

Broward County Public Schools

Winston Park Elementary School



2022-23 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: 7/1/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2021-22 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	2021-22: A (65%) 2018-19: B (61%) 2017-18: B (59%)
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	ATSI
* 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	53%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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 based on a vision,

Name	Position Title	Job Duties and Responsibilities
		<p>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>
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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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> <p>16. Assist in managing the school, operations, and facilities in ways that maximize the use</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>
Courtney, Carolyn	Reading 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. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing.</p> <p>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.</p> <p>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.</p> <p>5. model innovative teaching methodologies and research-based, effective</p>

Name	Position Title	Job Duties and Responsibilities
		<p>instructional practices through techniques such as co-teaching and demonstration lessons.</p> <p>6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community.</p> <p>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.</p> <p>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.</p> <p>9. participate and engage in monthly content related professional learning and learning communities.</p> <p>10. promote collegiality through collaborative work and reflective practices with teachers and administrators.</p> <p>11. support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning.</p> <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>
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>
Baumann, Andrew	Other	<ul style="list-style-type: none"> • 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. • Coordinate required ESE meetings. • 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.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. • Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities. • 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. • 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. • Assist in identifying, reporting and correcting IDEA compliance concerns identified internally. • Shall report all compliance concerns directly to the school-based leadership. • Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local • laws, rules, policies and procedures. • Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities • are implemented with fidelity. • Utilize the electronic management system to generate IEP documents. • Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida. • Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. • Review current developments, literature and technical sources of information related to job responsibilities. • Ensure adherence to safety rules and procedures. • Follow federal and state, as well as School Board policies. • Perform other duties as assigned by the school principal.

Demographic Information

Principal start date

Friday 7/1/2022, Carolyn Eggelletion

Number of teachers with a 2022 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.*

8

Number of teachers with a 2022 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.*

9

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

1,030

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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 2022 statewide FSA ELA assessment	0	0	0	0	5	19	0	0	0	0	0	0	0	24
Level 1 on 2022 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

Using the table above, complete the table below with the number of students by current grade level who have 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

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Thursday 9/1/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	65%	58%	56%				68%	59%	57%
ELA Learning Gains	71%						66%	60%	58%
ELA Lowest 25th Percentile	60%						47%	54%	53%
Math Achievement	63%	54%	50%				72%	65%	63%
Math Learning Gains	75%						71%	66%	62%
Math Lowest 25th Percentile	63%						49%	53%	51%
Science Achievement	55%	59%	59%				56%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	60%	5%	58%	7%
Cohort Comparison		0%				
04	2022					
	2019	69%	62%	7%	58%	11%
Cohort Comparison		-65%				
05	2022					
	2019	67%	59%	8%	56%	11%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	65%	0%	62%	3%
Cohort Comparison		0%				
04	2022					
	2019	80%	67%	13%	64%	16%
Cohort Comparison		-65%				
05	2022					
	2019	69%	64%	5%	60%	9%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	55%	49%	6%	53%	2%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	25	49	46	22	59	59	10				
ELL	53	70	65	59	74	64	44				
ASN	75	75		85	83		73				
BLK	56	62	62	50	69	64	50				
HSP	63	74	53	61	71	61	52				
MUL	62			65							
WHT	75	77	69	74	84	57	62				
FRL	61	68	61	57	75	63	47				
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				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	62
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	47

ESSA Federal Index	
Total Points Earned for the Federal Index	499
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	78
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	59
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	60
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	64

Multiracial Students	
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	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	69
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	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 Fall 2022 Florida Assessment of Student Thinking state assessment Progress Monitoring 1 data.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data component showed the greatest decline from the 2022 state assessment data was the overall proficiency in Science by our students with disabilities.

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 with our students with disabilities. The trends show that our students with disabilities declined in English Language Arts, Math and Science as evidenced by the 2022 Florida Standards Assessment. The new actions that would need

to be taken to address this need for improvement are targeted small group instruction, a push-in model for support of our students, and progress monitoring of students with disabilities.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component that showed the most improvement from the 2022 state assessment data was Lowest Quartile 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. Additionally, our Math Coach provided pull-out small group instruction to students in 3rd -5th grade with the standards needing the most support.

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, enVision Saavas Instructional Materials and Implementation to improve 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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In analyzing the data, students with disabilities performed well below other subgroups. Focusing on the instructional strategies, standards-based formatives, and consistent progress monitoring will support their learning gains.

**Measurable
Outcome:
State the specific
measurable
outcome the
school plans to
achieve. This
should be a data
based, objective
outcome.**

By June 2023, students with disabilities will improve to meet or exceed an FPPI of 40%.

**Monitoring:
Describe how this
Area of Focus will
be monitored for
the desired
outcome.**

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:**

Tenise McCray (tenise.mccray@browardschools.com)

**Evidence-based
Strategy:
Describe the
evidence-based
strategy being
implemented for
this Area of
Focus.**

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:
Explain the
rationale for
selecting this
specific strategy.
Describe the
resources/criteria
used for selecting
this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review of most recent data to determine collective standard(s) of focus.

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

Collaborate to research and implement classroom centered strategies and/or interventions.

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

Use of common formative assessments to track teacher and student progress.

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

Collaborate to evaluate the effectiveness and impact of strategies/ interventions.

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

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)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

In analyzing the data, students in 3rd - 5th grade demonstrated growth from our Spring 2021 to Spring 2022 math proficiency performance (2021- 53% to 2022- 63%). However, our 3rd grade students made the least amount of growth, only improving from (2021- 43% to 2022- 47%).

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, students in 3rd grade will improve to meet or exceed the state average in mathematics as evidenced by state assessments.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

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:

Estela Reteria (estela.huipio@browardschools.com)

Evidence-based**Strategy: Describe the evidence-based strategy being**

The evidenced-based strategy being implemented to address this area of focus is focused and authentic professional learning communities (PLCs). Third through 5th grade teams will engage in Math PLCs with a specific focus on our weakest student performance; operations, algebraic thinking, operations, and fractions.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based
Strategy:
Explain the
rationale for
selecting
this specific
strategy.
Describe the
resources/
criteria used
for selecting
this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review of most recent data to determine collective standard(s) of focus.

Person Responsible Estela Reteria (estela.huipio@browardschools.com)

Collaborate to research and implement classroom centered strategies and/or interventions.

Person Responsible Estela Reteria (estela.huipio@browardschools.com)

Use of common formative assessments to track teacher and student progress.

Person Responsible Estela Reteria (estela.huipio@browardschools.com)

Collaborate to evaluate the effectiveness and impact of strategies/ interventions.

Person Responsible Estela Reteria (estela.huipio@browardschools.com)

Plan the next steps to determine if students need remediation, enrichment, or selection of the next standard(s) of focus.

Person Responsible Estela Reteria (estela.huipio@browardschools.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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.

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

The stakeholders instrumental in promoting a positive school culture and environment are our administration, support staff, teachers, parents, and the community. Using opportunities to collaborate through our School Advisory Council, Parent Teacher Association, and Family Nights will provide an opportunity for stakeholders to provide input, suggestions and give feedback.

As a school we can improve in the following ways:

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.