



## **Executive Summary for Atlantic West Elementary**

The Executive Summary (ES) provides the school an opportunity to describe in narrative form its vision as well as strengths and challenges within the context of continuous improvement. Use this template to complete the responses to the various questions below. The responses should be brief, descriptive, and appropriate for the specific section.

### **Description**

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Atlantic West Elementary (AWE) is a Pre-K through Grade 5 public school located in Margate, Florida, serving approximately 542 students as of September 2025. The school also houses two Head Start programs with 36 preschool students enrolled. Margate, a suburban community in Broward County, lies about 12 miles northwest of Fort Lauderdale and 40 miles north of Miami. Established in 1961, the city borders Coral Springs, Coconut Creek, and North Lauderdale, and currently has a population of more than 50,000 residents. Over time, Margate has experienced demographic shifts as a diverse set of families has moved into the community, contributing to its steady growth and cultural richness.

Many families face economic challenges, often working multiple jobs with limited time to engage in school events. As a result, AWE has a high demand for before- and after-school programs. These challenges—combined with limited resources such as home technology and reading materials—make the school's role in supporting students and families even more essential.

AWE's student population reflects the diversity of the surrounding community, which includes 63.5% Black/African American, 24.2% Hispanic, 6.1% Caucasian, 3% Asian, and 3% Multi-Racial. In addition, 37% of students are served through Exceptional Student Education (ESE), and 24.6% are English Language Learners (ELL/ESOL). The school receives federal Title I funding to support its high-needs population.

AWE strives to meet the varied academic and social needs of its students by providing our students with a vast range of programs these programs and services include: Technology across all grade levels, reading and math materials to provide a rich academic classroom, Extended Learning Opportunities (ELO) Camp, Guest Speakers at our school events and a Head Start Preschool program. The school also employs bilingual staff members (teachers, paraprofessionals, and clerical staff) who provide translation services in Spanish, French, and Haitian Creole for families during school and evening events such as Parent Curriculum Academies and STEM Magnet showcases.

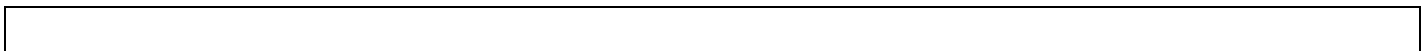
AWE provides extensive support for students with exceptionalities through a continuum of services, including: 8 Autism Spectrum Disability classrooms, 1 Specialized Pre K Class, 3 Intensive Pre-K classes, 1

Pre-K intensive behavior class, Speech-Language therapy, Occupational Therapy, and Push-in academic support for our students. The ESE team includes an Autism Coach, an ESE Specialist, 3 Speech-Language Pathologists, 2 ESE Facilitators, 1 Occupational Therapist, 1 ESLS Counselor, and 24 paraprofessionals. These professionals collaborate to ensure all students, regardless of ability level, can participate fully in school functions and programs.

Atlantic West Elementary employs 2 administrators, 50 instructional staff members, and 32 non-instructional staff members. Nearly all instructional staff hold dual certifications or endorsements in areas such as Reading, ESE, Gifted/Talented, and ESOL, ensuring students benefit from a highly qualified faculty.

Historically, AWE was an “A” school for 11 consecutive years, but its grade declined to a “D” by 2014. Through focused efforts, the school improved to a “B” in 2024, as measured by Florida’s Assessment of Student Thinking (FAST). To enhance achievement, AWE transitioned into a Sprouting STEM Museum Magnet School, supported initially by a five-year federal grant. This funding provided instructional positions (STEM Coordinator, Science Coach, Instructional Facilitators), technology, reading resources, and field trip opportunities. While the grant has since ended, AWE continues to sustain its Magnet program, with positions now partially funded through Title I.

In 2019–20, AWE experienced a leadership transition when the previous principal was promoted to a district-level role. Ms. Shereen R. Reynolds was appointed principal in January 2020, and Ms. Corrine Mendez joined as assistant principal in July 2025. Together, they lead AWE’s mission to provide rigorous, inclusive, and engaging learning experiences for all students.



## **Purpose**

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

At Atlantic West Elementary (AWE), we strive for academic excellence by providing rigorous, standards-based instruction in a nurturing and safe environment. Our top priority is ensuring students are prepared for college, career, and life as 21st-century learners.

As a whole-school Sprouting STEM Museum Magnet, AWE integrates Science, Technology, Engineering, Arts, and Mathematics (STEM) across all grade levels, Pre-K through 5. Reading and writing are woven into every content area, while students engage in inquiry-based, hands-on science learning aligned to the District’s Science Curriculum Focus Calendar and Discovery Education. Every classroom dedicates daily instructional time to science content and integrates informational text to strengthen literacy.

Quarterly Museum Magnet Showcases highlight student learning through project-based exhibits, Engineering Design Challenges, and cultural arts presentations, allowing students to serve as docents and share their discoveries with families and the community.

