

Brevard Public Schools

Atlantis Elementary School



2022-23 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: 1/23/2019

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2021-22 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	2021-22: A (64%) 2018-19: B (56%) 2017-18: B (56%)
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	N/A
* 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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Atlantis Elementary School

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

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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

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

Name	Position Title	Job Duties and Responsibilities
Clarke, Jennifer	Principal	<p>To provide a common vision among all stakeholders through a consistent mission and vision. Academic implementations will be data driven through thoughtful decision making processes. I will coordinate the facilitation of the MTSS process among all responsible stakeholders, as a faculty and staff we will monitor our MTSS processes, and I will ensure interventions and documentations meet expectations with fidelity. I will identify the needs of our staff through professional development and ensure collaborative planning time that is inclusive of all grade levels. Classroom walks will be conducted consistently with communication to the leadership team as a means of assessing needs. Schedules are maintained and inspected for quality assurance through a staff outlook calendar in order for all employees to view and maintain current information regarding school meetings and events.</p>
Kraus, Danielle	Assistant Principal	<p>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.</p>
Dieckmann, Jamie	Instructional Coach	<p>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 meetings with faculty and parents, attend weekly leadership team meetings and weekly PLC's.</p>

Name	Position Title	Job Duties and Responsibilities
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.

Demographic Information

Principal start date

Wednesday 1/23/2019, Erica Back D

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

5

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

4

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

617

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

6

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

4

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	82	77	87	100	78	73	84	0	0	0	0	0	0	581
Attendance below 90 percent	17	23	27	35	22	23	35	0	0	0	0	0	0	182
One or more suspensions	0	0	0	0	1	2	4	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	9	17	17	18	0	0	0	0	0	0	61
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	18	26	22	0	0	0	0	0	0	73
Number of students with a substantial reading deficiency	0	0	3	7	1	3	8	0	0	0	0	0	0	22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	34	16	13	14	12	8	10	0	0	0	0	0	0	107

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	9	6	1	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 8/30/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	74	92	102	66	74	84	105	0	0	0	0	0	0	597
Attendance below 90 percent	18	24	16	10	11	20	28	0	0	0	0	0	0	127
One or more suspensions	1	1	0	0	0	0	1	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	6	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	12	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	0	14	10	6	5	6	12	0	0	0	0	0	0	53
LEVEL 1 ON 2021 FSA ELA	0	0	0	1	9	14	30	0	0	0	0	0	0	54
LEVEL 1 ON 2021 FSA MATH	0	0	0	3	16	21	40	0	0	0	0	0	0	80

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	2	1	3	3	6	14	29	0	0	0	0	0	0	58

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	3	6	8	3	1	0	2	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	1	0	1	0	0	0	0	0	0	2

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	74	92	102	66	74	84	105	0	0	0	0	0	0	597
Attendance below 90 percent	18	24	16	10	11	20	28	0	0	0	0	0	0	127
One or more suspensions	1	1	0	0	0	0	1	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	6	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	12	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	0	14	10	6	5	6	12	0	0	0	0	0	0	53
LEVEL 1 ON 2021 FSA ELA	0	0	0	1	9	14	30	0	0	0	0	0	0	54
LEVEL 1 ON 2021 FSA MATH	0	0	0	3	16	21	40	0	0	0	0	0	0	80

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	2	1	3	3	6	14	29	0	0	0	0	0	0	58

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	3	6	8	3	1	0	2	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	1	0	1	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	62%	61%	56%				59%	62%	57%
ELA Learning Gains	69%						64%	60%	58%
ELA Lowest 25th Percentile	63%						59%	57%	53%
Math Achievement	63%	49%	50%				61%	63%	63%
Math Learning Gains	74%						57%	65%	62%
Math Lowest 25th Percentile	65%						46%	53%	51%
Science Achievement	55%	60%	59%				48%	57%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	60%	64%	-4%	58%	2%
Cohort Comparison		0%				
04	2022					
	2019	58%	61%	-3%	58%	0%
Cohort Comparison		-60%				
05	2022					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-58%				
06	2022					
	2019	59%	60%	-1%	54%	5%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	72%	61%	11%	62%	10%
Cohort Comparison		0%				
04	2022					
	2019	48%	64%	-16%	64%	-16%
Cohort Comparison		-72%				
05	2022					
	2019	35%	60%	-25%	60%	-25%
Cohort Comparison		-48%				
06	2022					
	2019	79%	67%	12%	55%	24%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	49%	56%	-7%	53%	-4%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-49%				

