

Broward County Public Schools

Atlantic West Elementary School



2021-22 Schoolwide Improvement Plan

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Atlantic West Elementary School

301 NW 69TH TER, Margate, FL 33063

[no web address on file]

Demographics

Principal: Shereen Reynolds

Start Date for this Principal: 1/14/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (41%) 2017-18: C (45%) 2016-17: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Atlantic West Elementary School

301 NW 69TH TER, Margate, FL 33063

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

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

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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.

At Atlantic West, we will engage students in quality, standards-based instruction to ensure the academic, social, and emotional growth of all 21st-century learners.

Provide the school's vision statement.

Educating today's students to succeed in tomorrow's world.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Reynolds, Shereen	Principal	<p>The duties and responsibilities of the Principal are to:</p> <ol style="list-style-type: none"> 1. Review and analyze the data collected. 2. Facilitate the Leadership Team to utilize the information collected through the data analysis and develop a plan for improvement. 3. Budget the necessary funds in a way that supports the plan for improvement 4. Oversee the implementation and evaluation of the plan for improvement 5. Communicate the plan to all stakeholders 6. Provide individualized feedback to teachers and support staff member responsible for implementing the plan 7. Provide professional development opportunities and support to staff needing that support
Cooper, Latonya	Assistant Principal	<p>The duties and responsibilities of the Assistant Principal are to support the Principal with the following:</p> <ol style="list-style-type: none"> 1. Review and analyze the data collected. 2. Facilitate the Leadership Team to utilize the information collected through the data analysis and develop a plan for improvement. 3. Budget the necessary funds in a way that supports the plan for improvement 4. Oversee the implementation and evaluation of the plan for improvement 5. Communicate the plan to all stakeholders 6. Provide individualized feedback to teachers and support staff member responsible for implementing the plan 7. Provide professional development opportunities and support to staff needing that support
Oppy, Amy	Reading Coach	<p>As the Literacy Coach, the duties and responsibilities are as follows:</p> <ol style="list-style-type: none"> 1. Review and analyze the data collected for ELA. 2. Collaborate with the Leadership Team to develop an improvement plan focusing on the area of ELA and providing input and knowledge of appropriate resources and District initiatives 3. Communicate the plans for improvement in ELA to all stakeholders 4. Oversee the implementation and evaluation of the plan for improvement 5. Provide individualized feedback to teachers and support staff members 6. Facilitate professional development in ELA 7. Evaluate the implementation of the improvement plan
Cunningham, Markia	Math Coach	<p>As the Math Coach, the duties and responsibilities are as follows:</p> <ol style="list-style-type: none"> 1. Review and analyze the data collected for Math. 2. Collaborate with the Leadership Team to develop an improvement plan focusing on the area of Math and providing input and knowledge of appropriate resources and District initiatives 3. Communicate the plans for improvement in Math to all stakeholders 4. Oversee the implementation and evaluation of the plan for improvement 5. Provide individualized feedback to teachers and support staff members

Name	Position Title	Job Duties and Responsibilities
		6. Facilitate professional development in Math 7. Evaluate the implementation of the improvement plan
Comeau, Farrah	School Counselor	As the Guidance Counselor, the duties and responsibilities are as follows: 1. Review and analyze the data collected for attendance, social-emotional learning, and family engagement. 2. Collaborate with the Leadership Team to develop an improvement plan focusing on the areas and providing input and knowledge of appropriate resources and District initiatives 3. Communicate the plans for improvement in attendance, social-emotional learning, and family engagement to all stakeholders 4. Oversee the implementation and evaluation of the plan for improvement 5. Provide individualized feedback to teachers and support staff members 6. Facilitate professional development in attendance, social-emotional learning, and family engagement 7. Evaluate the implementation of the improvement plan
Hennessey, Kristy	Other	As the ESE Specialist, the roles and responsibilities include: 1. Review and analyze the data collected for all content areas, focusing on students with disabilities. 2. Collaborate with the Leadership Team to develop an improvement plan focusing on all the areas and providing input and knowledge of appropriate resources and District initiatives 3. Communicate the plans for improving teaching strategies and teacher pedagogy to ensure our students with disabilities have equitable access to learning. 5. Provide individualized feedback to teachers and support staff members 6. Organize professional development for staff in the areas of meeting needs of students with varying exceptionalities. 7. Evaluate the implementation of the improvement plan

