**Broward County Public Schools**

# Atlantic West Elementary School



**2023-24**

**Schoolwide Improvement Plan (SIP)**

## Table of Contents

# Atlantic West Elementary School

## 301 NW 69TH TER, Margate, FL 33063

## [ no web address on file ]

### School Board Approval

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

### SIP Authority

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

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

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

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

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

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

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

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

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

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

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

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

**Purpose and Outline of the SIP**

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

## I. School Information

### School Mission and Vision

**Provide the school's mission statement.**

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, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

## I. School Information

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Reynolds, Shereen | Principal | The Principal oversees and manages instructional and operational aspects of the learning environments and school building - including but not limited to the following:<br>1. review and analyze the data collected<br>2. facilitate the Leadership Team to utilize the information collected through the data analysis and develop a plan for improvement<br>3. budget the necessary funds in a way that supports the plan for improvement<br>4. oversee the implementation and evaluation of the plan for improvement<br>5. communicate the plan to all stakeholders<br>6. provide individualized feedback to teachers and support staff members responsible for implementing the plan<br>7. provide professional development opportunities and support to staff needing that support<br>8. provide organizational leadership to ensure a safe and secure learning environment. |
| Jean Baptiste, Tacoya | Reading Coach | To generate improvement in reading instruction and reading achievement by conducting on-site, on-going literacy- related professional development; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; and supporting school-wide progress monitoring programs. |
| Hills, Adrienne | School Counselor | As the school counselor, she will analyze school-wide attendance, social-emotional learning, and family engagement. In addition, collaborate with the school literacy team, communicate the plan to improve attendance, provide individual feedback, and evaluate the implementation of the improvement plan. |
| Hennessey, Kristy | Other | As the ESE Specialist, the roles and responsibilities include reviewing and analyzing data collected for all content areas for students with disabilities. Collaborate with the leadership to develop a plan focusing on all areas and providing input and knowledge of appropriate resources. The ESE Specialist will also communicate the plan to implement teaching strategies and teacher pedagogy to ensure our students with disabilities have equitable learning opportunities. |
| Raff, Jaime | Math Coach | The duties and responsibilities of the Math Coach are as follows:<br>1. review and analyze math data<br>2. collaborate with the Leadership Team to develop an improvement plan fo rmath<br>3. communicate the improvement plan to all stakeholders<br>4. facilitate the implementation of the plan<br>5. conduct an evaluation of the plan at key point during the school year<br>6. facilitate professional development to stakeholders |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Tamayo, Yahira | Assistant Principal | The duties and responsibilities of the Assistant Principal are to support the Principal with the following:<br>1. Review and analyze the data collected<br>2. facilitate the Leadership Team to utilize the information collected through the data analysis and develop a plan for improvement<br>3. oversee the implementation and evaluation of the plan for improvement<br>4. communicate the plan to all stakeholders<br>5. provide individualized feedback to teachers and support staff members responsible for implementing th eplan<br>6. provide professional development opportunities and support to staff needing the support |

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

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

Stakeholders are a key process of the learning community and provide feedback to the School Improvement Process (SIP). During the meetings, teachers, parents, students, and community business partners vote on the components of the SIP and come to a consensus on additional action steps needed to support student achievement.

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

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap, by engaging in an ongoing data disaggregation process with stakeholders and correlating the achievements or lack of to the action steps outlined on the SIP. This will be done through grade-level meetings, data chats, and faculty meetings. The plan will be revised through analyzing what the areas of concern are and developing new implementation steps that will be purposeful in targeting the areas of focus.

**Demographic Data**
Only ESSA identification and school grade history updated 3/11/2024

| | |
|---|---|
| **2023-24 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2022-23 Title I School Status** | Yes |

| | |
|---|---|
| **2022-23 Minority Rate** | 93% |
| **2022-23 Economically Disadvantaged (FRL) Rate** | 100% |
| **Charter School** | No |
| **RAISE School** | Yes |
| **ESSA Identification** *updated as of 3/11/2024* | ATSI |
| **Eligible for Unified School Improvement Grant (UniSIG)** | No |
| **2021-22 ESSA Subgroups Represented** (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT)* Economically Disadvantaged Students (FRL) |
| **School Grades History** *2022-23 school grades will serve as an informational baseline.* | 2021-22: C 2019-20: C 2018-19: C 2017-18: C |
| **School Improvement Rating History** | |
| **DJJ Accountability Rating History** | |

