

Brevard Public Schools

Atlantis Elementary School



2020-21 Schoolwide Improvement Plan

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Atlantis Elementary School

7300 BRIGGS AVE, Cocoa, FL 32927

<http://www.atlantis.brevard.k12.fl.us/>

Demographics

Principal: Erica Back D

Start Date for this Principal: 1/23/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (56%) 2016-17: C (52%) 2015-16: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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<http://www.atlantis.brevard.k12.fl.us/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-6</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">80%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">25%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	C

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SIP Authority

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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.

To meet the individual, educational, and social needs of all students through high expectations; therefore, promoting citizens of character and life-long learners in a positive and safe environment.

Provide the school's vision statement.

Working together to launch life long learners with excellence as our standard.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Clarke, Jennifer	Principal	I will provide a common vision among all stakeholders, all academic implementations will be based on data driven decisions, coordinate the facilitation of the MTSS process among all responsible stakeholders, monitor the MTSS facilitation with school faculty, monitor fidelity of the intervention process and appropriate documentation procedures, provide school based need identified professional development to all staff, ensure collaborative planning time is inclusive of all grade level peers and participation is continuous and scheduled, daily classroom walks are completed with a specified schedule for each administrator to follow, and leadership team meetings are conducted each Friday to discuss upcoming needs and events. A schedule of events, professional development, reminders, and due dates is provided to all staff each week, a staff outlook calendar has been created and shared for all employees to view and maintain current information regarding school meetings and events.
Kraus, Danielle	Assistant Principal	Assist the principal in providing a common vision among all stakeholders, support the implementation of data driven decisions, monitor the coordination of facilitating the MTSS process among all responsible stakeholders, monitor the MTSS facilitation with school faculty, monitor fidelity of the intervention process and appropriate documentation procedures, provide school based need identified professional development to all staff, ensure collaborative planning time is inclusive of all grade level peers and participation is continuous and scheduled, daily classroom walks are completed with a specified schedule for each administrator to follow, and leadership team meetings are conducted each Friday to discuss upcoming needs and events. Maintaining the staff outlook calendar that has been created and shared for all employees to view and maintain current information regarding school meetings and events. Communicate with parents as a proactive resolve to disciplinary measures and coordinate the social/emotional needs of students with the guidance counselor.
Stripp, Michelle	Other	Title 1 Coordinator, Literacy Interventionist, and Parent and Family Involvement Coordinator. Identifies systematic patterns of student needs to identify appropriate and evidenced-based intervention strategies. Leading professional development, monitor i-Ready fidelity, passage rates, data development for progress monitoring. Monitor Tier 2 and Tier 3 interventions, communicate MTSS data with Literacy Coach, School Psychologist and Support Specialist, and attend weekly leadership team meetings and weekly PLC's.
Dieckmann, Jamie	Instructional Coach	Mentoring new classroom teachers through lesson modeling, lesson plan design, lesson structures, and facilitation of peer observations. Working through the coaching cycle with struggling teachers and/or teachers that are new to their subject area, collaborative planning, lesson designs, and peer mentor. Leading professional development, monitor i-Ready fidelity, passage rates, data development for progress monitoring. Monitor Tier 2 and Tier 3 interventions, facilitate the MTSS process, coordinate MTSS

Name	Title	Job Duties and Responsibilities
		meetings with faculty and parents, attend weekly leadership team meetings and weekly PLC's.