Demographic Information

Principal start date

Tuesday 1/14/2020, Shereen Reynolds

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

2

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

4

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

633

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

10

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

11

Demographic Data**Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	93	93	88	107	119	113	0	0	0	0	0	0	0	613
Attendance below 90 percent	38	30	20	28	32	126	0	0	0	0	0	0	0	274
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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	7	26	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	24	0	0	0	0	0	0	0	30
Number of students with a substantial reading deficiency	7	15	20	36	20	21	0	0	0	0	0	0	0	119
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	4	10	0	0	0	0	0	0	0	14

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	1	4	2	0	0	0	0	0	0	0	0	11
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

Saturday 9/25/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	97	92	124	125	113	128	0	0	0	0	0	0	0	679
Attendance below 90 percent	15	15	19	21	18	14	0	0	0	0	0	0	0	102
One or more suspensions	1	3	0	1	11	7	0	0	0	0	0	0	0	23
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	44	37	39	0	0	0	0	0	0	0	120
Level 1 on 2019 statewide Math assessment	0	0	0	37	48	40	0	0	0	0	0	0	0	125

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	3	22	19	18	0	0	0	0	0	0	0	64

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	1	5	14	10	2	4	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	97	92	124	125	113	128	0	0	0	0	0	0	0	679
Attendance below 90 percent	15	15	19	21	18	14	0	0	0	0	0	0	0	102
One or more suspensions	1	3	0	1	11	7	0	0	0	0	0	0	0	23
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	44	37	39	0	0	0	0	0	0	0	120
Level 1 on 2019 statewide Math assessment	0	0	0	37	48	40	0	0	0	0	0	0	0	125

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	3	22	19	18	0	0	0	0	0	0	0	64

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	1	5	14	10	2	4	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3

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

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				38%	59%	57%	33%	56%	56%
ELA Learning Gains				48%	60%	58%	49%	57%	55%
ELA Lowest 25th Percentile				42%	54%	53%	46%	51%	48%
Math Achievement				42%	65%	63%	46%	62%	62%
Math Learning Gains				49%	66%	62%	58%	60%	59%
Math Lowest 25th Percentile				36%	53%	51%	52%	47%	47%
Science Achievement				32%	46%	53%	32%	49%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	39%	60%	-21%	58%	-19%
Cohort Comparison						
04	2021					
	2019	32%	62%	-30%	58%	-26%
Cohort Comparison		-39%				
05	2021					
	2019	39%	59%	-20%	56%	-17%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	44%	65%	-21%	62%	-18%
Cohort Comparison						
04	2021					
	2019	34%	67%	-33%	64%	-30%
Cohort Comparison		-44%				
05	2021					
	2019	51%	64%	-13%	60%	-9%
Cohort Comparison		-34%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	49%	-16%	53%	-20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Atlantic West Elementary will use the IReady Diagnostics 1, 2, and 3 for monitoring reading and math in grades 1-5 and the Broward County 5th Grade Science Assessments (Beginning of the year, mid-year, and end of the year) to monitor science mastery and growth in 5th grade.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34	29	41
	Economically Disadvantaged	34	29	41
	Students With Disabilities	42	11	39
	English Language Learners	30	26	40
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18	24	39
	Economically Disadvantaged	18	24	39
	Students With Disabilities	31	26	28
	English Language Learners	27	11	30
	Number/% Proficiency	Fall	Winter	Spring
	All Students	18	24	39

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26	26	42
	Economically Disadvantaged	26	26	42
	Students With Disabilities	20	14	15
	English Language Learners	21	18	24
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	18	30
	Economically Disadvantaged	24	18	30
	Students With Disabilities	28	18	24
	English Language Learners	7	15	26
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	39	49
	Economically Disadvantaged	27	39	49
	Students With Disabilities	4	14	18
	English Language Learners	10	18	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7	15	27
	Economically Disadvantaged	7	15	27
	Students With Disabilities	4	5	14
	English Language Learners	0	14	17

