

**Winston Park Elementary School
SAC- School Advisory Council
4000 Winston Park Blvd, Coconut Creek, FL 33073
(754)322-9000**

**Agenda
October 21, 2025**

- I. Call to Order**
- II. Introduction and Attendance**
- III. September Minutes Reviewed**
- IV. School Advisory Council**
 - a. School Improvement Plan- SIP Goals 2025**
- V. Principal Report**
 - a. School Environmental Safety Incident Reporting (SESIR) Mr. Andriesse**
 - b. School Accountability and Recognition Report- Mr. O'Neal**
Beginning Balance- \$
Current Balance - \$
- VI. Winston Park Calendar Updates**
- VII. City Announcements**
- VIII. Questions and Concerns**
- IX. Adjourn**

Thank you for attending the first meeting of our 2025-2026 School year!

Next Meeting will take place in November

Winston Park Elementary School
SAC- School Advisory Council
4000 Winston Park Blvd, Coconut Creek, FL 33073
(754) 322-9000
School Advisory Council Minutes
October 21, 2025

I. **Call to Order:** A meeting at Winston Park Elementary, School Advisory Council was held on Tuesday, October 21, 2025. School Advisory Council Chair Erika Satin called the meeting to order at 8:37am.

II. **Introductions and Attendance:**

Devon O'Neal - Principal
Mark Andriessie- Assistant Principal
Erika Satin - School Advisory Council Chair
Emily Key- SAF Chair/iZone Parent
Michelle Jenkins- Secretary
Katie Miller- ASP- Community Representative
Krystal Langley- BTU Representative
Rita Fonseca- Non-Instructional Support Employee
Amanda Pineda- Pre-K Parent
Lisa Ritenour- ESE Parent

III. **School Improvement Plan 2025-2026- Classroom SIP GOAL 2025-**

Explanation and review. We went over Area of Focus: ELA K-2 – professional development, monitoring and intervention. Area of Focus- Math Grades 4-5.

KG- 84%-87% Achievement to 70%

1st- 63%-70% 80% for Algebra Readiness

2nd- 62%-70% Aligns with Superintendent Goals

*****STAR, DATA CHATS

17%-70% in 5th grade – reflects learning gains not proficiency level

***progress monitoring, small group instruction

Increase Learning Gains for Lowest Quartile students

IV. **Winston Park Elementary Upcoming Events-**

V. **Principal's Report-**

Mr. O'Neal discussed the following school updates-

- Principal Lunch Funds – continued efforts to contact parents and explain lunch program. 44% eligibility for F/R lunch
- School Accountability and Recognition Funds- waiting at this time to see what will be given to WWP
- Title 1- was 62%, Looking like in May it may be 65%
- We have 30 students that habitually do not pay (\$3/Student). Ali and Marchand are calling parents
- Obligations DO NOT go away- they stay through high school.
- Discussed North Area updates and explained Funds being fought to keep within the schools.

Mr. Andriessie Discussed the School Environmental Safety Incident Reporting for the month of October- No new reports.

VI. **Questions and Concerns-**

- Art
- Homework Help

VII. **Meeting Adjournment-**

Motion to adjourn meeting at 8:57am. Motion carried unanimously.

Submitted by,

Michelle Jenkins/Erika Satin
Secretary/SAC Chair

Approval Date:

Winston Park Elementary School
SAC- School Advisory Council
4000 Winston Park Blvd, Coconut Creek, Fl 33073
(754) 322-9000
School Advisory Council Minutes
September 17, 2025

- I. **Call to Order:** A meeting at Winston Park Elementary, School Advisory Council was held on Wednesday, September 17, 2025. School Advisory Council Chair Erika Satin called the meeting to order at 5:06pm.