Demographic Information

Principal start date

Tuesday 1/23/2018, Erica Back D

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

5

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

4

Total number of teacher positions allocated to the school

55

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (56%) 2016-17: C (52%)

	2015-16: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	84	101	82	80	81	97	78	0	0	0	0	0	0	603
Attendance below 90 percent	10	12	8	10	13	12	16	0	0	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	6	11	0	0	0	0	0	0	19
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	12	18	0	0	0	0	0	0	32

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	0	3	4	0	0	0	0	0	0	7

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	2	3	1	3	0	0	4	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 6/8/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	99	92	89	93	98	75	95	0	0	0	0	0	0	641
Attendance below 90 percent	22	18	18	11	17	16	15	0	0	0	0	0	0	117
One or more suspensions	2	1	0	0	0	2	3	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	21	35	51	0	0	0	0	0	0	109

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	20	16	18	9	36	29	29	0	0	0	0	0	0	157

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	2	1	0	1	1	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	1	0	0	1	0	0	0	0	0	0	2

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	99	92	89	93	98	75	95	0	0	0	0	0	0	641
Attendance below 90 percent	22	18	18	11	17	16	15	0	0	0	0	0	0	117
One or more suspensions	2	1	0	0	0	2	3	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	21	35	51	0	0	0	0	0	0	109

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	20	16	18	9	36	29	29	0	0	0	0	0	0	157

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	2	1	0	1	1	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	1	0	0	1	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	59%	62%	57%	60%	63%	55%
ELA Learning Gains	64%	60%	58%	53%	60%	57%
ELA Lowest 25th Percentile	59%	57%	53%	50%	52%	52%
Math Achievement	61%	63%	63%	57%	64%	61%
Math Learning Gains	57%	65%	62%	51%	62%	61%
Math Lowest 25th Percentile	46%	53%	51%	37%	52%	51%
Science Achievement	48%	57%	53%	59%	56%	51%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	60%	64%	-4%	58%	2%
	2018	64%	63%	1%	57%	7%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	58%	61%	-3%	58%	0%
	2018	57%	57%	0%	56%	1%
Same Grade Comparison		1%				
Cohort Comparison		-6%				
05	2019	56%	60%	-4%	56%	0%
	2018	46%	54%	-8%	55%	-9%
Same Grade Comparison		10%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-1%				
06	2019	59%	60%	-1%	54%	5%
	2018	68%	63%	5%	52%	16%
Same Grade Comparison		-9%				
Cohort Comparison		13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	72%	61%	11%	62%	10%
	2018	68%	62%	6%	62%	6%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	48%	64%	-16%	64%	-16%
	2018	53%	59%	-6%	62%	-9%
Same Grade Comparison		-5%				
Cohort Comparison		-20%				
05	2019	35%	60%	-25%	60%	-25%
	2018	54%	58%	-4%	61%	-7%
Same Grade Comparison		-19%				
Cohort Comparison		-18%				
06	2019	79%	67%	12%	55%	24%
	2018	84%	68%	16%	52%	32%
Same Grade Comparison		-5%				
Cohort Comparison		25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	49%	56%	-7%	53%	-4%
	2018	53%	57%	-4%	55%	-2%
Same Grade Comparison		-4%				
Cohort Comparison						

Subgroup Data

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	22	50	57	31	43	30	32				
BLK	35	42		24	42						
HSP	48	60		59	44		67				
MUL	60	68	70	60	53		43				

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
WHT	61	65	63	63	60	54	49				
FRL	52	62	56	56	53	43	45				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	38	35	47	61	50	25				
BLK	43	50		43	40						
HSP	56	71		68	67						
MUL	55	48		52	48		50				
WHT	60	52	40	67	69	50	56				
FRL	51	46	39	61	64	49	42				
2017 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 2015-16	C & C Accel 2015-16
SWD	34	47	46	33	45	31	33				
BLK	50	73		35	73						
HSP	50	39		57	47	20					
MUL	46	48		37	23	30					
WHT	63	54	52	61	53	36	63				
FRL	47	45	43	49	44	37	53				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	56
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	
Total Points Earned for the Federal Index	394
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
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
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
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	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Students with disabilities were the lowest performing category in ELA with only 22% demonstrating proficiency. The number of students with disabilities has increased by 42% over the past few years. With more students identified as having a disability, this is leading to an increase in the number of students with a proficiency gap of 1 or more grade levels below.