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32	40	47
	Economically Disadvantaged	32	40	47
	Students With Disabilities	15	20	32
	English Language Learners	0	13	27
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	28	39
	Economically Disadvantaged	10	28	39
	Students With Disabilities	5	19	35
	English Language Learners	0	7	27
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	49	49
	Economically Disadvantaged	33	49	49
	Students With Disabilities	13	27	19
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	39	49
	Economically Disadvantaged	24	39	49
	Students With Disabilities	7	13	34
	English Language Learners	0	0	50
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	31
	Economically Disadvantaged	0	0	30.7
	Students With Disabilities	0	0	20
	English Language Learners	0	0	33.3

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	39	40	17	33		20				
ELL	43	66	77	28	29		33				
ASN	82			64							
BLK	37	40	40	22	27	27	29				
HSP	49	63		33	32		35				
MUL	33			18							
WHT	50			44							
FRL	40	51	52	25	28	18	31				
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	18	38	41	21	40	38					
ELL	32	41	37	43	52	29	26				
ASN				80							
BLK	37	49	48	36	46	47	31				
HSP	35	42	31	47	49	14	35				
WHT	37	35		41	45		25				
FRL	38	49	44	42	49	35	30				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	7	35	43	16	39	39	13				
ELL	25	49	54	36	51	57	8				
BLK	31	52	53	43	54	47	25				
HSP	34	40	33	49	74	56	37				
WHT	32	42		49	58		36				
FRL	32	49	45	44	57	52	29				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	300

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	26
Multiracial Students Subgroup Below 41% in the Current Year?	YES

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

When reviewing the data for ELA, Atlantic West is still below the averages of the state and district in achievement, learning gains, and learning gains of the lowest 30%. However, the trend in these ELA scores and the subscores has been on an upward movement for the last 3 years (33% in 2018, 38% in 2019, and 42% in 2020) based on the ELA FSA. When reviewing the data for math, Atlantic West is again, below the averages of the state and district and we have seen a downward trend in our math scores for the last three years (46% in 2018, 42% in 2019, and 28% in 2020) based on the mathematics FSA. The science data has shown that we are below the state and district averages, however, our trend has remained the same for the last two years (32% in 2018, 32% in 2019, and 31% in 2020) based on the FCAT Science.

Atlantic West Elementary's ESSA data shows that we have four subgroups needing attention. These subgroups include students with disabilities, white, Hispanic, and English Language Learners. The grade-level data reveals the need for attention in all grade levels as each one has less than 50% of students proficient at the beginning of the school year. Grades 3, 4, and 5 progress monitoring data for all students and their subgroups shows less than 31% proficiency in ELA and less than 17% proficiency in math.

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

All three content areas (reading, math, and science) are in need of improvement for all grade levels and all students. However, the most significant and most immediate need is in the content area of math at our intermediate grade levels (3, 4, and 5) for all students.

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

Contributing factors to this need for improvement were lack of in-person, hands-on instruction, student access to online learning, the inexperience of online teaching methods and resources for math for staff, student participation through the online platform.

New actions that are being taken to address this need for improvement are: additional support personnel to provide math intervention (ESSER), additional curriculum resources including iReady Toolbox and Empower lesson plans to support the Go Math resource, bi-weekly Professional Learning Communities, grade level data chats, and extended math learning opportunities before and after school.

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

The data components that showed the most improvement were in the area of ELA in all three identified subgroups. Learning Gains in ELA for the lowest 30% showed the greatest improvement.

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

Contributing factors that led to the improvement were based on both personnel resources and curriculum resources. Atlantic West Elementary was able to acquire additional support personnel for reading intervention which resulted in 1 primary and 1 intermediate interventionist. Additionally, our staff participated in professional development from the University of Florida Literacy Institute which provided online resources and online teaching strategies for ELA small group instruction. Atlantic West Elementary also took advantage of the District's online curriculum resources for reading with the online access of the Leveled Literacy Intervention books and the Rising K program. Finally, teachers and students engaged in extended learning opportunities including morning phonics groups and afterschool FSA test prep.