II. **Introductions and Attendance:**

Devon O'Neal - Principal
Mark Andriessse- Assistant Principal
Erika Satin - School Advisory Council Chair
Emily Key- SAF Chair/Zone Parent
Michelle Jenkins- Secretary
Sandra Welch- Community Liaison
Katie Miller- ASP- Community Representative
Krystal Langley- BTU Representative
Rita Fonseca- Non-Instructional Support Employee
Amanda Pineda- Pre-K Parent
Lisa Ritenour- ESE Parent
Imadny Diaz- Cisneros – ESOL Parent
Beth Radford- Gifted Parent
Bruce Valencia- Parent Representative

- III. **School Advisory Council/School Forum-** Ms. Satin explained the differences between both committees. Names were shared for future committee members to join, and installation of committee members took place.

- IV. **School Improvement Plan 2025-2026-** The focus of the school improvement plan is to increase student achievement throughout the school year. We will discuss it further at next meeting.

V. **Winston Park Elementary Upcoming Events-**

Jeremiah's – September 18th
Book Fair – September 25th -October 3rd
Dairy Queen Night- October 3rd
Fall Pictures- October 8th
Candy Monster Contest- October 14th – 23rd
Chipotle- October 15th
Trunk or Treat- October 23rd

VI. **Principal's Report-**

Mr. O'Neal discussed the following school updates-

- Title 1
 - Universal Breakfast/School Lunch
 - Principal Lunch Funds
 - School Accountability and Recognition Funds
- Mr. Andriessse Discussed the School Environmental Safety Incident Reporting for the month of August- September.

VII. **City Announcements-**

- Microgrant
- Do the Right Thing

VIII. **Questions and Concerns-**

- Art
- Homework Help

IX. **Meeting Adjournment-**

Motion to adjourn meeting at 5:45pm. Motion carried unanimously.

Submitted by,
Michelle Jenkins/Erika Satin
Secretary/SAC Chair

Approval Date:

10/21/25 @ 8:39 am

☆ School Info



| | | | |
|--------------------------------------------------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| School Name | Winston Park ES (3091) | School Grade (2024 - 2025) | |
| Title 1 School | <input type="button" value="No"/> | School Improvement (SI) | <input type="button" value="No"/> |
| School of Excellence | <input type="button" value="No"/> | ESSA School | <input type="button" value="No"/> |
| RAISE Reading Achievement Initiative for Scholastic Excellence | <input type="button" value="No"/> | | |

Executive Summary

CONFIDENTIALITY NOTE: Information posted to this website will be open to public view. Do not include student's personally identifiable data, which is confidential and protected by FERPA.

☆ School Budget Signature Page



School Budget Signature Page

| File Name | File Uploaded By | Upload Date | Locked/Reviewed By | Locked/Reviewed Date |
|--------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------|--------------------|----------------------|
| Winston-Park-Budget-Signature-2025-Updated.pdf (_sip_all_plans/2026/3091_09292025_Winston-Park-Budget-Signature-2025-Updated.pdf) | Mark Andriessie | 9/29/2025 | | |

☆ High Quality Instruction



Early Warning Indicators

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The school utilizes MTSS/RtI to support the academic improvement of students identified by the early warning system. The Collaborative Problem-Solving Team meets every Tuesday to discuss students experiencing academic difficulties. Students identified by the early warning system and the classroom teacher are assigned a targeted, evidence based intervention. A team consisting of administration, guidance, ESE, coaches, the classroom teacher, and parents meet to discuss the student. If necessary, the team will create Tier 2 interventions and set goals to monitor student progress. The team will reconvene in 6-8 weeks to look at student progress. If the goals have been met, the team will continue with interventions and create new goals. If the goal has not been met, Tier 3 interventions will be created and monitored. During these meetings, the team also looks at other indicators that may be hindering student progress and collaborate with the school social worker to provide support. This process is continuous and allows the team to monitor the academic performance of students across many different grades and ability levels.

