**Broward County Public Schools**

# Winston Park Elementary School

**2023-24**

**Schoolwide Improvement Plan (SIP)**

## Table of Contents

# Winston Park Elementary School

### 4000 WINSTON PARK BLVD, Coconut Creek, FL 33073

### [ no web address on file ]

## School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

| Additional Target Support and Improvement (ATSI) |
|---|
| A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%. |

| Targeted Support and Improvement (TSI) |
|---|
| A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years. |

| Comprehensive Support and Improvement (CSI) |
|---|
| A school can be identified as CSI in any of the following four ways:<br><br>1. Have an overall Federal Index below 41%;<br>2. Have a graduation rate at or below 67%;<br>3. Have a school grade of D or F; or<br>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years. |

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|---|---|---|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

**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 Department 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.

# 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, Stakeholder Involvement and SIP Monitoring

### School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Eggelletion, Carolyn | Principal | ESSENTIAL PERFORMANCE RESPONSIBILITIES<br><br>The School Principal shall effectively lead and manage through the items listed by category below.<br><br>INSTRUCTIONAL LEADERSHIP:<br><br>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.<br><br>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).<br><br>3. Achieve expected results on the school's student learning goals.<br><br>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.<br><br>5. Demonstrate that student learning is a top priority through leadership actions that build School Principal (cont.) SBBC: B-002 4 and support a learning organization focused on school success.<br><br>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.<br><br>7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff.<br><br>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.<br><br>9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.<br><br>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.<br><br>11. Structure and monitor a school learning environment that improves learning for a diverse student population.<br><br>12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---------------------------------|

13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.

ORGANIZATIONAL LEADERSHIP:

14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.

15. Utilize processes to empower others and distribute leadership when appropriate.

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.

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.

18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.

19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.

20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.

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.

22. Maintain high visibility at school and in the community. 23. Cultivate, support, and develop others within the school.

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.

25. Provide recognition and celebration for student, staff, and school accomplishments.

26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.

27. Provide leadership support for community involvement programs and

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|----------------------------------|
|  |  | business partnerships at the school level to promote student achievement. |

28. Interact with government and service agencies relative to student welfare.

PROFESSIONAL AND ETHICAL LEADERSHIP:

29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.

30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.

31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.

32. Administer negotiated employee contracts in the appropriate manner at the school site.

33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.

34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.

35. Review current developments, literature and technical sources of information related to job responsibility.

36. Ensure adherence to good safety procedures.

37. Follow Federal and State laws, as well as School Board policies.

38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.

SIGNIFICANT CONTACTS –frequency, contact, purpose, and desired end result: Develop and maintain positive school/community relations by promoting/marketing the school and its priorities to the community served. Communicate school information, goals, student learning and behavior expectations to all stakeholder groups by using effective communication techniques with students, teachers, parents and community stakeholders.

PHYSICAL REQUIREMENTS: Medium work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| | | FLSA OVERTIME CATEGORY: Job is exempt from the overtime provisions of the Fair Labor Standards Act.<br><br>TERMS OF EMPLOYMENT: Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.<br><br>EVALUATION: Performance will be evaluated in accordance with Board Policy. |
| McCray, Tenise | Assistant Principal | ESSENTIAL PERFORMANCE RESPONSIBILITIES:<br><br>In collaboration with Principal, the Assistant School Principal shall assist in leading and managing the school through the categories listed below:<br><br>INSTRUCTIONAL LEADERSHIP:<br><br>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.<br><br>2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).<br><br>3. Assist in achieving expected results on the school's student learning goals.<br><br>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.<br><br>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.<br><br>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.<br><br>7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff.<br><br>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.<br><br>9. Assist in establishing and maintaining individual professional development |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | plans for each instructional employee that is linked to student achievement. |
| | | 10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. |
| | | 11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population. |
| | | 12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. |
| | | 13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected. |
| | | ORGANIZATIONAL LEADERSHIP: |
| | | 14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. |
| | | 15. Utilize processes to empower others and distribute leadership when appropriate. |
| | | 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. |
| | | 17. Lead and manage organizational processes for school operations including, but not School Assistant 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. |
| | | 18. Assist in employing an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action. |
| | | 19. Manage and delegate tasks while consistently demonstrating fiscal efficiency. |
| | | 20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. |
| | | 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. |
| | | 22. Maintain high visibility at school and in the community. |
| | | 23. Cultivate, support, and develop others within the school. |