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

Curriculum support, lesson modeling, professional development, and progress monitoring for ELA, math, and science content areas will be implemented. Atlantic West Elementary has acquired two ESSER personnel to assist in intervention support for both ELA and math. Atlantic West Elementary has acquired Horizon intervention resources for our primary grades and will be utilized by our reading endorsed or certified teachers. Grades K and 1 students will participate in the Innovations for Learning tutoring program daily. The addition of the Empower lessons and iReady toolbox resources will be used to support our math curriculum for our intermediate grades. District Science instructional coaches will be providing curriculum support to both our Science Specialists teacher and the grade level teams. Teachers and students will participate in extended learning opportunities in all three curriculum areas. All grade levels, along with coaches and administration, will thoroughly and systematically progress monitor all content areas.

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.

Professional development (PD) opportunities that will be provided to our school to support teachers and leaders are the following: District Provided PD - Horizons Intervention, Science curriculum and

pedagogy, Math curriculum and pedagogy, and IReady Leadership training. In-house PD - Benchmark Assessment Systems (BAS) assessment PD for new teachers.

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

Additional services that will be implemented to ensure improvement in the next year and beyond are the use of two ESSER support personnel who will provide intervention and remediation for both ELA and math to targeted students in grades 2 through 5. Grades K and 1 will participate in the Innovations for Literacy program. Students will also have the opportunity to participate in Extended Learning Opportunities in both the morning and afternoon for ELA, Math, and Science.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Reading directly impacts all the other content areas. If students cannot comprehend the questions, they cannot effectively demonstrate their understanding. In addition, our students Reading Achievement level is approximately 20 percentage points below the district average.
Measurable Outcome:	By 2022, Atlantic West Elementary will increase the ELA Achievement level from 42% to 50% as measured on the 2022 FSA ELA assessment.
Monitoring:	This area of focus will be monitored by the administrative team as well as the reading coach through the use of the grade level Benchmark Advance Unit Assessments and the IReady Diagnostic Assessments.
Person responsible for monitoring outcome:	Amy Oppy (amy.opy@browardschools.com)
Evidence-based Strategy:	Implementation of the newly adopted reading series, Benchmark Advance for all grade levels impacting all students including those in all subgroups. In primary grades, balanced literacy instructional strategies, as well as Fountas and Pinnell Phonics, Spelling, and Word Study lessons will supplement core instructional strategies for the whole group and small group guided reading. The Benchmark Advance Intervention, Leveled Literacy Intervention, Horizons, and University of Florida Literacy Institute instructional strategies will be utilized during the one-hour intervention block school-wide. In the intermediate grades, Document-Based Questioning resources (DBQ), IReady toolbox, and Leveled Literacy Intervention instructional strategies will be utilized during the one-hour intervention block. All teachers will utilize the Benchmark Advance lesson framework for the whole group and small group instruction.
Rationale for Evidence-based Strategy:	The rationale for utilizing the Benchmark Advance Reading series: <ol style="list-style-type: none"> 1. Researched based instructional strategies 2. In-depth professional development provided 3. Aligned to the State Standards, both FSA and the newer B.E.S.T standards 4. Continued growth monitoring of students 5. Ability to utilize human and material resources already in-house

Action Steps to Implement

1. Yearlong professional learning communities to monitor student reading progress.

Person Responsible Amy Oppy (amy.opy@browardschools.com)

2. Literacy Coach will meet with teachers as needed

Person Responsible Amy Oppy (amy.opy@browardschools.com)

3. Data will be monitored and growth measured at the end of each unit cycle using Benchmark Advance standards-based assessments.

Person Responsible Amy Oppy (amy.opy@browardschools.com)

4. BAS assessments will be given and analyzed for teaching targets based on the District guidelines or more frequently as needed.