Areas of Focus (Math, ELA, Science, Social Studies, Graduation Rate, Etc.)

| Goal | Professional Development | Budget | Monitoring | Results |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| By May 2026, Kindergarten Student ELA proficiency will improve from 84% to 87%, 1st grade will improve from 63% to 70%, and 2nd Grade will improve from 62% to 70%. This will be measured by the STAR Reading assessment administered in spring 2026. | Science of Reading Training is scheduled for the full staff. | \$0.00 | The progress in ELA/Reading will be monitored through regular formative assessments, classroom observations, student work samples, and state assessments. Ongoing monitoring will help identify areas where students need additional support and allow for timely interventions to improve student achievement outcomes | |

Strategies

Strategies 1

The evidence-based interventions being implemented include the use of high-quality instructional materials aligned with state standards, targeted small-group instruction, and professional development for teachers on effective instructional strategies. Benchmark Intervention and UFLI will be the primary interventions for this subgroup in Reading. These interventions were selected based on their proven effectiveness in improving outcomes for K-2 students.

Persons Responsible Renteria and Rosales

Deadline 6/1/2026

Strategies 2 Utilize teacher provided interventions during in class.

Persons Responsible O'Neal and Andriessie

Deadline 6/1/2026

Mid-Year Reflection

Progress: Is desired progress being made to accomplish the intended outcome for the Area of Focus by the end of the school year?

No

The specific measurable outcome for Math Instructional Practice is to increase the percentage of lowest quartile students in grades 4-5 achieving learning gains in mathematics from 17% to 70% in 5th grade and 67% to 70% in 4th grade by the end of the 2025-2026 school year. This will be measured through state assessments and formative assessments conducted throughout the year. Elementary Math Manipulatives Training will take place in September. \$0.00 The progress in Math Instructional Practice will be monitored through regular formative assessments, classroom observations, and student work samples. Ongoing monitoring will help identify areas where students need additional support and allow for timely interventions to improve student achievement outcomes.

Strategies

Strategies 1 The evidence-based interventions being implemented include the use of high-quality instructional materials aligned with state standards, targeted small-group instruction, and professional development for teachers on effective math instruction strategies. SAAVAS MDIS Intervention and Moving with Math will be the primary intervention tool for struggling math students. These interventions were selected based on their proven effectiveness in improving math outcomes. **Persons Responsible** Heidi Clay **Deadline** 6/9/2026 **Strategies 2** Utilize math manipulatives at Tier 1 and in small groups across all grade levels. **Persons Responsible** O'Neal and Andriessie **Deadline** 6/9/2026

Mid-Year Reflection

Progress: Is desired progress being made to accomplish the intended outcome for the Area of Focus by the end of the school year? No The specific measurable outcome for SWD is to increase grade-level proficiency from 46% to 56% by the end of the 2025-2026 school year. This will be measured through the end of year state ELA assessment. Science of Reading Training is scheduled for the full staff. \$0.00 The progress of SWD will be monitored through regular formative assessments, classroom observations, and student work samples. Ongoing monitoring will help identify areas where students need additional support and allow for timely interventions to improve student achievement outcomes. iReady Diagnostic data will be used as interim assessment results.

Strategies

Strategies 1 The evidence-based interventions being implemented include the use of high-quality instructional materials aligned with state standards, targeted small-group instruction, and professional development for teachers on effective instructional strategies. Benchmark Intervention and UFLI will be the primary interventions for this subgroup in Reading. These interventions were selected based on their proven effectiveness in improving outcomes for ESSA subgroups **Persons Responsible** Rimler, Jenkins, Cimbal **Deadline** 6/17/2026 **Strategies 2** Utilize teacher provided interventions during in class. **Persons Responsible** O'Neal and Andriessie **Deadline** 6/1/2026

Mid-Year Reflection

Progress: Is desired progress being made to accomplish the intended outcome for the Area of Focus by the end of the school year? No The specific measurable outcome for ELA/Reading is to increase reading proficiency of 3rd graders from 73% to 76% and the learning gains of our lowest quartile students from 50% to 70% in 5th Grade and 56% to 70% in 4th grade. This will be measured through the end of year state ELA assessment. Science of Reading Training is scheduled for the full staff. \$0.00 The progress in ELA/Reading will be monitored through regular formative assessments, classroom observations, student work samples, and state assessments. Ongoing monitoring will help identify areas where students need additional support and allow for timely interventions to improve student achievement outcomes