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

5th grade Math had the greatest decline from the previous year. In 2018 54% of 5th graders scored a level 3 or higher, whereas, in 2019 35% of 5th graders scored a level 3 or higher. This is a 19% point drop from one year to the next. Although the AP2 i-Ready data indicates that our 5th graders are comparable to surrounding 5th grade students and we are in line with district data, when cohort data is tracked we have significant declines.

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.

Multiracial and white students were 20% or more below the state average in Science. Our trend data indicates that science has not been taught with fidelity throughout K-6 classrooms. Last year we were able to provide supplemental science lab on the activity wheel through Title 1 funds. Although we are not able to provide that class this year, our science lab teacher has created lab packets for each grade level and has created a rotation schedule for each grade level to utilize the science lab room.

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

Economically disadvantaged students increased their math proficiency to 56% from the previous year. The use of the Eureka math curriculum as a school-wide implementation has improved proficiency rates across all grade levels.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

1. Students with disabilities
2. Black/African American students

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

1. Writing
2. Math
3. Science
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	ELA scores have declined over that past year in specified subgroups in which we did not meet the district average. Students specifically declined in writing and comprehension. While there was not a decrease in vocabulary scores, there is still a need for growth in that area.
Measurable Outcome:	School-wide students will increase achievement to a 65% on or above grade level passing rate for the 2020-2021 school year. We will also work with our Lowest 25% students in maintaining a passing rate above 60% in ELA.
Person responsible for monitoring outcome:	Jamie Dieckmann (dieckmann.jamie@brevardschools.org)
Evidence-based Strategy:	Standard aligned tasks across ELA coursework and standard aligned tasks embedded within writing prompts throughout all ELA courses.
Rationale for Evidence-based Strategy:	The decrease in ELA scores is related to the level of task complexity within the ELA courses. If the tasks are aligned with the standards and the writing prompts include an increased complexity the ELA scores should increase.

Action Steps to Implement

1. Integrate Write Score and Writing Revolution with fidelity throughout the school year. (T1)
2. Teachers will use LAFS books for Reading and Writing through Tier 1 and Tier 2 instruction. (T1)
3. Instructional Coach will attend Writing Revolution Advancing Thinking Through Writing (K-2) professional development. (T1)
4. Instructional Coach will provide ELA professional development and support teachers in grades K-6. (T1)
5. Continue using Vocabulary Surge as an intervention for prefixes/suffixes, root words, Greek/Latin roots and will be used in the classroom through PASI/PSI results.
6. Systematic vocabulary instruction with prefixes/suffixes utilizing word study companion from the standards focus document.
7. Utilize Scope magazine for 6th grade students as an informational and literature text source. (T1)
8. Purchase texts and/or text resources such as RAZ Kids for teachers to use to support students' reading skills. (T1)
9. Purchase technology to support K-2 in iReady instruction. (T1)
10. Write Score lessons will be utilized during the writing block each day and the Literacy Coach will work with teachers during their common planning.
11. 3 Title I teachers and 2 IA's that will support the implementation of a schoolwide intervention program. (T1)

Person Responsible Jennifer Clarke (clarke.jennifer@brevardschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Standard Aligned Tasks to Increase Math Proficiency
 Our i-Ready AP1 diagnostic results decreased from 53% to 50% overall. Within the lowest 25% our students with disabilities subgroup increased to 21%, where as the district had 16% proficient and our Black/African American students subgroups performed at 36% proficient and the district had 25% proficient.

Measurable Outcome: During the 2020-2021 school year we will increase our math proficiency from 50% on AP1 to 55% on AP3. We will also increase our math achievement levels to 65% on the 2021 Math FSA.

Person responsible for monitoring outcome: Amber Smith (smith.amber@brevardschools.org)

Evidence-based Strategy: Classroom walks, observations, professional development opportunities, iXL online program for math supplemental support, purchase of the Eureka homework helpers to assist families with math support at home. The Eureka math curriculum will be used with fidelity each day with teachers adhering to the Eureka pacing guide. Each month one PLC will be dedicated to the monitoring of the Eureka pacing in each grade level and the progress monitoring of students in grades K-6.