| Name | Position Title | Job Duties and Responsibilities |
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| | | 24. Provide recognition and celebration for student, staff, and school accomplishments. |
| | | 25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. |
| | | 26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement. |
| | | 27. Interact with government and service agencies relative to student welfare. |
| | | PROFESSIONAL AND ETHICAL LEADERSHIP: |
| | | 28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice. |
| | | 29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description. |
| | | 30. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board. |
| | | 31. Assist in administering negotiated employee contracts in the appropriate manner at the school site. |
| | | 32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL. |
| | | 33. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives. |
| | | 34. Review current developments, literature and technical sources of information related to job responsibility. |
| | | 35. Ensure adherence to good safety procedures. |
| | | 36. Follow Federal and State laws, as well as School Board policies. |
| | | 37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position. |
| | | SIGNIFICANT CONTACTS – |
| | | frequency, contact, purpose, and desired end result: Develop and maintain |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | positive school/community relations by assisting in School Assistant Principal promoting/marketing the school and its priorities to the community served. Communicate school information, goals, student learning and behavior expectations to all stakeholder groups by using effective communication techniques with students, teachers, parents and community stakeholders.<br><br>PHYSICAL REQUIREMENTS:<br><br>Medium work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently an/or up to 10 pound of force as needed to move objects.<br><br>FLSA OVERTIME CATEGORY:<br>The job is exempt from the overtime provisions of the Fair Labor Standards Act.<br><br>TERMS OF EMPLOYMENT:<br>Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.<br><br>EVALUATION:<br>Performance will be evaluated in accordance with Board Policy. |
| Andriesse, Mark | Assistant Principal | ESSENTIAL PERFORMANCE RESPONSIBILITIES:<br><br>In collaboration with Principal, the Assistant School Principal shall assist in leading and managing the school through the categories listed below:<br><br>INSTRUCTIONAL LEADERSHIP:<br><br>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.<br><br>2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).<br><br>3. Assist in achieving expected results on the school's student learning goals.<br><br>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. |

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|---|---|---|

5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.

6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.

7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff.

8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.

9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement.

10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.

11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population.

12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.

13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.

ORGANIZATIONAL LEADERSHIP:

14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.

15. Utilize processes to empower others and distribute leadership when appropriate.

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.

17. Lead and manage organizational processes for school operations including, but not School Assistant 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.

18. Assist in employing an improvement cycle for operational problems that

| Name | Position Title | Job Duties and Responsibilities |
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analyzes results, identifies root causes and takes corrective action.

19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.

20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.

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.

22. Maintain high visibility at school and in the community.

23. Cultivate, support, and develop others within the school.

24. Provide recognition and celebration for student, staff, and school accomplishments.

25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.

26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement.

27. Interact with government and service agencies relative to student welfare.

PROFESSIONAL AND ETHICAL LEADERSHIP:

28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.

29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.

30. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.

31. Assist in administering negotiated employee contracts in the appropriate manner at the school site.

32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.

33. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|----------------------------------|
| | | District's strategic objectives.<br><br>34. Review current developments, literature and technical sources of information related to job responsibility.<br><br>35. Ensure adherence to good safety procedures.<br><br>36. Follow Federal and State laws, as well as School Board policies.<br><br>37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.<br><br>SIGNIFICANT CONTACTS –<br><br>frequency, contact, purpose, and desired end result: Develop and maintain positive school/community relations by assisting in School Assistant Principal promoting/marketing the school and its priorities to the community served. Communicate school information, goals, student learning and behavior expectations to all stakeholder groups by using effective communication techniques with students, teachers, parents and community stakeholders.<br><br>PHYSICAL REQUIREMENTS:<br><br>Medium work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently an/or up to 10 pound of force as needed to move objects.<br><br>FLSA OVERTIME CATEGORY:<br>The job is exempt from the overtime provisions of the Fair Labor Standards Act.<br><br>TERMS OF EMPLOYMENT:<br>Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.<br><br>EVALUATION:<br>Performance will be evaluated in accordance with Board Policy. |
| Reteria, Estela | Reading Coach | The Literacy Coach will provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic literacy-focused mentoring, coaches will support teachers to develop skills in analyzing student work, differentiating instruction, supporting English Language learners and students with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers. The goal of the Literacy Coach is to improve and sustain student achievement by promoting a culture for literacy |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | learning to include all stakeholders, by enhancing and refining literacy instruction and intervention, providing targeted instructional coaching and building capacity for literacy across the curriculum.<br><br>ESSENTIAL PERFORMANCE RESPONSIBILITIES:<br><br>The Coach, Literacy shall:<br>1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement<br><br>2. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing.<br><br>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.<br><br>4. serve on the school's professional development team to ensure professional learning is Coach, Literacy aligned to standards, initiatives, and best practices and facilitate research based professional learning through the school's professional learning communities.<br><br>5. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons.<br><br>6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community.<br><br>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.<br><br>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.<br><br>9. participate and engage in monthly content related professional learning and learning communities.<br><br>10. promote collegiality through collaborative work and reflective practices with teachers and administrators.<br><br>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 |
|---|---|---|
| | | 12. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction. |
| | | 13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida. |
| | | 14. participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities. |
| | | 15. review current developments, literature and technical sources of information related to job responsibilities. |
| | | 16. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.) |
| | | 17. ensure adherence to good safety procedures. |
| | | 18. follow federal and state laws, as well as School Board policies. 19. perform other duties as assigned by the principal or designee. |
| | | SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result: Works with students, parents, school staff, guidance counselors, and District Core Curriculum administrators to ensure that site reading literacy initiatives align with District and State initiatives for high quality instruction and student achievement. |
| | | PHYSICAL REQUIREMENTS: Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects. |
| | | TERMS OF EMPLOYMENT: Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board. |
| | | FLSA OVERTIME CATEGORY: Job is exempt from the overtime provisions of the Fair Labor Standards Act. |
| | | EVALUATION: Performance will be evaluated in accordance with Board Policy. |
| Clay, Heidi | Math Coach | ESSENTIAL PERFORMANCE RESPONSIBILITIES: The Coach, Mathematics shall: 1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | 2. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. |
| | | 3. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices. |
| | | 4. participate in monthly content related professional learning. |
| | | 5. participate successfully in ongoing professional learning to increase the individual's skills and proficiency related to the job responsibilities. |
| | | 6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to both parents and the community. |
| | | 7. develop and assist teachers in designing formative assessments including nonevaluative, reflective conversations with teachers using evidence of classroom practice and student learning. |
| | | 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. |
| | | 9. assist teachers in effective integration of technology within daily instruction |
| | | 10. establish and maintain a trusting, confidential and non-evaluative relationship with teachers and align coaching based on classroom observations. |
| | | 11. support teachers with curriculum, pedagogy, digital applications, tools, strategies and classroom related technologies. |
| | | 12. analyze data to inform high quality instruction leading to improved student achievement. |
| | | 13. promote collegiality through collaborative work and reflective practices with teachers and administrators. |
| | | 14. facilitate research-based professional learning through the school's professional learning communities. |
| | | 15. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida. |
| | | 16. review current developments, literature and technical sources of information related to job responsibilities. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
|  |  | 17. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.) |
|  |  | 18. ensure adherence to good safety procedures. |
|  |  | 19. follow federal and state laws, as well as School Board policies. |
|  |  | 20. perform other duties as assigned by the Supervisor(s). |
|  |  | SIGNIFICANT CONTACTS –frequency, contact, purpose, and desired end result: Works with students, parents, school staff, and District administrators to ensure that mathematics initiatives align with District and State initiatives for high quality instruction and student achievement. |
|  |  | PHYSICAL REQUIREMENTS: Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects. |
|  |  | TERMS OF EMPLOYMENT: Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board. |
|  |  | FLSA OVERTIME CATEGORY: Job is exempt from the overtime provisions of the Fair Labor Standards Act. |
|  |  | EVALUATION: Performance will be evaluated in accordance with Board Policy. |

**Stakeholder Involvement and SIP Development**
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Winston Park will involve stakeholder through monthly Advisory meetings and PTA meetings, Parent Links, Newsletters, Family Nights, Surveys, and our School Website. Stakeholders' input will be used to assist with how to utilize funds and assist with programs to ensure learning opportunities are available for our students success.