Strategies

Strategies 1 The evidence-based interventions being implemented include the use of high-quality instructional materials aligned with state standards, targeted small-group instruction, and professional development for teachers on effective literacy instruction strategies. Benchmark Intervention and SIPPS will be the primary interventions for struggling students. These interventions were selected based on their proven effectiveness in improving literacy outcomes. **Persons Responsible** Renteria and Rosales **Deadline** 6/9/2026 **Strategies 2** The evidence-based interventions being implemented include the use of high-quality instructional materials aligned with state standards, targeted small-group instruction, and professional development for teachers on effective literacy instruction strategies. Benchmark Intervention and SIPPS will be the primary interventions for struggling students. These interventions were selected based on their proven effectiveness in improving literacy outcomes. **Persons Responsible** O'Neal and Andriessie **Deadline** 6/9/2026

Mid-Year Reflection

Progress: Is desired progress being made to accomplish the intended outcome for the Area of Focus by the end of the school year? No






K-12 Comprehensive Reading Plan

| File Name | File Uploaded By | Upload Date | Locked/Reviewed By | Locked/Reviewed Date |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------|--------------------|----------------------|
| 2526_SIP-K12-CERP-Literacy-Leadership-Contact-Information.docx (_sip_all_plans/2026/3091_09122025_2526_SIP-K12-CERP-Literacy-Leadership-Contact-Information.docx) | Estela Renteria | 9/12/2025 | | |

Membership


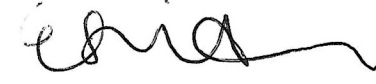
★ SAC Sign in Sheet for Winston Park ES (3091)

Date: October 21, 2025 Time: 8:30am

| # | SAC Member Full Name | Position | SBBC Employee | Parent of Student | Sign Here |
|---|-----------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------|---------------------------------------------------------------------------------------|
| 1 | Diaz-Cisneros, Imadny | ESOL Parent of a student at the school | No | Yes | |
| 2 | Jenkins, Michelle | SAC Secretary, Teacher | Yes | No |  |
| 3 | Key, Emily | I-Zone Representative (must be a parent), SAF Chair (or designee) Parent of a student at the school | No | Yes |  |
| 4 | Langley, Krystal | BTU Steward (or designee) | <input checked="" type="checkbox"/> Yes | No |  |
| 5 | Miller, Kate | Community School Representative (if applicable) | No | No | |
| 6 | O'Neal, Devon | Principal | Yes | No |  |
| 7 | Pineda, Amanda | Pre-K (if applicable - parent or certified teacher) | No | Yes | |
| 8 | Pladl Fonseca, Rita | Non-Instructional Support Employees | Yes | No |  |
| 9 | Radford, Beth | Gifted Parent of a student at the school | No | Yes | |

Date: _____





Time: _____

| # | SAC Member Full Name | Position | SBBC Employee | Parent of Student | Sign Here |
|----|----------------------|---------------------------------------|---------------|-------------------|-------------------------------------------------------------------------------------|
| 10 | Ritenour, Lisa | ESE Parent of a student at the school | No | Yes |  |
| 11 | Satin, Erika | SAC Chair | Yes | No |  |
| 12 | Valencia, Bruce | Parent | No | Yes | |
| 13 | Welch, Sandra | Community / Business Representatives | No | No | |

Non-Members

★ SAC Sign in Sheet for Winston Park ES (3091)

Date: October 21, 2025 Time: 8:30 am

| # | Full Name | SBBC Employee | Parent of Student | Community/Business | Sign Here |
|----|-----------------------------|---------------|-------------------|--------------------|-------------------------------------------------------------------------------------|
| 1 | Mark Andriese | Yes | No | |  |
| 2 | Sigrid Marchant | Yes | Yes | | <u>S Marchant</u> |
| 3 | Madalena Karden | No | Yes | |  |
| 4 | Kristy Langley | Yes | No | |  |
| 5 | Estela Renteria | Yes | Yes | |  |
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