

Broward County Public Schools

# Atlantic West Elementary School



2022-23 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: 1/20/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: C (47%) 2018-19: C (41%) 2017-18: C (45%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Atlantic West Elementary School

301 NW 69TH TER, Margate, FL 33063

[ no web address on file ]

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	C	C

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## 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**

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

Name	Position Title	Job Duties and Responsibilities
Reynolds, Shereen	Principal	<p>The duties and responsibilities of the Principal are to:</p> <ol style="list-style-type: none"> <li>1. Review and analyze the data collected.</li> <li>2. Facilitate the Leadership Team to utilize the information collected through the data analysis and develop a plan for improvement.</li> <li>3. Budget the necessary funds in a way that supports the plan for improvement</li> <li>4. Oversee the implementation and evaluation of the plan for improvement</li> <li>5. Communicate the plan to all stakeholders</li> <li>6. Provide individualized feedback to teachers and support staff member responsible for implementing the plan</li> <li>7. Provide professional development opportunities and support to staff needing that support</li> <li>8. Provide organizational leadership to ensure a safe and secure learning environment.</li> </ol>
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"> <li>1. Review and analyze the data collected.</li> <li>2. Facilitate the Leadership Team to utilize the information collected through the data analysis and develop a plan for improvement.</li> <li>3. Oversee the implementation and evaluation of the plan for improvement</li> <li>4. Communicate the plan to all stakeholders</li> <li>5. Provide individualized feedback to teachers and support staff member responsible for implementing the plan</li> <li>6. Provide professional development opportunities and support to staff needing that support</li> </ol>
Jean Baptiste, Tacoya	Reading Coach	<p>The duties and responsibilities for the Literacy coach are as follows:</p> <ol style="list-style-type: none"> <li>1. Review and analyze the data collected for ELA.</li> <li>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</li> <li>3. Communicate the plans for improvement in ELA to all stakeholders</li> <li>4. Oversee the implementation and evaluation of the plan for improvement</li> <li>5. Provide individualized feedback to teachers and support staff members</li> <li>6. Facilitate professional development in ELA</li> <li>7. Evaluate the implementation of the improvement plan</li> </ol>
Foreman, Latronna	Math Coach	<p>As the Math Coach, the duties and responsibilities are as follows:</p> <ol style="list-style-type: none"> <li>1. Review and analyze the data collected for Math.</li> <li>2. Collaborate with the Leadership Team to develop an improvement plan</li> </ol>



Name	Position Title	Job Duties and Responsibilities
		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 6. Facilitate professional development in Math 7. Evaluate the implementation of the improvement plan
Hills, Adrienne	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**

Monday 1/20/2020, Shereen Reynolds

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

**Total number of teacher positions allocated to the school**

51

**Total number of students enrolled at the school**

618

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

8

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

7

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	97	108	80	101	100	102	0	0	0	0	0	0	0	588
Attendance below 90 percent	52	38	21	23	39	24	0	0	0	0	0	0	0	197
One or more suspensions	1	0	0	4	10	3	0	0	0	0	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	41	40	22	0	0	0	0	0	0	0	103
Level 1 on 2022 statewide FSA Math assessment	0	0	0	45	49	37	0	0	0	0	0	0	0	131
Number of students with a substantial reading deficiency	1	0	1	3	4	2	0	0	0	0	0	0	0	11

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	8	5	32	50	25	0	0	0	0	0	0	123

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	21	11	26	18	3	0	0	0	0	0	0	0	80
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**

Wednesday 8/31/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	

**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	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	

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%	58%	56%				38%	59%	57%
ELA Learning Gains	56%						48%	60%	58%
ELA Lowest 25th Percentile	48%						42%	54%	53%
Math Achievement	37%	54%	50%				42%	65%	63%
Math Learning Gains	55%						49%	66%	62%
Math Lowest 25th Percentile	59%						36%	53%	51%
Science Achievement	35%	59%	59%				32%	46%	53%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	39%	60%	-21%	58%	-19%
Cohort Comparison		0%				
04	2022					
	2019	32%	62%	-30%	58%	-26%
Cohort Comparison		-39%				
05	2022					
	2019	39%	59%	-20%	56%	-17%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	44%	65%	-21%	62%	-18%
Cohort Comparison		0%				
04	2022					
	2019	34%	67%	-33%	64%	-30%
Cohort Comparison		-44%				
05	2022					
	2019	51%	64%	-13%	60%	-9%
Cohort Comparison		-34%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	49%	-16%	53%	-20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