## Early Warning Systems

**Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 52 | 48 | 33 | 25 | 19 | 26 | 0 | 0 | 0 | 203 |
| One or more suspensions | 0 | 0 | 0 | 1 | 2 | 5 | 0 | 0 | 0 | 8 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 21 | 51 | 32 | 31 | 25 | 30 | 0 | 0 | 0 | 190 |
| Level 1 on statewide Math assessment | 0 | 31 | 29 | 27 | 39 | 35 | 0 | 0 | 0 | 161 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 14 | 7 | 14 | 8 | 4 | 0 | 0 | 0 | 47 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 10 | 40 | 34 | 27 | 31 | 35 | 0 | 0 | 0 | 177 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 2 | 4 | 10 | 9 | 13 | 10 | 0 | 0 | 0 | 48 |
| Students retained two or more times | 2 | 1 | 9 | 2 | 9 | 7 | 0 | 0 | 0 | 30 |

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

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 52 | 38 | 21 | 23 | 39 | 24 | 0 | 0 | 0 | 197 |
| One or more suspensions | 1 | 0 | 0 | 4 | 10 | 3 | 0 | 0 | 0 | 18 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 41 | 40 | 22 | 0 | 0 | 0 | 103 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 45 | 49 | 37 | 0 | 0 | 0 | 131 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 1 | 0 | 1 | 3 | 4 | 2 | 0 | 0 | 0 | 11 |

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

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

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 1 | 21 | 11 | 26 | 18 | 3 | 0 | 0 | 0 | 80 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 52 | 38 | 21 | 23 | 39 | 24 | 0 | 0 | 0 | 197 |
| One or more suspensions | 1 | 0 | 0 | 4 | 10 | 3 | 0 | 0 | 0 | 18 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 41 | 40 | 22 | 0 | 0 | 0 | 103 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 45 | 49 | 37 | 0 | 0 | 0 | 131 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 1 | 0 | 1 | 3 | 4 | 2 | 0 | 0 | 0 | 11 |

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

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

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 1 | 21 | 11 | 26 | 18 | 3 | 0 | 0 | 0 | 80 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

## II. Needs Assessment/Data Review

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

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

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 44 | 56 | 53 | 38 | 58 | 56 | 42 | | |
| ELA Learning Gains | | | | 56 | | | 54 | | |
| ELA Lowest 25th Percentile | | | | 48 | | | 54 | | |
| Math Achievement* | 42 | 62 | 59 | 37 | 54 | 50 | 28 | | |
| Math Learning Gains | | | | 55 | | | 30 | | |
| Math Lowest 25th Percentile | | | | 59 | | | 25 | | |

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| Science Achievement* | 41 | 48 | 54 | 35 | 59 | 59 | 31 | | |
| Social Studies Achievement* | | | | | 71 | 64 | | | |
| Middle School Acceleration | | | | | 60 | 52 | | | |
| Graduation Rate | | | | | 45 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | 64 | 59 | 59 | 56 | | | 36 | | |

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

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

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

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 47 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 235 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 99 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 48 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 2 |
| Total Points Earned for the Federal Index | 384 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100 |
| Graduation Rate | |

**ESSA Subgroup Data Review (pre-populated)**

| | 2022-23 ESSA SUBGROUP DATA SUMMARY | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 30 | Yes | 4 | 1 |
| ELL | 47 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 43 | | | |
| HSP | 54 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 43 | | | |
| FRL | 45 | | | |

| | 2021-22 ESSA SUBGROUP DATA SUMMARY | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 34 | Yes | 3 | |
| ELL | 46 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 47 | | | |
| HSP | 50 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 21 | Yes | 2 | 1 |
| FRL | 48 | | | |