**SIP Monitoring**
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP will be monitor through student data, testing scores, RTI, data chats with support staff and individual teachers, and iObservations. Students with the greatest achievement gaps will be monitored through RTI

and meeting with small intervention pull out groups. Students will be continuously monitored and assessed throughout the school year to monitor progress.

| Demographic Data<br>Only ESSA identification and school grade history updated 3/11/2024 | |
|---|---|
| **2023-24 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2022-23 Title I School Status** | No |
| **2022-23 Minority Rate** | 75% |
| **2022-23 Economically Disadvantaged (FRL) Rate** | 53% |
| **Charter School** | No |
| **RAISE School** | No |
| **ESSA Identification**<br>*updated as of 3/11/2024 | ATSI |
| **Eligible for Unified School Improvement Grant (UniSIG)** | No |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)*<br>English Language Learners (ELL)<br>Asian Students (ASN)<br>Black/African American Students (BLK)<br>Hispanic Students (HSP)<br>Multiracial Students (MUL)<br>White Students (WHT)<br>Economically Disadvantaged Students (FRL) |
| **School Grades History**<br>*2022-23 school grades will serve as an informational baseline. | 2021-22: A<br><br>2019-20: B<br><br>2018-19: B<br><br>2017-18: B |
| **School Improvement Rating History** | |
| **DJJ Accountability Rating History** | |

## Early Warning Systems

**Using 2022-23 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 | |
| Absent 10% or more days | 57 | 42 | 39 | 36 | 39 | 41 | 0 | 0 | 0 | 254 |
| One or more suspensions | 0 | 0 | 0 | 2 | 5 | 7 | 0 | 0 | 0 | 14 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 16 | 22 | 15 | 32 | 22 | 29 | 0 | 0 | 0 | 136 |
| Level 1 on statewide Math assessment | 0 | 16 | 18 | 38 | 18 | 21 | 0 | 0 | 0 | 111 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 5 | 16 | 24 | 18 | 19 | 10 | 0 | 0 | 0 | 92 |

**Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 11 | 20 | 20 | 33 | 22 | 23 | 0 | 0 | 0 | 129 |

**Using the table above, complete the table below with the number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 3 | 3 | 2 | 16 | 6 | 1 | 0 | 0 | 0 | 31 |
| Students retained two or more times | 1 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4 |

### Prior Year (2022-23) As Initially Reported (pre-populated)

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 20 | 13 | 18 | 15 | 15 | 16 | 0 | 0 | 0 | 97 |
| One or more suspensions | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 5 | 19 | 0 | 0 | 0 | 24 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 2 | 27 | 0 | 0 | 0 | 29 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 4 | 10 | 16 | 24 | 15 | 12 | 0 | 0 | 0 | 81 |

**The number of students by current grade level that had two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 1 | 5 | 5 | 9 | 8 | 18 | 0 | 0 | 0 | 46 |

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 2 | 6 | 4 | 8 | 3 | 0 | 0 | 0 | 0 | 23 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**Prior Year (2022-23) Updated (pre-populated)**
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 20 | 13 | 18 | 15 | 15 | 16 | 0 | 0 | 0 | 97 |
| One or more suspensions | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 5 | 19 | 0 | 0 | 0 | 24 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 2 | 27 | 0 | 0 | 0 | 29 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 4 | 10 | 16 | 24 | 15 | 12 | 0 | 0 | 0 | 81 |

**The number of students by current grade level that had two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 1 | 5 | 5 | 9 | 8 | 18 | 0 | 0 | 0 | 46 |

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 2 | 6 | 4 | 8 | 3 | 0 | 0 | 0 | 0 | 23 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

## II. Needs Assessment/Data Review

**ESSA School, District and State Comparison (pre-populated)**
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 67 | 56 | 53 | 65 | 58 | 56 | 57 | | |
| ELA Learning Gains | | | | 71 | | | 52 | | |
| ELA Lowest 25th Percentile | | | | 60 | | | 25 | | |
| Math Achievement* | 70 | 62 | 59 | 63 | 54 | 50 | 53 | | |
| Math Learning Gains | | | | 75 | | | 39 | | |
| Math Lowest 25th Percentile | | | | 63 | | | 19 | | |
| Science Achievement* | 46 | 48 | 54 | 55 | 59 | 59 | 42 | | |
| Social Studies Achievement* | | | | | 71 | 64 | | | |
| Middle School Acceleration | | | | | 60 | 52 | | | |
| Graduation Rate | | | | | 45 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | 66 | 59 | 59 | 47 | | | 59 | | |