**Subgroup Data Review**

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	17	42	42	23	45	53	19				
ELL	37	53	43	37	54	58	26				
BLK	36	54	54	32	56	59	25				
HSP	48	65	42	46	51		46				
WHT	8			33							
FRL	36	53	53	32	58	59	29				
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				

**ESSA Data Review**

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	48

<b>ESSA Federal Index</b>	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	384
Total Components for the Federal Index	8
Percent Tested	100%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	21
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

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

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

When reviewing the data for ELA, Atlantic West is below the averages of the state and district for achievement based on proficiency of Levels 3 to 5, for the last three years as measured by the ELA FSA (38% in 2018-19, 42% in 2020 - 21, and 38% in 2021-22). The data for math, also indicates that achievement based on proficiency of Levels 3 to 5, is below the averages of the state and district for the last three years (42% in 2018-19, 28% in 2020 - 21, and 37% in 2021-22) based on the Mathematics FSA. The science data has shown that we are below the state and district averages, the proficiency level has remained dormant for the last two years, but with an increase in the last school year of 4 points (32% in 2018-19, 31% in 2020-21, and 35% in 2021-22) based on the FCAT Science. Atlantic West Elementary ESSA data shows that we have two subgroups needing attention. These subgroups include students with disabilities and white students. The assessment data reveals the need for attention in all grade levels as more than 50% of students in Grades 3 to 5 are deficient in reading foundational skills, which impacts their ability to be successful on the state assessments.

#### What data components, based off progress monitoring and 2022 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 students. However, the urgent need for improvement is in the content area of reading at the intermediate grade levels. This is evident by the results of the 2022 FSA results where only 38% of students performed at Level 3 or above. Instruction in the primary grades is also in need of attention as students will need a strong foundation in order to be proficient and demonstrate success.

**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 was a lack of consistent instruction in the last 2 ½ years due to the national health crisis. As students returned to in person instruction it was evident that the academic deficiencies were going to have an impact on grade level instruction. Teachers would need to scaffold previous grade level skills with current grade level demands. New actions that are underway to address this need for improvement are: resource teachers supporting ELA instruction, an examination of current progress monitoring data – in order to determine fluid small group instruction, data chats to determine classroom needs, professional learning communities focused on data to drive reading instruction and extended learning opportunities for students after school. This is along with classroom walkthroughs by administration to provide feedback to educators.

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

The data components that showed the most improvement was in Math. Math proficiency increased from 28 to 37 learning gains from 30 to 55 and learning gains for the lowest 30th %tile of students from 25 to 59.

**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 was based on the strategic implementation of resources. Atlantic West Elementary, implemented Extended Learning Opportunities in ELA and Math at the start of the school day and at the end of the day. Staff provided small group instruction in basic math skills for students in Grades 2 to 5 and FSA Test Prep for Grade 3-5 students. This model was also used for ELA support.

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

In order to accelerate learning and meet learning targets. Atlantic West will continue to offer teachers curriculum support. Support will be in the form of professional development by district trainers, the coaches will model lessons for teachers in need, and the resource teachers will use a pull-out model to intervene with the most fragile and at promise students. First year teachers and teachers new to the school or grade level will be paired up with a school-based mentor to provide a stable support base. Innovations for Learning will continue to support our Kindergarten and Grade 1 students with phonics instruction to improve literacy. The district science department will partner with AWE teachers to assist with standard based lesson planning. We will also institute a school wide focus on data driven instruction. This year's PLC is focused on digging deeper into data and utilizing the data to drive classroom instruction.

**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.**

Teachers will engage in professional development to become familiar with the plethora of resources in the ELA Benchmark Advance. Knowing what resource to use to address a particular student deficiency will allow teachers to become content experts. Professional Development will also be geared towards

understanding the new math curriculum. The online platform may be a barrier to those teachers who are not proficient with technology. These educators will be supported, and coaches will provide small group assistance at the grade level. School leaders will continue to engage in learning that will drive school improvement including curriculum content and data driven instruction.