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

| **2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2021-22 | C & C Accel 2021-22 | ELP Progress |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 44 | | | 42 | | | 41 | | | | | 64 |
| SWD | 17 | | | 20 | | | 16 | | | | 5 | 77 |
| ELL | 45 | | | 45 | | | 45 | | | | 5 | 64 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 42 | | | 39 | | | 38 | | | | 5 | 55 |
| HSP | 51 | | | 49 | | | 48 | | | | 5 | 72 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 43 | | | 43 | | | | | | | 2 | |
| FRL | 43 | | | 40 | | | 35 | | | | 5 | 64 |

| **2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2020-21 | C & C Accel 2020-21 | ELP Progress |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 38 | 56 | 48 | 37 | 55 | 59 | 35 | | | | | 56 |
| SWD | 17 | 42 | 42 | 23 | 45 | 53 | 19 | | | | | 29 |
| ELL | 37 | 53 | 43 | 37 | 54 | 58 | 26 | | | | | 56 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 36 | 54 | 54 | 32 | 56 | 59 | 25 | | | | | 63 |
| HSP | 48 | 65 | 42 | 46 | 51 | | 46 | | | | | 51 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 8 | | | 33 | | | | | | | | |
| FRL | 36 | 53 | 53 | 32 | 58 | 59 | 29 | | | | | 60 |

| **2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 | ELP Progress |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 42 | 54 | 54 | 28 | 30 | 25 | 31 | | | | | 36 |
| SWD | 19 | 39 | 40 | 17 | 33 | | 20 | | | | | |
| ELL | 43 | 66 | 77 | 28 | 29 | | 33 | | | | | 36 |

| 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 | ELP Progress |
| AMI | | | | | | | | | | | | |
| ASN | 82 | | | 64 | | | | | | | | |
| BLK | 37 | 40 | 40 | 22 | 27 | 27 | 29 | | | | | 47 |
| HSP | 49 | 63 | | 33 | 32 | | 35 | | | | | 29 |
| MUL | 33 | | | 18 | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 50 | | | 44 | | | | | | | | |
| FRL | 40 | 51 | 52 | 25 | 28 | 18 | 31 | | | | | 34 |

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

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

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 48% | 56% | -8% | 54% | -6% |
| 04 | 2023 - Spring | 43% | 61% | -18% | 58% | -15% |
| 03 | 2023 - Spring | 43% | 53% | -10% | 50% | -7% |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 46% | 62% | -16% | 59% | -13% |
| 04 | 2023 - Spring | 40% | 65% | -25% | 61% | -21% |
| 05 | 2023 - Spring | 42% | 58% | -16% | 55% | -13% |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 37% | 46% | -9% | 51% | -14% |

## III. Planning for Improvement

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

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

All three content areas (reading, math, and science) are in need of improvement for all grade levels and subgroups of students. However, our most urgent need for improvement is in the content area of reading at the intermediate grade levels. This is evident by the results of the 2023 F.A.S.T. results where 45% of students performed at Level 3 or above. Although this is an improvement of 7 percentage points from the previous year, it is still significantly lower than we would like. A strong foundation will need to be evident in the primary grades in order for students to be successful on the state assessments in the intermediate grades.

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

While there was not a decline in ELA performance per F.A.S.T. PM3, there was also not an increase in proficiency. Per FAST Spring 2023, our proficiency was 45% which is still below the 50% target mark. With this, the need to address the gap in foundational skills in the primary grades in order to improve student achievement in the intermediate grades is necessary.

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

At this point we are pending the state average to compare our data. We will continue to target improvement in ELA as our goal is to continue increasing our students proficiency to reach and surpass the states average trend.

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

Per our end of year 2023 F.A.S.T. PM3, our ELA proficiency showed the greatest increase from 38% to 45%. Some of the new actions we put into place were guided by the reviewing of F.A.S.T. PM2 scores. We reorganized student groups in both fourth and fifth grade. We also restructured the ELA instructional block to ensure all classrooms implemented daily differentiated small group instruction. In third grade, we implemented weekly standard specific targeted small groups.

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

Per the Early Warning Systems data, it is evident that our student attendance, specifically at our primary grade levels, is making an impact on our student learning. In Kindergarten, 52 students were absent 10% or more days, and we had 48 in first, and 33 in second grade. This is a concern as we continue to see a lack of foundational reading skills within our students. These vital skills are being taught and developed predominantly in the grade levels showing the greatest attendance concerns. This concern is supported with the data point that 51 students in first grade scored Level 1 on statewide ELA assessment.

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

3rd - 5th Proficiency in ELA
K-5 development of foundational skills (phonics) and/or foundational skill gaps
Targeted small group instruction K-5
Standard specific K-5 Tier 1 instruction
Attendance

**Area of Focus**
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

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

Student attendance, specifically in the primary grade levels, has been noted to be an area of concern. Our K-2 grade students have a greater number of students with absenteeism. These attendance concerns can stem from lack of parent awareness of foundational literacy skills being taught at the primary grades. This includes our SWD and our White population which tend to school the lowest.