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	23	56	57	33	56	55	21				
BLK	50	67		36	81	82					
HSP	60	65		50	63		57				
MUL	59	50		59	75		40				
WHT	64	71	62	68	75	56	57				
FRL	59	71	73	53	67	66	44				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17	30	26	24	32	19	5				
BLK	24			22							
HSP	53	57		45	46						
MUL	50	60		65	80						
WHT	54	38	33	55	42	22	34				
FRL	46	42	29	44	42	25	25				
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				
WHT	61	65	63	63	60	54	49				
FRL	52	62	56	56	53	43	45				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A

ESSA Federal Index	
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	451
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
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	63
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	57
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	65
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	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Students with disabilities did demonstrate a rate of growth at the same proficiency as other subgroups. 5th grade math students did not demonstrate the anticipated amount of growth based on progress monitoring. Across all grade levels vocabulary was an area of concern.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

All ESSA subgroups (SWD, B/A students, F/R Lunch students) improved in their achievement in ELA, Math, and Science. We are currently monitoring our SWD group as their proficiency is currently at 43% for achievement in ELA.

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

The SWD did increase in their achievement from the 2021-2022 school year. However, the students that require Tier 2 and Tier 3 interventions will continue to need support in Vocabulary and Literature. The new ELA curriculum does not provide the level of necessary support in the area of vocabulary, the curriculum is providing a high level of support for students in informational text. We have implemented a vocabulary program with grades PK-6 to strengthen comprehension and use of vocabulary.

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

Math proficiency across all grade levels increased from 52% in 2021 to 63% in 2022, this is an 11% increase from the previous year scores. ELA proficiency improved from 52% in 2021 to 63% in 2022, this is an 11% increase from the previous year scores.

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

School-wide tiered interventions were provided with the support of Title 1 interventionists. This program was provided across grades K-6 to all Tier 2 and Tier 3 students. Weekly assessments were conducted with each student in order to assess their progress in intervention support.

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

Grades K-6 will provide strong Tier 1 ELA with scaffolding, diagnostic assessments to determine achievement gaps. All grade levels will provide tiered intervention support to substantially deficient students with the support of the Title 1 interventionists. The Literacy Coach will provide support to teachers during the ELA block through lesson modeling, planning guidance, and professional development. Weekly progress monitoring and bi-monthly standards mastery will occur in order to maintain standards achievement and monitor proficiency goals.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. Vocabulary professional development with Literacy Coach
2. Text talk with teachers delivered by the literacy coach
3. Monthly PLC meetings with district math coach and teachers.
4. MTSS procedural supports
5. Vertical alignment with standards and planning

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

Additional academic support is being provided after school for 1 hour, two days per week, provided by classroom teachers. We are focusing on grades 3--6 ELA/Math standards with pre-identified students. The students will engage in supports focusing ELA/Math/Science standards that have demonstrated decreased proficiency. Our SWD have demonstrated growth from 2021 to 2022 in ELA and Math, but they are still at 43%.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA**Area of Focus****Description and****Rationale:**

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

ELA scores improved from 52% in 2021 to 63% in 2022 on the FSA. All subgroups demonstrated improvement in their ELA proficiency for the 2022 FSA. Although each of the subgroups improved we will be monitoring the SWD as they are reporting 43% proficiency in ELA.

Measurable**Outcome:**

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

Our ELA achievement proficiency, students that will be classified as "on or above grade level", will improve from 63% to 70% for the 2022-2023 school year. We will also work with our SWD to improve their proficiency to 50% on or above grade level as measured by the equivalent FAST score.

Monitoring:

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

We will monitor ELA proficiency through twice monthly PLC data meetings, i-Ready diagnostic data, Progress Monitoring through FAST data.

Person responsible for monitoring outcome:

Jamie Dieckmann (dieckmann.jamie@brevardschools.org)

Evidence-based**Strategy:**

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

- Leveled Literacy Intervention (LLI) is supported by Moderate to Strong Evidence according to Evidence for What Works Clearinghouse (WWC).
- Lexia Core Strong level of evidence, (Hurwitz & Vanacore, 2020) <https://tinyurl.com/yv3temac>
- Teachers will 95 Percent Group Interventions and Read Naturally to provide intensive, systematic and explicit instruction on foundational skills utilizing evidence-based practices as listed in the IES" Practice Guides Assisting Students with Struggling with Reading: Response to Intervention and Improving Adolescent Literacy: Effective Intervention Practices. Effect size: Response to Intervention – 1.29, Interventions for Learning Needs .77, Phonics Instruction: .70, Feedback .70, Scaffolding .82, Repeated Readings .75, Rehearsal and Memorization .73, Vocabulary Programs .62, Direct Instruction .60 Tier 3 Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Rationale for**Evidence-based****Strategy:**

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

Although ELA scores increased, specific data indicates that instruction is needed in all grade levels in the focus areas of vocabulary and informational text.