**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 is the continued funding of at least one resource teacher and should funding permit two. Maintenance of staff at the school will be a priority as staff turnover is a barrier to school improvement. Frequent staff turnover does not permit a continuance of quality instruction, as new teachers will need to adjust to the instructional demands and school culture. AWE will continue with the focus on data, this will assist teachers with making instructional decisions based on student evidence. Extended Learning Opportunities will be also offered to students in order to improve and / or maintain academic skills.

**Areas of Focus**

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

:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Reading directly impacts all the other content areas. If students are unable to comprehend the material - in all subject areas, they cannot effectively demonstrate understanding. It is critical that AWE improve the ELA proficiency across grade levels.

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

By June 2023, Atlantic West Elementary will increase the ELA Achievement level from 38% to 45% as measured on the 2023 FAST PM 3.

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

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 FAST Assessments.

**Person responsible for monitoring outcome:**

Shereen Reynolds (shereen.reynolds@browardschools.com)

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

Teachers will utilize the resources within the Benchmark Advance series. In addition, teachers will conduct skill based small group instruction based on student need as determined by classroom level data. Additional resources that will be used includes BAS and Core Phonics Survey to determine student deficiencies. The Benchmark Advance Intervention, Leveled Literacy Intervention, Horizons, and University of Florida Literacy Institute instructional strategies will be utilized during the thirty-minute intervention block school-wide. Teachers will also engage in teacher read aloud and think aloud to model effective reading behaviors for students. In the intermediate grades, Document Based

**implemented for this Area of Focus.** Questioning resources (DBQ), and Leveled Literacy Intervention instructional strategies will be utilized during the thirty minute intervention block. All teachers will incorporate the Benchmark Advance lesson framework for whole group and small group instruction.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy.** The rationale for utilizing the Benchmark Advance Reading series are:

1. Researched based instructional strategies
2. Local professional development and support available
3. Aligned to the State Standards
4. Continued growth monitoring of students

**Describe the resources/ criteria used for selecting this strategy.**

**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.

Continued progress monitoring and data tracking of student assessments to a determine student needs – whether enrichment or intervention is required.

**Person Responsible** Tacoya Jean Baptiste (tacoya.jeanbaptiste@browardschools.com)

Professional Learning Community with a focus on data driven instruction.

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

Ongoing Professional Development for teachers on effective instructional strategies.

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

Regular classroom observations / walkthroughs to provide feedback to teachers on the implementation of strategies/information learned.

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

## #2. Instructional Practice specifically relating to Math

### Area of Focus

#### Description and Rationale:

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

According to the data from the 2021-22 FSA, our math achievement level increased 9 percentage points from 28 points to 37 points. However, this is below the district and state average of 51.2% and 53.1% respectively.

#### Measurable Outcome:

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

By 2022, Atlantic West Elementary will increase the Math Achievement level from 37% to 50% as measured on the 2023 FAST PM 3

#### Monitoring:

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

Students will utilize the Cumulative Assessment from the adopted math series at the end of each instructional cycle. Students will also be monitored for understanding and progress using the lesson Quick Checks after each lesson.

Person responsible for monitoring outcome:

Latronna Foreman (latronna.mcgowan@browardschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy implemented will be the use of the district adopted math series enVision Florida and the Scope and Sequence published by the district. Teachers will utilize small group instruction based on data obtained from daily Quick Checks. Additionally, students will practice their skills using the Successmaker Program for at least 15 minutes per day.

Rationale for Evidence-based Strategy:

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

Atlantic West will follow the Math Scope and Sequence published by the district and utilize resources from Envision Florida. This is the first year of adoption for the math series as well as full implementation K-5 of the Florida BEST Standards.

### 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.

Teachers will participate in Professional Development for the newly adopted math series.

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

Math Coach will present components of enVision to the staff during Pre-Planning week. Support will continue to be provided throughout the year.

**Person Responsible** Latronna Foreman (latronna.mcgowan@browardschools.com)

Math Coach will present an Instructional Focus Calendar to the staff in digestible bites. She will also monitor the progress of each grade level for adherence to the established timelines.

**Person Responsible** Latronna Foreman (latronna.mcgowan@browardschools.com)

Data from the Topic Assessments, Cumulative Assessments and FAST Progress Monitoring will be disaggregated to determine needs of students and level of support to be provided to students and / or teachers.

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

**#3. Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to the data from the 2022 FCAT Science Assessment, Atlantic West achieved the 2021 goal. Science proficiency level increased to 35% in 2022. Although we have seen improvement, it is still below the district and state achievement levels of 49.2% and 52.7% respectively.