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

We will decrease the percent of students who are identified as Moderately Chronic or Severely Chronic in attendance from 32.15% to 17.15%

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

We will monitor attendance data weekly and contact parents as needed to support with difficulties in getting students to school.

**Person responsible for monitoring outcome:**

Yahira Tamayo (yahira.tamayo@browardschools.com)

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

Family engagement, through family nights and support with outside resources, will help increase student attendance.

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

Family nights will include parent education in which our parents will be educated on the value of reading foundation skills. Assistance with outside resources can help families in need making student attendance more manageable to families.

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

Tier 1 - Strong Evidence

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

No

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

Attendance will be monitored by administration and the social worker. Students with five days unexcussed absences will meet with administration and our social worker to discuss the value of attendance, concerns, and possible assistance needed. After ten days, per district guidelines, families are invited to meet with district staff and the state attorney.
Family nights will be planned quarterly within our school-wide Magnet Nights inwhich parents can interact with teachers and engage in academic learning opportunities with their students. Parent trainings in

understanding student data, and helping your child with homework, will help increase our families' awareness of student academic demands.

**Person Responsible:** Yahira Tamayo (yahira.tamayo@browardschools.com)

**By When:** Attendance data will be collected daily and reveiwed weekly. Family Nights/Parent Traininings (Title 1 events) will be provided quarterly.

### #2. Instructional Practice specifically relating to ELA

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

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 we improve the ELA proficiency across grade levels through standards based TIER 1 instruction and differentiated small group instruction.

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

By June 2024, Atlantic West Elementary will increase the ELA Achievement Level from 45% to 48% as measured by the 2024 FAST PM3.

**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, FAST Progress Monitoring Assessments, and I-Ready Reading progress.

**Person responsible for monitoring outcome:**

Shereen Reynolds (shereen.reynolds@browardschools.com)

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

Teachers will utilize the resources within the Benchmark Advance series. In addition, teachers will conduct skill based small group instruction based on student needs as determined by classroom level data. The Benchmark Advance Intervention, Leveled Literacy Intervention, Horizons, and Phonics based instructional strategies will be utilized during the thirty-minute intervention block school-wide. Teachers will also engage students in read alouds and think alouds to model effective reading behaviors. All teacher will incorporate the Benchmark Advance lesson framework for whole group and small group instruction.

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

Benchmark Advanced Reading series incorporates research-based instructional strategies, local professional development and support is available by the district, it is aligned to our State Standards, and incorporates continued growth monitoring of students.

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

Tier 1 - Strong Evidence

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

No

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

Administration and Instructional Coaches will facilitate teacher data chats to drive planning and instruction. Instructional Coaches and resource teachers will support reading instruction by co-planning, co-teaching, and modeling in the classroom.

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

**By When:** Data chats will begin after beginning of year assessments; FAST PM1, iReady Reading Diagnostic, Benchmark Advance Unit 1 Assessment. (September) The practice of data chats will run on a six week cycle throughout the school year. Support in planning, instruction, and regrouping of students based on data will continue throughout the school year.

| #3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups |
|---|

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

The underperforming subgroups, Students with Disabilities and White students will both be targeted for reading. Our Students with Disabilities (SWD) had an ELA achievement of 17% and our White students had an ELA achievement of 8%.

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

Atlantic West Elementary will increase our SWD ELA achievement from 17% to 25% for the underperforming subgroup on the 2024 FAST PM3. Atlantic West Elementary will also increase the White student ELA achievement from 8% to 50% on the 2024 FAST PM3.

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

The underperforming subgroup will be progress monitored with intervention-specific assessments. Adjustments will be made as needed and prescriptive interventions will be delivered.

**Person responsible for monitoring outcome:**

Shereen Reynolds (shereen.reynolds@browardschools.com)

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

Differentiated small group instruction will be implemented to meet the specific needs of the underperforming subgroups.

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

Differentiated instruction supports the need to meet a variety of learning styles and levels of understanding within content areas and developmental reading skills. Implementing differentiated small group instruction will allow teachers to provide targeted support and instructional opportunities to our students.