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.

1. Classroom teachers will integrate a prescribed schedule of activities informational text, complex text, and writing across the curriculum with fidelity throughout the school year through daily morning meetings.
2. Teachers will use skill appropriate resources for Tier 1 and Tier 2 instruction.
3. Instructional Coach will attend professional development on Text Talk.
4. Instructional Coach will provide ELA professional development and support teachers in grades K-6.
5. Purchase RazKids for grades K-2 during small group instruction in vocabulary/phonics. (T1)
6. Purchase hands-on ELA materials to enhance small group instruction. (T1)
7. 3 Title I teachers and 1 IA will support the implementation of a schoolwide intervention program. (T1)
8. Professional development will be provided to K-6 teachers focusing on ELA topics with planning and implementation. (T1)
9. Purchase Reading A to Z for primary small group instruction in vocabulary/literature instruction. (T1)
10. Purchase vocabulary.com (T1)
11. Host family event addressing ELA. (T1)
12. Interventionists will support T2/T3 (T1)
13. Hire substitutes to cover classes while teachers work with Literacy Coach to develop benchmarks and plan for upcoming units. (T1)
14. Monitor SWD as an individual subgroup within i-Ready
15. Instructional Coach split funded .5 District Funded/.5 Title 1 Funded (T1)
16. Fieldtrips related to ELA benchmarks. (T1)

Person Responsible Jamie Dieckmann (dieckmann.jamie@brevardschools.org)

#2. Instructional Practice specifically relating to Math**Area of Focus****Description and**

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

Standard aligned tasks will be implemented to increase math proficiency. Our Math FSA proficiency increased from 52% to 63% in 2022. Proficiency is determined through students achieving a level 3 or higher on FSA. Our Lowest 25% students demonstrated proficiency in levels 3-5 at 60% proficiency. Students with disabilities improved in their proficiency increasing from 17% to 43% proficient.

Measurable**Outcome:**

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

During the 2022-2023 school year we will increase our Math proficiency on FAST to an overall achievement of of students identified as on or above grade level. We will also demonstrate growth in our learning gains by increasing from 69% learning gains to over 75% proficiency in learning gains. The goal for our Lowest 25% students will increase proficiency from 60% to 65% proficiency on Math FAST for the 2023 school year. Students With Disabilities will also increase to 50% proficiency from 43% proficiency on the 2023 Math FAST.

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

FAST progress monitoring, i-Ready diagnostic data, summative and formative assessments.

Person responsible for monitoring outcome:

Danielle Kraus (kraus.danielle@brevardschools.org)

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

Classroom walks, observations, feedback to classroom teachers, and professional development opportunities. The Ed Gems and Reveal math curriculum will be used with fidelity each day with teachers adhering to the district aligned pacing guide. Each month one PLC will be dedicated to the monitoring of the Math pacing for each grade level and the progress monitoring of students in grades K-6. Driven by the i-Ready Diagnostic, lessons in Mathematics provide tailored instruction that meets students where they are and encourages them as they develop new skills. Tools for instruction provide actionable, in-the-moment resources for addressing skill gaps in small group and one-on-one settings.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

The use of the hands-on manipulatives and the assigned homework supports the mastery of the daily lesson. K-5 teachers will use math manipulatives on a daily basis in the classroom. Mastery of the standard and foundational skills will be achieved with teacher fidelity to the Ed Gems and Reveal curriculum and timeline.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

1. Purchase Reflex Math for grades K-6 as a method of intervention. (T1)
2. PLC meetings - Math standards and new curriculum
3. Student goal setting meetings with teachers and parents.
4. PD - Analyze Reflex math reports/usage with classroom teachers.
5. Purchase hands-on math materials to support Ed Gems/Reveal curriculum daily. (T1)
6. Family Engagement event for Math (T1)
7. Substitutes to cover classes while teacher teams meet to review benchmarks and plan for instruction (T1)
8. K-5 will use the Reveal lesson block components daily.
9. Teachers will embed the Math Thinking and Reasoning (MTR) into daily lessons as evidenced by lesson plans.
10. District math coach will meet with teachers at monthly PLC meetings.