Person Responsible	Amy Oppy (amy.opyy@browardschools.com)
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#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: The area of focus is mathematics. Instruction in the content area of math at the elementary level is foundational and impacts future student learning in mathematics as they progress to the secondary level. According to the data from the 2020-21 FSA, our math achievement level dropped 14 percentage points.

Measurable Outcome: By 2022, Atlantic West Elementary will increase the Math Achievement level from 28% to 50% as measured on the 2022 FSA Math assessment.

Monitoring: Students in grades 3 - 5 will utilize School City's CFA's from the District at the end of every instructional cycle. Students who are working in intervention groups with the ESSER teacher and the math coach will be monitored through the IReady Standards Mastery and the IReady Growth monitoring assessments. Primary will be using the Go Math Chapter tests for monitoring growth.

Person responsible for monitoring outcome: Markia Cunningham (markia.cunningham@browardschools.com)

Evidence-based Strategy: Utilize the Elementary Learning District Focus Calendar, Lesson Plans, and Assessments in conjunction with the 60-minute standards-based effective math block. Grades three through 5 will be using the District's Empower lesson resources. Primary will be using Go Math and the District Focus Calendar.

Rationale for Evidence-based Strategy: Teachers need support in planning standards-focused lessons at the level of rigor needed for students to acquire the knowledge and understanding of mathematical concepts in order to apply the math skills to problem solve.

Action Steps to Implement

1. Introduce the District Scope and Sequence, Empower lesson plans, and assessments to team leaders.

Person Responsible Markia Cunningham (markia.cunningham@browardschools.com)

2. Roll out the focus calendar and lesson plans to the staff.

Person Responsible Markia Cunningham (markia.cunningham@browardschools.com)

3. Provide professional development review of the 75-minute standards-based effective math block for new staff.

Person Responsible Markia Cunningham (markia.cunningham@browardschools.com)

4. Implement the Standards-based CFA Assessments for grades 3-5 and Go Math chapter tests for K-2 to monitor student growth and determine gaps.

Person Responsible Markia Cunningham (markia.cunningham@browardschools.com)

5. Implement a lesson study/data monitoring focused Professional Learning Community for all grade levels.

Person Responsible Markia Cunningham (markia.cunningham@browardschools.com)

6. Provide District training for higher-order questioning, Standards-based instruction, and use of manipulatives for instruction.

Person Responsible Markia Cunningham (markia.cunningham@browardschools.com)

#3. Instructional Practice specifically relating to Science

Area of Focus	The area of focus is science. Instruction in the content area of science at the elementary level is foundational and impacts future student learning in sciences as they progress to the secondary level.
Description and Rationale:	According to the data from the FCAT, our science scores have dropped 21 percentage points from 53% proficiency to 32% proficiency in 2018 and remained the same on the 2019 FCAT. According to the 2021 Science FCAT, Atlantic West Elementary's proficiency score dropped to a 31%.
Measurable Outcome:	By 2022, Atlantic West Elementary will increase the Science Achievement level from 31% to 35% as measured on the 2022 FCAT Science assessment.
Monitoring:	The area of focus will be monitored for the desired outcome through the Beginning, Middle, and End of the Year Science assessments along with the mini standards-aligned practice tests provided by the District. Results will be review by teachers and administration through data chats and professional learning communities.
Person responsible for monitoring outcome:	Shereen Reynolds (shereen.reynolds@browardschools.com)
Evidence-based Strategy:	<p>An emphasis will be placed on building scientific and general vocabulary along with scientific concept knowledge in order to provide students with the word knowledge and association needed to be successful on assessments. Teachers will incorporate test-taking and reading strategies in their classrooms. They will also formally assess students with mini "practice" tests biweekly (fifth grade) and monthly (third and fourth grade) in order to familiarize students with the format and question types that they will be seeing on the FCAT assessment. Teachers will use the District scope and sequence for the STEMScopes resources as their main curriculum along with other resources to supplement where needed.</p> <p>Atlantic West Elementary will also have a Science special, where the teacher will support the curriculum from the grade levels each day.</p>
Rationale for Evidence-based Strategy:	Students were, and already are, receiving weekly hands-on lessons to build meaningful experiences and scientific knowledge. There is evidence though, that the students possess a verbal understanding of the science concepts being taught, however, they lack the skills necessary to be successful on formal/written assessments.