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

Tier 1 - Strong Evidence

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

No

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

Administration and Instructional Coaches will facilitate teacher data chats to drive planning and instruction. Instructional Coaches and resource teachers will support reading instruction by co-planning, co-teaching, and modeling in the classroom. Resources teachers will also pull-out and push-in for small group reading instruction and interventions.

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

**By When:** Data Chats will begin after our first round of data collection (FAST PM1, iReady Reading Diagnostic, Benchmark Advance Unit 1 Assessment) and run throughout the school year in aproximately a six week cycle. Planning and instructional support will begin in September and run through out the school year.

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

The use of our accountability funds is discussed and voted on by our School Advisory Committee(SAC), which includes representation of our school community stakeholders. Student progress monitoring data by grade levels and by subgroups are reviewed to identify academic areas of concern. Plans for interventions to increase student achievement are made and put into place. Items within the plan requiring funding are funded by the allotment of accountability funds approved by the school SAC.

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

**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

Atlantic West primary students continue to struggle in the area of foundational phonics and reading skills. This can be directly related to the lack of school readiness. Many of our students are not native to the country or traditional schooling environment. Science of Reading strategies specific to developing reading foundational skills will be implemented in the classrooms. Kindergarten students through grade 2 are supported by our two ELA resource teachers. Both resource teachers are Reading endorsed and provide small-group instruction along with the classroom teachers. Students in grade 2 will also be offered the opportunities to attend extended learning oppotunity camps two days a week.

### Grades 3-5: Instructional Practice specifically related to Reading/ELA

Results of the F.A.S.T. PM3 in ELA demonstrate that 35% of students in Grades 3 to 5 scored a Level 1, 23% scored a Level 2, and 41% of students scored a level 3 and above. Students in Grades 3-5 will

receive academic support from the two ELA Resource Teachers. Science of Reading strategies specific to developing reading foundational skills will be implemented in the classrooms. These students will also engage in small group diffierientiated instruction with their classroom teachers and will be invited to After School Extended Learning Opportunity camp two days a 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 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 Measurable Outcomes

The percent of grades K-2 students scoring proficient will increase to 50% or higher as measured by the Spring 2024 ELA assessment.

### Grades 3-5 Measurable Outcomes

The percent of grades 3-5 students scoring proficient, which is a level 3 or higher will increase to 50% or higher as measured by the 2024 ELA state assessment.

## Monitoring

### 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 impact student achievement outcomes.

The Area of Focus - ELA, will be monitored by the F.A.S.T. PM 2 data during the middle of the school year. Interim assessments utilizing the Benchmark Unit Assessments every six weeks will also be monitored to determine instructional adjustments as needed. Adjustments will include small group instruction, TIER 2/3 instruction, and identification of students requiring additional education and/or assistance. The results of the F.A.S.T. PM 3 will be used to determine the 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

**Description:**
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. §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 SoR-implemented 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 courses. 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:**
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The evidenced-based practices are proven to address the identified needs and are proven to be effective for the
targeted population. Students who are instructed by a reading-endorsed or certified teacher have demonstrated improvement, as the instructor is skilled in providing intensive reading support. These teachers continue to receive ongoing training and support to ensure they enhance their pedagogy. The instructors
utilizes research-based resources proven 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 |
|---|---|
| Assessments and Literacy Leadership:<br>Assessment of teacher performance development and implementation of instructional reading strategies will be made to ensure teachers are receiving the professional learning needed to meet students' needs. Data chats will lead administration and the literacy coach to support teachers with targeted small group planning.<br>Tier 1 whole-group instruction will also be monitored to ensure standards-based instruction is being planned for and implemented effectively. The literacy coach will provide additional differentiated support to teachers as needed. These supports can include; gathering resources, co-planning, modeling of instructional strategies, co-teaching, non-evaluative observation and feedback, using day-to-day student data to adjust instruction, or support monitoring student learning.<br>Professional Learning will be provided school-based and/or through the support of the Reading department as needed during teacher release days, early release days, staff meetings, grade level PLCs, or data chats. | Reynolds, Shereen ,<br>shereen.reynolds@browardschools.com |
| Data Monitoing and Coaching:<br>Data from FAST and interim assessments is used to monitor progress of the students. After each Unit Assessment, data is examined by the Literacy Leadership Team 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. Action steps range from the Literacy Coach modeling in the classroom, reorganization of the groups seen by the resource teachers or small groups to inviting idendified students to participate in extended learning opportunites. Centers could also now include skill based lessons aligned to the curriclum to target an identified need. | Reynolds, Shereen ,<br>shereen.reynolds@browardschools.com |
| Professional Learning:<br>The Benchmark Advance reading series is in the 3rd year of adoption. The series contains a wide range of resources for teachers to utilize both digital and print. As a result, a teacher may become overwhelmed by the plethera 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 as needed. 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 and share best practices to other teachers within grade level PLCs.<br><br>In an effort to implement Science of Reading (SOR) strategies specific to developing reading foundational skills, the school has developed a SOR Team which includes the Literacy Leadership team and teachers from each grade level band. This team will work together to grow in instructional pedagogy and disseminate information, train, and support their colleagues. Teachers will also participate in district-provided Science of Reading trainings to increase awareness and understanding of the Science of Reading to support the reading development of our students. | Reynolds, Shereen ,<br>shereen.reynolds@browardschools.com |