It is AWE’s mission to engage students in quality, standards-based instruction to ensure the academic, social, and emotional growth of all 21st century learners. We believe that students of all abilities and backgrounds can learn and achieve. Cooperative learning groups, evidenced in all classrooms across all grade levels daily, encourage students to work collaboratively and develop an understanding of varying cultural perspectives. Providing a safe environment for collaboration is key to facilitating differentiated instruction. The Atlantic

West Elementary community extends beyond the walls of the school building to encompass parents and partners in education.

Classrooms are equipped with working computers and software that align with unit goals, benchmarks, and standards, bridging access gaps for students without devices at home. All students—including ESE and English Language Learners—participate fully in STEM programs and enrichment activities. Coaches & Related Arts Teachers provide planning, modeling, and professional development to ensure high-quality, theme-integrated instruction.

Beyond the classroom, AWE offers a variety of clubs and leadership opportunities, including Robotics, Chess, Debate, Book Club, Percussion, Safety Patrol, 5000 Role Models, Save Promise, and Future Teachers. Programs like Best Buddies foster inclusion and build friendships for students with intellectual and developmental disabilities, while also promoting cultural awareness and social responsibility.

AWE collaborates with the Innovative Programs Office (IPO), parents, community organizations, local businesses, and postsecondary institutions to strengthen educational opportunities. These partnerships enhance school choice options and enrich the learning environment for all students.

Atlantic West Elementary will present Museum Magnet Student Showcase Exhibits quarterly. The theme for each exhibit will be based on quarterly units developed by the teachers, Engineering Design Challenges, and Project-Based Learning work samples as well as cultural exhibitions showcasing the Arts. Students will present final products at an evening showcase event. An important element of the program at Atlantic West Elementary is students as independent collaborative learners. Evidence of this element includes student docents demonstrating and explaining their learning as a result of the inquiries, the Engineering Design Process, journaling, and research. The Museum Design Process drives the grade-level exhibits and is supported by our Arts Program. Museum nights often have large turnouts of families and community members interested in viewing the quality exhibits presented and produced by our students.

### **Notable Achievements and Areas of Improvement**

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

From the 2023/24 school year to the 2024/25 school year, there was overall improvement across most areas of performance. The composite score increased significantly from 384 to 433, resulting in an overall grade improvement from a C to a B. Several categories showed notable growth, including an 11-point increase in overall ELA Learning Gains, a 9-point gain in Math Learning Gains, and the most dramatic jump of 24 points in overall Science achievement. Steady gains were also seen in ELA and Math achievement. Overall, the data reflects meaningful progress and stronger performance from one year to the next.

### **Additional Information**

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Future Plans: The future plans at Atlantic West Elementary are to refine quarterly unit plans in order to

continue to fully integrate English Language Arts and STEAM curriculum. Quarterly team planning, financed by Title I, will continue to provide teachers time for reflection, revision, and learning.

Areas of growth include:

Professional development to support teachers in planning for effective Tier 1 instruction in the area of ELA and Math.

Continuing to develop and build on existing partnerships associated with in-house learning expeditions and parent events

Increase opportunities for students to showcase learning at both in-house and off-campus events

Develop a plan to train/support new staff members in the implementation of Atlantic West Elementary curriculum.

Increase student achievement and become an "A" school.

Strategy for Professional Development:

Professional development this year will be provided by both in-house by our curriculum coaches and teachers, as well as by the District through the Elementary Learning departments in the various content areas, as well as on campus teacher experts. Professional Development will be ongoing throughout the school year.

Strategy for Release of Responsibility to Teachers:

AWE will release responsibility to the teachers on the various strategies that they will obtain through the professional development opportunities provided this school year.

Strategy for Development of Partnerships:

Continue to contact existing partnerships associated with in-house and online learning expeditions and parent events, and provide them with curriculum to tailor expeditions to meet the needs of our students. · Research opportunities to develop new partnerships in the community that may provide more funding and or human capital in support of the programs.

Contact community agencies, city governments, and businesses to provide increased opportunities for students to showcase learning at both in-house and off-campus events.

Strategy for New Staff Member Training:

Develop mentoring partners within grade levels to support teachers new to AWE in planning and instruction AWE continues to use innovative practices such as co-planning with Related Arts teachers and Coaches and Grade continuously reviewed and monitored through a reflective-based questioning technique. This is to ensure our current student population is receiving differentiated instruction that meets their needs.

Additional Information:

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Strategy for Increased Enrollment and Diversity:

Continue marketing through brochures, flyers, and presentations to the local area neighborhoods and pre-schools. Continue to promote school events and school information on social media platforms. Utilize school website and calendar to promote programs and activities, and parental access to pertinent information. Continue to increase student achievement and the school grade.