Action Steps to Implement

1. Give pre-assessment in grades 3-5.

Person Responsible Shereen Reynolds (shereen.reynolds@browardschools.com)

2. Score and analyze data in order to determine areas of student proficiency and deficiency

Person Responsible Shereen Reynolds (shereen.reynolds@browardschools.com)

3. Remediate with extended hands-on lessons and double dose in related arts science class, incorporating test/science vocabulary into the lessons

Person Responsible Shereen Reynolds (shereen.reynolds@browardschools.com)

4. Re-assess and evaluate whether or not the strategy was successful

Person Responsible	Shereen Reynolds (shereen.reynolds@browardschools.com)
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#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Students in the subgroup, students with disabilities, have been identified below the Federal Index level for two years for not making academic progress.
Measurable Outcome:	By 2022, students in the subgroup, students with disabilities, will increase their proficiency scores from 18% on the English Language Arts Florida Standards Assessment to a proficiency score of 42% or higher. By 2021, students in the subgroup, students with disabilities, will increase their proficiency scores from 21% on the Math Florida Standards Assessment to a proficiency score of 42% or higher.
Monitoring:	For ELA: students' growth will be monitored through the IReady Diagnostic assessments as well as the Benchmark Advance Unit Assessments. For Math:
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	For ELA: All teachers will receive training on and support in implementing the Benchmark Advance and Horizons and incorporate these strategies in their Tier 2 and Tier 3 instruction daily. I For Math: All teachers will be provided District training in math including unwrapping the standards, higher-order questioning, and use of manipulatives.
Rationale for Evidence-based Strategy:	The teachers will be identifying high priority areas based on individual student needs as identified in their IEPs (Individual Education Plans). Evidence is based on their school data and progress on their IEP goals. Teachers will utilize Core Assessments (Pre-requisite, IReady Diagnostic, IReady standards master, and School City) to identify individual high priority educational needs in the content areas of reading/English Language Arts and math. Once assessments are completed, teachers will analyze the data and determine the next learning targets needed. Then teachers will select the appropriate resources including but not limited to UFLI, Foundations, Leveled Literacy Intervention, Visualizing and Verbalizing, Reading Mastery, Moving With Math, and Touch Math.

Action Steps to Implement

1. Provide coaching and lesson modeling for teachers in the areas of planning and implementing strategies in instruction

Person Responsible Amy Oppy (amy.oppy@browardschools.com)

2. Monitor student progress daily, weekly, and monthly in ELA as needed through the use of the Benchmark Assessment System, running records, phonics survey, and any other assessments as needed.

Person Responsible Amy Oppy (amy.oppy@browardschools.com)

3. Monitor student progress daily, weekly, and monthly in math as needed through the use of Chapter tests and IReady Standards Mastery assessments.

Person Responsible Markia Cunningham (markia.cunningham@browardschools.com)

4. Adjust instruction based on analysis of assessments

Person Responsible Shereen Reynolds (shereen.reynolds@browardschools.com)

5. Adjust IEP goals as needed

Person Responsible Kristy Hennessey (kristy.hennessey@browardschools.com)

6. UFLI coaching and lesson modeling as needed.

Person Responsible Amy Oppy (amy.opy@browardschools.com)

7. Professional learning communities will review and analyzed data after each learning cycle to determine growth and next steps.

Person Responsible Markia Cunningham (markia.cunningham@browardschools.com)