## Title I Requirements

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

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

The school improvement plan is highlighted for all stakeholders during the annual Title I meeting and monthly SAC meetings in English, Spanish, and Haitian Creole. It is also available online via the school's website. In addition, all parent communications are available in print for those who wish to peruse
the information independently.

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

Atlantic West Elementary uses a variety of means to support strong communications with stakeholders. A weekly
parent link in English, Spanish, Haitian Creole, and Portuguese is shared audibly and in text. The website has updated events and calendars, surveys are used regularly for stakeholder input, classroom newsletters, flyers, and group messages are ongoing, and parent engagement events are planned monthly.

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

Given student needs across grade levels, our teachers will consistently implement differentiated instruction by
using supplemental units, technology, instructional materials, and professional development to increase reading proficiency to 50% based on Florida State Assessments in 2024.
The Literacy Coach- will focus on modeling in the classroom, lesson planning, data reviews with teachers, school-wide communication of family engagement events, and small group instruction with students identified to be within an underperforming subgroup These groups will be supported by our Reading-endorsed resources teachers.
Accountability measures are monitored and tracked through regularly scheduled data chats to ensure students receive consistent learning opportunities within their daily schedules and instructional materials are reviewed for alignment with benchmarks.

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

Atlantic West's school improvement plan is developed in coordination and integration with state FTE guidelines, Broward County-supported materials, instructional guides, and assessments in alignment with benchmarks outlined in the BEST standards which also align with the district's new initiative of The Science of Reading (SoR).

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

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

At Atlantic West, students are supported through varying support and social programs which include Safety Patrol, and the Speech and Debate team. After-school enrichment clubs are implemented to support student skills beyond the classroom. These clubs include Chess, Gardening, Environmental, Legos and Music.

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

N/A

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

Our ESE Specialist and School Counselor work closely with classroom teachers, special program teachers, and classroom assistants to ensure proactively address potential problem behaviors and implement early problem-solving strategies. These strategies can include individual student schedules, behavioral plans, and varying accommodations that support our students with disabilities.

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

Professional Learning to address the need to improve our instructional practices includes the district's new initiative The Science of Reading (SoR). Our SoR team consists of four teachers and administration who meet regularly to ensure our teachers are provided training and support to increase reading and foundational skills. These trainings are also targeted to support our newly hired teachers. Teachers new to the teaching profession and our school are supported by either a New teacher Mentor or a school-based support person. As needed our Literacy Coach and Resource teachers, model instruction as a guide to retain teachers.
At Atlantic West Elementary, our teachers meet monthly to collaborate on data-driven best practices and identify trends across the grade level. The goal of these PLCs is to implement research-based practices to facilitate explicit, systemic, and targeted instruction in the classroom.

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

Atlantic West employs annual Kindergarten round-up events. In these events, we invite parents of pre-schoolers to tour the school, meet the kindergarten teachers, and discuss the school curriculum. In addition, we invite local daycare centers to all events to promote our school and peak interest for enrollment.

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

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

| 1 | III.B. | Area of Focus: Positive Culture and Environment: Early Warning System | $0.00 |
|---|--------|----------------------------------------------------------------------|-------|
| 2 | III.B. | Area of Focus: Instructional Practice: ELA | $0.00 |
| 3 | III.B. | Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups | $0.00 |
| | | **Total:** | **$0.00** |

### Budget Approval

**Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.**

No