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

By 2023, Atlantic West Elementary will increase the Science Achievement level from 35% to 40% as measured on the 2023 FCAT Science assessment.

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

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 micro assessments, that is aligned to K-5 science standards.

**Person responsible for monitoring outcome:**

Latronna Foreman (latronna.mcgowan@browardschools.com)

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

An emphasis will be placed on building scientific and general vocabulary along with scientific concept knowledge to provide students with the word knowledge and association needed to be successful on assessments. Teachers will incorporate science content and reading strategies in the ELA block. They will also formally assess students with micro assessments tests biweekly 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. Atlantic West Elementary will also have a

**implemented for this Area of Focus.**

Science Special, where the teacher will support the curriculum from the grade levels each day. Each grade level will identify a Science Liaison that will meet monthly with the identified district science contact. The Science Special teacher will receive support from the science district contact.

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

Based on data from previous science assessments it was determined that students lack the prerequisite ELA skills to be proficient on the FCAT Science Assessment. Although students are exposed to hands on science activities, knowledge of science vocabulary and reading comprehension of the science assessment is a barrier to achieving proficiency.

**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.

Students will take the Beginning of the Year (BOY) Science Assessment.

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

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

**Person Responsible** Latronna Foreman (latronna.mcgowan@browardschools.com)

Remediate areas of deficiency and integrate science content into ELA lessons.

**Person Responsible** Latronna Foreman (latronna.mcgowan@browardschools.com)

Examine 5th Grade Mid-Year Assessment data for gaps to reinforce prior to state assessment. Students in K-4 will also take the Mid-Year Assessment and the data will be disaggregated for strengths and deficiencies.

**Person Responsible** Latronna Foreman (latronna.mcgowan@browardschools.com)

**RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.



**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

Current data demonstrates that K-2 students are deficient in foundational reading skills. This can be directly related to a lack of school readiness, many students do not attend school in their native county or did not attend pre school as a result of CoVid 19. Kindergarten and Grade 1 students will be provided in school tutoring by Innovations for Learning. The tutoring support will focus on phonics instruction and decoding skills. Grade 2 students will receive academic support from the two ELA Resource Teachers, engage in small group instruction with their classroom teacher and be invited to participate in After School Camp 2 days per week.

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

Results of the FAST PM 1 in ELA demonstrates that 65% of students in Grades 3 to 5 scored a Level 1, 18% scored Level 2 and 17% scored Level 3 and above. Students in Grades 3-5 will receive academic support from the two ELA Resource Teachers. These students will also engage in small group instruction with their classroom teacher and be invited to After School Camp 2 days per week.

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

K: By May of 2023 the percentage of K students scoring at or above on STAR Early Literacy will increase from 28% to 50% as measured by FAST PM 3.

Gr. 1: By May 2023 50% of students identified as Below Benchmark on the FAST PM 1 will move to at or above Benchmark as evidenced by FAST PM 3.

Gr. 2: By May 2023 50% of students will score a Level 4 or higher on the FAST PM 3.

**Grades 3-5: Measureable Outcome(s)**

Gr. 3: By May 2023 the percentage of ELA students scoring Level 3 or above will increase from 11% to 35% as determined by FAST PM 3.

Gr. 4: By May 2023, students scoring Level 3 or higher will increase from 22% to 35% as evidenced by FAST PM 3.

Gr. 5: By May 2023 65% of the Grade 5 students will show an improvement of at least one level in Reading Comprehension from FAST PM 1 to FAST PM 3.

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The Area of Focus - ELA, will be monitored by the FAST PM 2. Interim assessments utilizing the Unit Assessments will also be tracked to determine instructional adjustments as needed. Adjustments will include small group instruction, identification of students requiring targeted instruction and / or additional assistance. The results of the FAST PM 3 will be used to determine instructional impact at the end of the year.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Reynolds, Shereen , shereen.reynolds@browardschools.com

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Evidence based practices being implemented to achieve measurable outcomes will include:

A. Use reading decision charts (problem-solving process) guidance to identify students in need of Tier 2 or Tier 3 levels of support.

B. Ensure students identified as Tier 2 or Tier 3 are scheduled into the appropriate intervention course. These students are reported to FDOE through Survey 2 (Oct) and Survey 3 (Feb).