#5. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:	Students in the subgroups, English Language Learners (ELLs) and Hispanics have been identified below the Federal Index level for not making academic progress.
Measurable Outcome:	By 2022, students in the subgroups, English Language Learners and Hispanics, will increase their proficiency scores from 32% and 35% on the English Language Arts Florida Standards Assessment to proficiency scores of 42% or higher.
Monitoring:	Students will be monitored using the Benchmark Advance Unit Assessments, the IReady Diagnostics, Imagine Literacy and Learning, and the 2022 WIDA ACCESS test.
Person responsible for monitoring outcome:	Amy Oppy (amy.opy@browardschools.com)
Evidence-based Strategy:	Teachers will continue to implement ELL teaching strategies from the Benchmark Advance Reading Series and incorporate these strategies in their Tier 1 instruction daily. Teachers will utilize researched-based ELL teaching strategies within lessons for optimal language understanding and acquisition. Teachers will also utilize the Imagine Learning Computer-based program for all identified LY Level 1 ELL students for 30 min per day.
Rationale for Evidence-based Strategy:	Overall, our data shows that our ELL students struggle with phonological awareness, phonics, and vocabulary. Benchmark Advance focuses on the importance of these reading areas as the baseline for reading success. These are also basic skills for acquiring the English language. In addition to this strategy, many of the lower level ELL students, (LY level 1) benefit from learning new skills in both their home language and English. The Imagine Learning computer program lessons introduce new skills first in the student's home language, then a combination of the home language and English, and then English. The students will utilize the program 30 mn. per day.

Action Steps to Implement

1. Provide coaching and lesson modeling for teachers in the areas of planning and implementing strategies in instruction

Person Responsible Amy Oppy (amy.opy@browardschools.com)

2. Monitor student progress daily, weekly, and monthly as needed through the use of the Benchmark Assessment System, running records, phonics survey, and any other assessments as needed.

Person Responsible Amy Oppy (amy.opy@browardschools.com)

3. Adjust instruction based on analysis of assessments

Person Responsible Amy Oppy (amy.opy@browardschools.com)

4. Provide a review for teachers on the implementation of the Imagine Learning program

Person Responsible Amy Oppy (amy.opy@browardschools.com)

5. Students will take a pre-test on Imagine Learning to develop a learning path

Person Responsible Amy Oppy (amy.opyy@browardschools.com)

6. Assign a staff member to monitor Imagine Learning usage and progress

Person Responsible Amy Oppy (amy.opyy@browardschools.com)

7. Develop a Curriculum Academy for parent support.

Person Responsible Amy Oppy (amy.opyy@browardschools.com)

#6. ESSA Subgroup specifically relating to White

Area of Focus Description and Rationale:	Students in the subgroup, white students, have been identified below the Federal Index level for not making academic progress.
Measurable Outcome:	By 2022, students in the subgroup, white students, will increase their proficiency scores from 37% on the English Language Arts Florida Standards Assessment to proficiency scores of 42% or higher.
Monitoring:	Students will be monitored through the IReady Diagnostic Assessment 3 times throughout the year, the Benchmark Assessment System quarterly, and the Benchmark Advance Unit assessments every three weeks.
Person responsible for monitoring outcome:	Amy Oppy (amy.oppy@browardschools.com)
Evidence-based Strategy:	Teachers will utilize the research-based teaching strategies acquired at the training Benchmark Advance through Tier 1 instruction daily. Teachers will other literacy intervention programs (Foundations, Leveled Literacy Intervention, and Horizons) based on student needs identified by the Core Phonics Assessment.
Rationale for Evidence-based Strategy:	Teachers have received professional development in the Benchmark Assessment System and small group guided reading however, they have struggled with utilizing the assessments during the instructional planning process and then implementing the instructional plans. This evidence was collected through classroom walk-throughs, formal evaluations, lesson plan documents, and student performance.

Action Steps to Implement

1. Provide coaching and lesson modeling for teachers in the areas of planning and implementing strategies in instruction

Person Responsible Amy Oppy (amy.oppy@browardschools.com)

2. Monitor student progress daily, weekly, and monthly in ELA as needed through the use of the Benchmark Assessment System, running records, phonics survey, and any other assessments as needed.

