Atlantis Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Atlantis Elementary School

7300 BRIGGS AVE, Cocoa, FL 32927

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

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: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 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.

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, 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.**:**

Name	Position Title	Job Duties and Responsibilities
Back, Erica	Principal	Mrs. Back oversees and monitors schoolwide data. She meets with teachers bi-weekly using MTSS and data chats to increase learning gains for all students. She attends/facilitates weekly PLC's with a focus on curriculum, data, and instructional practices. She participates in classroom walks-throughs with the leadership team utilizing the BPS Vision for Instruction's Evidence of Practice indicators. Additionally, she meets with SAC once per month to gain stakeholder input and promote student/family engagement activities.
Copeland, Allyssa	Assistant Principal	Mrs. Copeland oversees and monitors schoolwide data and curriculum. She meets with teachers bi-weekly using MTSS and data chats to increase learning gains for all students. She attends/facilitates weekly PLC's with a focus on curriculum, data, and instructional practices. She participates in classroom walks-throughs with the leadership team utilizing the BPS Vision for Instruction's Evidence of Practice indicators. Additionally, she monitors all curriculum content and life-skill strategies schoolwide. She also attends monthly SAC meetings to gain stakeholder input. She communicates with families as a proactive resolve to disciplinary measures.
Dieckmann, Jamie	Instructional Coach	Mrs. Dieckmann will support all K-6 staff in the implementation of the ELA curriculum that supports the Florida B.E.S.T. Standards. She will work directly with teachers providing classroom-based coaching cycles, collaborative one-on-one support, and facilitating teacher professional development. She will work closely with teachers to assess student progress and determine the need for additional reinforcement or adjustments to instructional techniques. She will monitor tier two and tier three interventions, facilitate the MTSS process, coordinate MTSS meetings with faculty and families, and attend/facilitate weekly PLC's. A focus will be placed on enhancing the teachers' ability to provide instruction that builds students' sense of engagement. She will also work with administration to collect, analyze, interpret, and use data to guide instructional decisions.
Stripp, Michelle	Other	Ms. Stripp is the Title One contact, literacy interventionist, and parent/family engagement contact. She identifies systematic patterns of student needs to identify appropriate and evidence-based intervention strategies. She monitors tier two and tier three interventions, communicates MTSS data with the literacy coach, and attends weekly PLC meetings. She ensures that our school is in compliance with all Title One mandates and organizes all associated events.

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.

Atlantis' leadership reviews student performance and family engagement data. Data includes iReady/ FAST student performance, parent & family survey responses, and schoolwide behavior/discipline trends. This data is shared with faculty and staff through PLC's and professional learning. Parents and community members receive this information in monthly School Advisory Council meetings and have an opportunity for input.

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))

Progress monitoring will occur after each iReady and FAST assessment window. This monitoring will closely examine which grade levels are increasing in proficiency levels and showing student gains. This process will identify areas for improvement and acceleration such as achievement gaps, teacher professional learning, and targeting interventions. Additionally, administration walkthrough data will be used to plan for supports and ensure that all students needs are being met as well as professional learning opportunities for instructional staff.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	27%
2022-23 Economically Disadvantaged (FRL) Rate	96%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
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) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: B
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	8	17	16	12	8	14	14	0	0	89
One or more suspensions	0	4	1	6	6	1	8	0	0	26
Course failure in English Language Arts (ELA)	0	0	0	0	3	0	4	0	0	7
Course failure in Math	0	0	0	1	6	5	7	0	0	19
Level 1 on statewide ELA assessment	0	0	0	8	19	11	15	0	0	53
Level 1 on statewide Math assessment	0	0	0	4	17	14	15	0	0	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	12	24	27	19	11	15	0	0	112

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	0	0	0	2	4	6	8	0	0	20

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	4	5	5	7	0	1	2	0	0	24
Students retained two or more times	0	0	0	1	0	0	2	0	0	3

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	17	23	27	35	22	23	35	0	0	182
One or more suspensions	0	0	0	0	1	2	4	0	0	7
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	9	17	17	18	0	0	61
Level 1 on statewide Math assessment	0	0	0	7	18	26	22	0	0	73
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	3	7	1	3	8	0	0	22

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	34	16	13	14	12	8	10	0	0	107

The number of students identified retained:

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

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	17	23	27	35	22	23	35	0	0	182
One or more suspensions	0	0	0	0	1	2	4	0	0	7
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	9	17	17	18	0	0	61
Level 1 on statewide Math assessment	0	0	0	7	18	26	22	0	0	73
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	3	7	1	3	8	0	0	22

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	34	16	13	14	12	8	10	0	0	107

The number of students identified retained:

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

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*	59	58	53	62	61	56	52		
ELA Learning Gains				69			40		
ELA Lowest 25th Percentile				63			33		
Math Achievement*	63	58	59	63	49	50	52		
Math Learning Gains				74			45		
Math Lowest 25th Percentile				65			24		
Science Achievement*	64	58	54	55	60	59	29		
Social Studies Achievement*					64	64			
Middle School Acceleration					51	52			
Graduation Rate					56	50			
College and Career Acceleration						80			
ELP Progress		54	59						

* 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](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	237
Total Components for the Federal Index	4
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	451
Total Components for the Federal Index	7
Percent Tested	98
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	38	Yes	1	
ELL				
AMI				
ASN				
BLK	50			
HSP	57			
MUL	76			
PAC				
WHT	61			

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%
FRL	51			

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	43			
ELL				
AMI				
ASN				
BLK	63			
HSP	59			
MUL	57			
PAC				
WHT	65			
FRL	62			

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	59			63			64					
SWD	33			44			41				4	
ELL												
AMI												
ASN												
BLK	45			55							2	
HSP	56			58							2	
MUL	76			76							2	

| 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
PAC												
WHT	59			63			69				4	
FRL	51			54			51				4	

| 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	62	69	63	63	74	65	55					
SWD	23	56	57	33	56	55	21					
ELL												
AMI												
ASN												
BLK	50	67		36	81	82						
HSP	60	65		50	63		57					
MUL	59	50		59	75		40					
PAC												
WHT	64	71	62	68	75	56	57					
FRL	59	71	73	53	67	66	44					

| 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	52	40	33	52	45	24	29					
SWD	17	30	26	24	32	19	5					
ELL												
AMI												
ASN												
BLK	24			22								
HSP	53	57		45	46							
MUL	50	60		65	80							
PAC												
WHT	54	38	33	55	42	22	34					
FRL	46	42	29	44	42	25	25					

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	56%	59%	-3%	54%	2%
04	2023 - Spring	73%	61%	12%	58%	15%
06	2023 - Spring	59%	61%	-2%	47%	12%
03	2023 - Spring	50%	56%	-6%	50%	0%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	64%	67%	-3%	54%	10%
03	2023 - Spring	63%	60%	3%	59%	4%
04	2023 - Spring	73%	61%	12%	61%	12%
05	2023 - Spring	65%	55%	10%	55%	10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	62%	57%	5%	51%	11%

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.

ELA - Reading Across Genres/Vocabulary
Curriculum is not strong in Vocabulary (morphology/figurative language). The curriculum is stronger in informational text than literacy. We are not sure how vocabulary is assessed, however, in looking at other schools' data, vocabulary is a shared weakness. We found that the areas in which we were weakest (Morphology, Figurative Language, Theme) on FAST were not taught until later in the school year, or not at all (unit 10) . Our biggest weakness makes up 35-55% of the FAST ELA.

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

Math - Reveal does meet the standards for math, however, we found that there is not enough opportunity for spiral review. We found that computation is not an area of weakness, but the multi-step real world problems and application are. Geometry is taught late in the year so we need to find ways to incorporate more geometry practice throughout the year. N.S.O.2.3 was taught one time, for a couple of days, and data indicates it was a problematic area for multiple grade levels. An additional concern is students not having paper pencil tasks to bring home and show parents.

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.

In 4th Grade ELA and Math, the state average for ELA was 57% and Atlantis was 74%. In Math, the state average was 61% and Atlantis was 73%. We feel the contributing factor to this data is the cohort of students tested, a strong foundations of math skills from prior Eureka curriculum, and the grade level being departmentalized where teachers can receive targeted professional learning and support.

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

In 1st grade on PM1 for ELA, we had 67% of students score on grade level which indicated that they came from Kindergarten well prepared for 1st grade expectations. On PM2, we dropped to only 55% proficiency. Due to the decrease in proficiency, additional grade-level data/planning sessions with coaches were implemented, added intervention supports were placed in the classrooms, and a grade-level wide Lexia license was provided. After the implementation plan, PM3 data increased to 71% of students scoring on grade level.