C. Ensure that Tier 2 and Tier 3 students receive explicit, systematic, small group teacher-led instruction with ample opportunities for students to practice skills and receive feedback.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The evidenced based practices is proven to address the identified needs and is proven to effective for the targeted population. Students who are instructed by a reading endorsed or certified teacher has demonstrated improvement, as the instructor is skilled in providing intensive reading support. The instructor utilizes research based resources intended to improve student outcomes.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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Professional Development:  
 Literacy Leadership:  
 The school based Literacy Team comprised of the Literacy Coach, Principal, Assistant Principal and ESE Specialist are all Reading Endorsed. Team members are available to support grade level teachers. Each team member supports a specified grade level and participates in the grade level and PLC meetings.  
 The Literacy Coach models lessons in the classroom in order to support instructional practices. She also works with teachers new to the school, grade level or campus.  
 Grade level PLC's are focused on improving student outcomes in ELA. Data is used to drive instructional practices and make adjustments as needed.

Jean Baptiste, Tacoya,  
 tacoya.jeanbaptiste@browardschools.com

Data Monitoring:  
 Data from FAST and interim assessments is used to monitor progress of the students. After each Unit Assessment, data is examined and a Data Chat is scheduled with the classroom teacher and / or grade level to examine trends seen in the assessment data. As a result of the data chat, one of a few actions may be implemented. Actions range from the Literacy Coach modeling in the classroom, reorganization of the groups seen by the resource teachers or small groups. Centers could also now include skill based lessons to target an identified need.

Reynolds, Shereen ,  
 shereen.reynolds@browardschools.com

Professional Learning:  
 The Benchmark Advance reading series is in the 2nd year of adoption. The series contains a wide range of resources for teachers to utilize. As a result, a teacher may become overwhelmed by the number of resources. The Administrative Team and Literacy Coach will request technical support from the district's Elementary Learning Department to provide professional learning to teachers. These trainings will assist with the selection of resources, formation of small groups and use of data to drive instruction. Instructional staff is also encouraged to register for Professional Development scheduled by Elementary Learning.

Reynolds, Shereen ,  
 shereen.reynolds@browardschools.com

### Positive Culture & Environment

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

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

Atlantic West Elementary strives on the power of positive relationships, which will, in turn, develop a fulfilling environment where all stakeholders feel safe, valued, and respected. Students are awarded the opportunity to succeed in their social-emotional and academic learning by engaging in activities that celebrate their success.

To achieve this positive culture, Atlantic West is driven by 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 interconnected partners in our positive school culture plan and achievement.

First, social-emotional learning begins in the classroom with lessons on regulating emotions and behavior through breathing techniques, yoga, exercise, and Zones of Regulation identification. In addition, our Guidance Counselor and school Social Worker are available to our students and families regularly to provide support as needed. Our Guidance Counselor also works with high-need students in small groups or one-on-one. Our ASD Coach 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 reward 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 Student of the Month based on their character traits exhibited in the classroom and around the school.

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: SAVE Promise Club, Music Club, Chess Club, Garden Club, Lego Club, Cheerleading Club, Environmental Club, and Safety Patrol. In addition, our school offers has a Speech and Debate team for intermediate students. Within the Debate team, students bridge academic and social skills to develop argumentative or interpretative pieces. These students learn to confidently articulate their speeches and compete against other elementary students in the area. 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 understands the importance of keeping the lines of communication open and we do this through our various social media platforms (Facebook, Twitter, parent flyers, 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, the local city government, and public safety groups by encouraging participation in AWE's school parent/community groups, Family School Nights, and Celebrations, as well as classroom speakers and guest presenters.

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

Atlantic West Elementary School's administration is the leader for the positive culture they want to see in their students and staff. Atlantic West's Administration values the school culture and models the beliefs they expect within the school environment. The leadership team (coaches, guidance counselor, and ESE specialist) supports the mission and vision of the positive environment from the administration. The Guidance Counselor provide support to staff and students in social-emotional lessons and learning. In addition, the school Guidance Counselor promotes monthly gatherings to bring staff together. Within the classrooms, teachers promote SEL through instruction and guided activities. Our resource officer and campus safety monitors promote safety and well being amongst the staff and students. Administration promotes collegiality by organizing group activities for students and staff by promoting a monthly culture calendar. All stakeholders will promote a positive culture within the school and the community.