*\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 63 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 315 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 100 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 62 |

| 2021-22 ESSA Federal Index | |
|---|---|
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 499 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99 |
| Graduation Rate | |

## ESSA Subgroup Data Review (pre-populated)

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 23 | Yes | 3 | 1 |
| ELL | 54 | | | |
| AMI | | | | |
| ASN | 91 | | | |
| BLK | 55 | | | |
| HSP | 61 | | | |
| MUL | 70 | | | |
| PAC | | | | |
| WHT | 74 | | | |
| FRL | 57 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 37 | Yes | 2 | |
| ELL | 60 | | | |
| AMI | | | | |
| ASN | 78 | | | |
| BLK | 59 | | | |
| HSP | 60 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| MUL | 64 | | | |
| PAC | | | | |
| WHT | 69 | | | |
| FRL | 59 | | | |

## Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
| All Students | 67 | | | 70 | | | 46 | | | | | 66 |
| SWD | 23 | | | 27 | | | 6 | | | | 5 | 48 |
| ELL | 56 | | | 64 | | | 41 | | | | 5 | 66 |
| AMI | | | | | | | | | | | | |
| ASN | 88 | | | 94 | | | | | | | 2 | |
| BLK | 55 | | | 55 | | | 32 | | | | 5 | 75 |
| HSP | 67 | | | 68 | | | 44 | | | | 5 | 61 |
| MUL | 68 | | | 71 | | | | | | | 2 | |
| PAC | | | | | | | | | | | | |
| WHT | 78 | | | 85 | | | 65 | | | | 5 | 67 |
| FRL | 60 | | | 64 | | | 38 | | | | 5 | 63 |

| 2021-22 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 65 | 71 | 60 | 63 | 75 | 63 | 55 | | | | | 47 |
| SWD | 25 | 49 | 46 | 22 | 59 | 59 | 10 | | | | | 27 |
| ELL | 53 | 70 | 65 | 59 | 74 | 64 | 44 | | | | | 47 |
| AMI | | | | | | | | | | | | |
| ASN | 75 | 75 | | 85 | 83 | | 73 | | | | | |

| | | | | | | 2021-22 ACCOUNTABILITY 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 | ELP Progress |
| BLK | 56 | 62 | 62 | 50 | 69 | 64 | 50 | | | | | |
| HSP | 63 | 74 | 53 | 61 | 71 | 61 | 52 | | | | | 44 |
| MUL | 62 | | | 65 | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 75 | 77 | 69 | 74 | 84 | 57 | 62 | | | | | 57 |
| FRL | 61 | 68 | 61 | 57 | 75 | 63 | 47 | | | | | 40 |

| | | | | | | 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 57 | 52 | 25 | 53 | 39 | 19 | 42 | | | | | 59 |
| SWD | 21 | 32 | 25 | 16 | 23 | 6 | 11 | | | | | 60 |
| ELL | 47 | 57 | 30 | 49 | 47 | 33 | 42 | | | | | 59 |
| AMI | | | | | | | | | | | | |
| ASN | 78 | | | 83 | | | | | | | | |
| BLK | 48 | 40 | 30 | 42 | 29 | | 29 | | | | | |
| HSP | 55 | 60 | | 50 | 46 | 20 | 41 | | | | | 62 |
| MUL | 29 | | | 33 | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 69 | 55 | 27 | 64 | 49 | | 56 | | | | | 53 |
| FRL | 47 | 41 | 18 | 41 | 26 | 13 | 33 | | | | | 57 |

**Grade Level Data Review– State Assessments (pre-populated)**
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| | | | | ELA | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 64% | 56% | 8% | 54% | 10% |
| 04 | 2023 - Spring | 76% | 61% | 15% | 58% | 18% |

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 64% | 53% | 11% | 50% | 14% |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 63% | 62% | 1% | 59% | 4% |
| 04 | 2023 - Spring | 81% | 65% | 16% | 61% | 20% |
| 05 | 2023 - Spring | 66% | 58% | 8% | 55% | 11% |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 44% | 46% | -2% | 51% | -7% |

# III. Planning for Improvement

**Data Analysis/Reflection**
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Winston Park scored the lowest on the FCAT 2.0 Science Assessment. Students were still overcoming the negative impact that Covid placed on science instruction, and were deficient in prerequisite concepts/standards.

