides students with academic, social, emotional, and community support.

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 Matthew Halse (matthew.halse@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In reviewing the discipline data of Winston Park Elementary to the discipline across the state, our incident and suspension rankings are very low, which reveals our need to maintain our current school-wide behavior plan and incentives for our students. We will continue to progress monitor with our leadership team to constantly improve any areas that arise. 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. We will use survey data from all of our stakeholders to check the pulse of our goal to maintain a positive school culture and learning environment. Using that data will allow us to make adjustments to our behavior plan to meet the needs of our students.

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.

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. 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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.

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				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	690-Computer Software	3091 - Winston Park Elementary School	Title, I Part A	600.0	\$1,200.00
			<i>Notes: Catch Up with Coach (Math & English Language Arts) 3rd - 5th Grade SWD</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$15,492.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	520-Textbooks	3091 - Winston Park Elementary School	Other	1100.0	\$15,492.00
			<i>Notes: iReady Mathematics (MAFS) Books K-5</i>			
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$15,492.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	520-Textbooks	3091 - Winston Park Elementary School	Title, I Part A	1100.0	\$15,492.00
			<i>Notes: iReady Florida ELA (LAFS) books for K-5</i>			
Total:						\$32,184.00