Rationale for Evidence-based Strategy: The decrease in math proficiency is the cause of a lack of fidelity to the Eureka program. The use of the hands-on manipulatives and the assigned homework supports the mastery of the daily lesson. Mastery of the standard and foundational skills will be achieved with teacher fidelity to the Eureka curriculum and timeline.

Action Steps to Implement

1. Eureka daily lessons will utilize the standard aligned tasks that are associated with each module, incorporating hands-on manipulatives for practice, weekly sprints, daily exit tickets, and homework practice problems.
2. Eureka exit tickets will be utilized daily as a formative assessment with students, the teacher will then review exit tickets as a method of reteach/review for the students.
3. Focused training on how to frame the math block into instruction and reteaching.
4. Purchase iXL math program for enrichment and/or remediation based on student need. (T1)
5. Coordinated use of Zearn and i-Ready math program for differentiated math supports.
6. Teachers will utilize hand on, multi sensory games in the classroom to support all subject areas.

Person Responsible Amber Smith (smith.amber@brevardschools.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Standard Aligned Tasks to Increase Science Proficiency Rationale Science proficiency rates have declined from 56% to 49% over the last year. This has been a continual decline in science proficiency. Not only do our overall science percentages rank far below the district average of 60%, but also the state average of 58%. All of our reportable subgroups ranked below the district and state averages.
Measurable Outcome:	During the 2020-2021 school year our science proficiency rates will increase from 49% to 58%. Of the 98 5th grade students we will have 58 of those students achieve proficiency on the Science FSA. The 5th grade students will also complete the science mini assessments as a method of standards mastery progress monitoring throughout the year.
Person responsible for monitoring outcome:	Jennifer Clarke (clarke.jennifer@brevardschools.org)
Evidence-based Strategy:	Classroom walks, observations, professional development sessions provided by Michelle Ferro, district created standard based science assessments, hands-on science lab each week on the activity wheel, and science fair workshops providing support to the nature of science standards.
Rationale for Evidence-based Strategy:	The decrease in science scores is related to the level of task complexity within the science content. If the tasks are aligned with science standards and writing tasks include an increased complexity the science scores should increase.

Action Steps to Implement

1. Supporting face-to-face and e-Learning students through Brain Pop program. (T1)
2. Each 5th grade teacher will utilize the district created formative science assessments each quarter in order to monitor student mastery of the science standards. Instruction will be modified for review/reteaching based on the assessment results.
3. Teachers are monitoring SSA data among grades 3-6 and planning with teachers to determine areas of need.
4. Title 1 will provide families with at home activities to supplement the areas of need within the science standards through science lab packets and online supplemental instructional support that can be accessed at home.. (T1)
5. 4th Grade students will participate in a Lagoon Quest field trip. (T1)

Person Responsible Danielle Kraus (kraus.danielle@brevardschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Additional academic support is being provided during the school day from 8:30am - 12:30pm Monday through Thursday. An IA will be assisting students with academic deficits that have been identified through i-Ready diagnostic data and classroom teacher input. The groups will be supported in areas of need such as phonics, vocabulary, and comprehension.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Community Business Partners, Faith Based Partners, Character assemblies, Fun Run, Morning Mile, Family Game/PE Night, Science Fair, Ocean Day with first grade, National Physical Education Week, National Literacy Week, Kindergarten Roundup, and Grade level requested events. The students will build relationships with the stakeholders, thus creating a school and community relationship that support the needs of our students. Each group of volunteers is contributing to our school culture by providing educational opportunities related to career development, social interaction, and community awareness. Our families will have an awareness of resources available to them, as well as, a networking system that has been established in the community and school. According to the parent survey, Atlantis parents and community member would like school events that vary throughout the school day and during the evening hours. The Atlantis community has a diverse population with availability that is not consistent. Feedback indicated that parents who work did not feel connected to the school because many events take place during the school day. We have accommodated this request by scheduling events at varying times through the day and evening hours.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.