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

FCAT 2.0 scores and BSA scores showed the decrease in proficiency compared to previous years. Our school went from 53% proficiency (2021-2022) to last school year we fell to a 44%(2022-2023). Overall the factors that led to a decrease was the overall profeciency in the understading of science material and how to apply the learned material.

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

The students at Winston Park struggled most with Nature of Science and that is due to being deficient in prerequisite concepts/standards. The state average last school year was 51% wih Nature of Science being the lowest scoring strand. We are scored below state average and therefore need to bring our students more instruction to ensure better results.

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

According to data, Physical Science is where Winston Park Elementary students improved the most due to a school focus with science specials and teachers focusing on extra support on these strands. Implementing science instruction with fidelity across all grade levels. Our school increased in the area of Earth and Space Science. All the other standards were similar to previous school year.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Nature of Science and Earth and Space are both potential areas of concern that the school.

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

Winston Park Elementary's highest priority for school improvement includes increasing student proficiency in science. In addition, WPE will focus on improving ELA and Math proficiency across all grade levels.

**Area of Focus**
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 2024, 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, action plans, and feedback with the following strategies for improvement.

**Person responsible for monitoring outcome:**

Tenise McCray (tenise.mccray@browardschools.com)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will use research-based interventions for the students who are not meeting quarterly benchmarks. The push in models for students with disabilities will support instruction with the general education classroom. Appropriate interventions are identified through the collection of common formative assessment data and BSA. These assessments provide vital information relevant to the students' area of weakness and the next steps for instruction.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific 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.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

*No action steps were entered for this area of focus*

### #2. Positive Culture and Environment specifically relating to Early Warning System

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our ELL students are a focus at Winston Park for creating a positive culture and environment.

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

By June 2024, ELL students 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, action plans, and feedback with the following strategies for improvement.

**Person responsible for monitoring outcome:**

Mark Andriesse (mark.andriesse@browardschools.com)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will use research-based interventions for the students who are not meeting quarterly benchmarks. The push in models for ELL students will support instruction with the general education classroom. Appropriate interventions are identified through the collection of common formative assessment data and BSA. These assessments provide vital information relevant to the students' area of weakness and the next steps for instruction.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific 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. Using a collaborative approach will ensure that our ELL students will receive targeted support to support their academic success.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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 standards of focus.

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

**By When:** June 2024

Review of most recent data to determine collective standards of focus

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

**By When:** June 2024

#### #3. -- Select below -- specifically relating to

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

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

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

*No action steps were entered for this area of focus*

| **#4. -- Select below -- specifically relating to** |
| --- |

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

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

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

*No action steps were entered for this area of focus*

## CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Our school will go through Advisory meetings based on student needs to ensure we allocate funds appropriated based on student needs. Based on test scores and data collected throughout the school year and teacher formative assessments, the allocation of funds will be distribute accordingly.

## Title I Requirements

**Schoolwide Program Plan (SWP) Requirements**
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**
List the school's webpage* where the SIP is made publicly available.

The SIP plan will be disseminated during the Advisory meeting. It will also be available in multiple languages. It will be available to parents and stakeholders upon request. It is also available at www.browardschools.com/winston park.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The Family Engagement Plan is available at www.browardschools.com/winston park. It is also being shared at the first Advisory meeting and will be available upon request.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))**

Through Title 1 funding we are able to offer Camps for our lowest quartile students to increase their learning gaps, pull out reading programs with reading interventionalist teachers and pull out groups with the math coach to help increase learning gaps.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

NA

**Optional Component(s) of the Schoolwide Program Plan**
Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

School Counselors provide individualized student services, school-wide assemblies, and programs to increase positive mindfulness throughout the school.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

NA

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

Winston Park uses Leading the Way tickets and other incentives as well as classroom behavior plans to monitor student behaviors.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

Winston Park has a high percentage of teacher retention and the staff is well aware of how to increase student performance through data chats, teacher interaction, and review of test scores. Professional learning is based off of our student needs.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

Within the specialized preschool program, parent-teacher communication assists students with transition into the elementary school.