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

PM3 data for both ELA and Math show a substantial number of students scoring a level 1.
ELA - 53 level 1's
Math - 50 level 1's

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

ELA - Reading across genres/vocabulary for all grade levels
Math - spiral review opportunities and in depth instruction in multi-step, real world problems
Life Skills - Master schedule created for Morning Meeting time

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

#1. Instructional Practice specifically relating to Math

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 schoolwide data on FAST indicates a deficit in math proficiency (38%). Proficiency is above district (61%) and state (57%) averages. To impact and increase student achievement, instructional planning and coaching systems are needed to provide clarity to all teaching staff. Data indicates that Atlantis struggles with multi-step real-world problems. Curriculum did not allow for spiral review and in-depth instruction in multi-step real-world problems.

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

Math proficiency scores will increase as a result of teachers collaboratively planning and the implementation of benchmark-based instruction in all classrooms. The utilization of the Reveal (K-5) and EdGems (6) math program will impact student outcomes. In 2023, 62% of students were proficient on the Math FAST in grades K-6. The goal for 2023-2024 is to increase student proficiency from PM1 to PM3 by 40%.

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

Teachers will monitor student progress on iReady diagnostic and FAST (3x) per year. Teachers will monitor student progress utilizing unit assessments. Assessment data will be analyzed at data meetings and grade-level planning sessions with administration and district resource staff to determine skill deficits that will drive instructional planning for tiered math support.

Administration will utilize the school-created walkthrough tool on a weekly basis to identify benchmark-based instruction, research-based curriculum, specific teacher and student action look-fors, and student engagement. This data will provide quality instructional feedback to teachers.

Evidence of Implementation: Student-performance and walkthrough tool data.

Person responsible for monitoring outcome:

Allyssa Copeland (copeland.allyssa@brevardschools.org)

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.)

Reveal Math and EdGems curriculum are strategically designed to fuel active student engagement and deepen conceptual understanding. This coherent, vertically aligned K–5 and 6th grade Tier 1 math curriculum will help uncover the mathematician in every student through productive struggle, rich tasks, inquiry opportunities, and mathematical discourse. Teachers will also utilize pre-assessment data from the curriculum to identify student gaps and address those needs in small groups. Teachers will monitor lowest 25% and use curriculum resources to fill the gaps within instruction.

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

Evidence supports that teaching strategies increase when teachers are given time to collaborate with peers and build their skills utilizing quality materials. The strategy when paired with administration walkthroughs, immediate feedback, and common assessments can yield great results for all learners. Learners will be provided opportunities for productive struggle, rich tasks, inquiry opportunities, and mathematical discourse.

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.

1. PLC's dedicated to focusing on Math standards; strengths and weaknesses.
2. Student and teacher goal setting.
3. Purchasing hands-on math manipulatives to support new curriculum. (T1)
4. Family engagement events for Math. (T1)
5. Hire substitutes to cover classes while teacher teams meet to review benchmarks and plan for instruction and spiral reviews. (T1).
6. Utilize district math coach for PLC's and planning.

Person Responsible: Allyssa Copeland (copeland.allyssa@brevardschools.org)

By When: On-going throughout the year (August 2023 - May 2024)

Administration, instructional leaders, and teachers will meet monthly to analyze student data to determine students who are not showing learning gains and/or meeting proficiency expectations. Analyzation of data will occur to determine answers to the following:
*Did change happen?
*Can it be replicated?
*Is it sustainable?
*Is teacher-practice changing based on quantifiable data from walkthrough tool?
*Is student achievement data showing learning gains?
*Are the data tools being used to monitor instructional practices showing that implementation is being done with fidelity and quality of planning?

Person Responsible: Erica Back (back.erica@brevardschools.org)

By When: On-going throughout school year (August 2023-May 2024)

#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.