Person

Responsible

Danielle Kraus (kraus.danielle@brevardschools.org)

No description entered

Person

Responsible

[no one identified]

#3. Instructional Practice specifically relating to Science**Area of Focus
Description and****Rationale:**

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

Standard aligned tasks to Increase Science Proficiency. Science proficiency rates improved to 55% for the 2022 school year, this was an increase from 29% in the 2021 school year.

Measurable Outcome:

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

Science proficiency rates were 55% during the 2022 school year and we will increase our proficiency rates to 60% for the 2023 school year. The 5th grade students will also complete the science mini assessments as a method of standards mastery progress monitoring and they will complete the Penda Science assessments through the year.

Monitoring:

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

District created science assessments along with Penda Science assessments will be administered via UNIFY/Penda App and results will be uploaded to Performance Matters.

Person responsible for monitoring outcome:

Jennifer Clarke (clarke.jennifer@brevardschools.org)

Evidence-based Strategy:

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

Classroom walks, observations, teacher feedback, professional development, hands-on science labs within the classrooms and school science fair providing support to the nature of science standards.

Rationale for Evidence-based Strategy:

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

Increased science scores with continued improvement with aid in the task complexity of the science content. Standard aligned science tasks will include writing that will increase science scores.

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.

1. Each 5th grade teacher will utilize the district created formative science assessments each quarter as a method of monitoring student mastery of the science standards. Classroom instruction will be monitored/reviewed/modified based on assessment results.
2. Families will have the ability to use at home activities to supplement the areas of need within the science standards through science lab packets and online supplemental instructional support.
3. 4th Grade students will participate in the Lagoon Quest fieldtrip. (T1)
4. Purchase of materials to support science instruction in grades K-6. (T1)
5. ASP funds will be used to provide science support for students in grades 3-6.
6. Penda science activities will be used throughout the science block for supplemental support to Stemscopes curriculum.
7. Family events addressing science standards. (T1)

8. Fieldtrips addressing science standards. (T1)

9. Zoo school for 5th grade students focusing on Life Science Standards. (T1)

Person Responsible [no one identified]

#4. Positive Culture and Environment specifically relating to Positive Behavior Support**Area of Focus
Description and
Rationale:**

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

Increased truancy rates among students due to social emotional needs, environmental concerns, and an increase in student behavior concerns.

Measurable Outcome:

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

PBIS student discipline data, Office discipline referrals, mental health referrals will be monitored on a monthly basis. This data will be shared with staff during PBIS meetings in order to problem solve concerns.

Monitoring:

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

Monthly PLC meetings will be conducted with teachers to discuss students of concern and strategies being implemented in the classroom. Monthly PBIS meetings will be conducted to review student discipline data through FOCUS.

Person responsible for monitoring outcome:

Jennifer Clarke (clarke.jennifer@brevardschools.org)

**Evidence-based
Strategy:**

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

Rocket buddy meetings will be conducted on a monthly schedule to establish grade level mentors and focus on character building activities. Peer mentor groups have been established with staff members and students to form groups of 4-6 students. Staff will host weekly meetings with their mentor groups in order to monitor concerns and celebrations.

Rationale for Evidence-based Strategy:

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

The increase in student discipline from the previous school year is related to a large number of students returning to a traditional school setting and acclimating to the expectations and procedures of a structured educational environment.

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.

1. Monthly PLC meeting with a focus on behavior
2. 6th Grade mentoring program
3. Morning Meeting established to focus on character and literacy.
4. Ticket to fun celebrations
5. Tier 2 and Tier 3 Life Skills groups
6. Professional Development - CPI training for staff
7. Rocket Buddies - Grade level mentor program for character building
8. Character Assemblies school wide
9. PreK to Kindergarten transition orientation program

Person Responsible

[no one identified]

Positive Culture & Environment

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

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

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 members 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. The leadership team has collaborated with Ginny Gleason in forming family engagement events that will promote collegiality among 6th graders. The teacher/staff insight survey information provided information stating a need for more instructional supports, quality professional development opportunities, and collaborative planning. Youth-truth survey feedback indicated a need for the connection of academics to real world expectations. As a result we have established the morning meeting each day within the classroom for grades K-6.

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

Principal - Coordinator of community relations and organization of community engagement
 Assistant Principal - Volunteer coordinator and community event organizer
 Literacy Coach - Content specialist/liaison
 Title 1 Team - Family engagement event coordinators, parent involvement
 PBIS Team - student positive behavior supports
 PTO - student/parent events, SAC members
 First United Methodist Church of Port St. John - community partner
 Coastal Community Church - community partner