Person Responsible Amy Oppy (amy.oppy@browardschools.com)

3. Adjust instruction based on analysis of assessments

Person Responsible Amy Oppy (amy.oppy@browardschools.com)

4. Refer students to the Child Study team who are not making progress to discuss the next steps for intervention

Person Responsible Amy Oppy (amy.oppy@browardschools.com)

Additional Schoolwide Improvement Priorities

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

According to the data provided by SafeSchoolsforAlex, Atlantic West Elementary ranks in the low category with .03 incidents per 100 students. Atlantic West will continue to implement our positive behavior plan and our plan for a positive school culture to ensure our students are participating in a safe environment. The school culture and environment will be monitored by the administration through the lens of behavior and discipline data from the behavior dashboard on our District's BASIS system and from the annual survey results from students, teachers, and families.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

Atlantic West Elementary believes in the power of building positive relationships which will, in turn, create a fulfilling environment where students feel safe, valued, and respected. With this optimum environment, students will have the opportunity to succeed in their social-emotional and academic learning.

To achieve this positive culture, Atlantic West's plan is based on our mission statement: "At Atlantic West, we will engage students in quality, standards-based instruction to ensure the academic, social and emotional growth of all 21st-century learners." AWE considers all stakeholders including students and their families, teachers, volunteers, school board members, child care providers, social services, and business partners to be interconnected partners in our positive school culture plan.

First, our students' social-emotional learning begins in the classroom with lessons on regulating emotions and behavior through the use of breathing techniques, yoga, exercise, and Zones of Regulation. In addition, our Guidance Counselor and social worker are available to our students and families on a regular basis.

Our guidance counselor also works with high-need students in small groups or one on one basis. Our ESE department facilitates the Best Buddies program to support our students with special needs and builds relationships among students within the various student populations.

Our school has a School-wide positive behavior program including a positive rewards system, "Star Student Awards," where students can earn tokens for positive behavior, class participation, and academic achievement. Students may also receive positive recognition by participating in the Principal's Lunch bunch and Student of the Month.

Students may participate in extracurricular activities both within the school day and beyond the regular school day through our varied menu of clubs including the following: Debate Club, Student Government, Music Club, Chess Club, Garden Club, Lego Club, Cheerleading Club, Environmental Club, and Safety

Patrol. Students and their families also have opportunities to participate in the STEM Museum Magnet Showcase Nights, Family Curriculum Nights, Hispanic Heritage Performances, Holiday Performances, and Black History Performances.

Atlantic West Elementary knows the importance of keeping the lines of communication open and we do this through our various social media platforms (Facebook, Twitter, and Parent Link), as well as providing and supporting Virtual Townhall Zoom meetings, Parent Academies, School Advisory Council/Forum meetings, and the Parent-Teacher Association.

The administration also nurtures a positive culture among staff through incentive programs such as preferred parking spot days, teacher appreciation, and voluntary "Morning Meetings" with the administration team.

Finally, Atlantic West continues to build partnerships with local businesses and the local city government, and public safety groups by encouraging participation in AWE's school parent/community groups, Family School Nights, Celebrations, as well as classroom speakers and guest presenters.

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

Promoting the positive culture will begin with Atlantic West Elementary School's administration. Both the principal and the assistant principal will promote a positive culture among all stakeholders. In addition to the administration, the leadership team (coaches, guidance counselor, and ESE specialist) will support the mission and vision of the positive environment from the administration. The guidance counselor will support teachers and students in social-emotional lessons and learning. Teachers will promote a positive culture within their classrooms. Our resource officer and campus safety monitors will promote safety among the staff and students. All stakeholders will promote a positive culture within the school and the community.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$8,230.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	100-Salaries	2511 - Atlantic West Elementary Schl	Title, I Part C		\$5,000.00
			<i>Notes: Teacher salaries for Extended Learning Opportunities</i>			
	5100	690-Computer Software	2511 - Atlantic West Elementary Schl	Title, I Part C		\$3,230.00
			<i>Notes: iReady computer program license for Toolbox.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$8,230.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	100-Salaries	2511 - Atlantic West Elementary Schl	Title, I Part C		\$5,000.00
			<i>Notes: Teacher salaries for teaching Extended Learning Opportunities.</i>			
	5100	690-Computer Software	2511 - Atlantic West Elementary Schl	Title, I Part C		\$3,230.00
			<i>Notes: iReady computer program license for Toolbox.</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00

4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: White	\$0.00
Total:			\$16,460.00