Grades K-2: The 2023-2023 STAR Early Literacy and Reading data shows that 29% of Kindergarten, 28% of 1st Grade and 43% of 2nd Grade students are not on track to score on or above grade level on the 2023-2024 FAST. The 2022-2023 i-Ready Diagnostic 3 data shows that 9% of Kindergarten, 23% of 1st Grade and 39% of 2nd grade are not on track to score on or above grade level on the 2023-2024 FAST. We will use these two data points, a long with classroom performance data, in our PLCs in order to make sure that we have clear systems in place that focus on the alignment of the BEST Benchmarks. Planning sessions need to have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments, and transfer to instruction.

Grades 3-6: The 2022-2023 FAST Data shows 52% of 3rd graders, 25% of 4th graders, and 42% of 5th graders scored below grade level (Levels 1 and 2).Our goal is to increase primary literacy achievement so that gaps will not be prominent in grades 3-5. Planning sessions need to have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments, and transfer to instruction.

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

Grades K-2: Our literacy achievement for our primary grades will increase by 5% from PM1 (Fall) to PM2 (Winter) with an additional 5% increase from PM2 (Winter) to PM3 (Spring) with the understanding that this is a sliding scale and the test increases in complexity for each progress monitoring window.

Grades 3-6: In 2023, 60% of students in grades 3-6 were proficient on the ELA FAST which was a 16% increase from PM1. Our goal for the 2024 school year is to increase students showing proficiency by 15% from PM1 to PM3.

Based on current 2024 PM1 data:
3rd grade will increase 27%
4th grade will increase 18%
5th grade will increase 15%
6th grade will increase 15%

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

The literacy leadership team will monitor all grade level data to determine trends and adjust planning, instruction, and intervention as needed. Teachers will monitor student progress in ELA utilizing the state progress-monitoring system three times per year, as well as the i-Ready diagnostic three times a year. Teachers in Grade K will utilize PASI and KLS assessments and teachers in Grades 1-2 will utilize PSI and ORR to monitor student progress in foundational reading skills. Teachers in Grades 1-6 will monitor student reading fluency utilizing the DORF. Teachers will also monitor comprehension utilizing unit assessments within the Benchmark Advance and Savvas programs to plan for instruction based on student understanding of new content.

Person responsible for monitoring outcome:
Erica Back (back.erica@brevardschools.org)

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.)

Kindergarten through fifth grade teachers will implement the Benchmark Advance curriculum and sixth grade teachers will implement the Savvas curriculum, both aligning with the B.E.S.T. Standards. Teachers will also utilize Lexia, iReady, Read Naturally, Visualizing and Verbalizing, Imagine Learning and 95% Group materials during the intervention process. These materials are systematic and explicit as well as meet Florida's definition of evidence-based materials.Teachers will also be given standards-aligned PLC time, coaching support through strategic planning and coaching cycles, ongoing professional learning based on schools needs/trends, instructional expectations, and research-based quality curriculum resources. The BPS pacing and guidance documents for core instruction will be referenced with fidelity to support K-12 implementation. The K-12 Decision Trees and IPST Forms 1-8 are tools that will be used ongoing in MTSS process to determine both which instructional materials and levels of support needed.

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

All evidence-based practices/programs listed above address the identified need that is improving primary literacy achievement. The identified practices/programs show proven record of effective for the target population as they are:
• B.E.S.T. Standards Aligned
• Aligned with the Brevard K-12 Comprehensive Evidence-based Reading Plan
• Meet Florida's definition of evidence-based
• Systematic and/or explicit
• Geared towards struggling readers with an emphasis on Foundational skills such as Phonological Awareness and Phonics

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 will define roles and establish a Principal-Coach partnership
agreement to specify duties and activities of the coach and how the Principal will provide support, and collaborate before/after planning. Administration will clearly communicate the expectations for planning sessions with coach (T) and teachers at Atlantis Elementary, and develop content area planning protocols that will delineate expectations for benchmark-aligned instructional practices.

Person Responsible: Erica Back (back.erica@brevardschools.org)

By When: On-going throughout school year (August 2023 - May 2024)

Literacy coach (T) will plan lessons with teachers, model, co-teach, engage in reflective conversations, and engage in data chats. During planning, the literacy coach will focus on teacher clarity, instructional model and strategies, questioning and assessments that align with the benchmarks and will support intended learning. The Literacy coach will identify and plan for the supports that teachers will need before, during, and after planning. The Literacy coach will provide professional learning and coaching to teachers as needed. The Literacy coach will oversee the intervention program and will train teachers/IAs on instruction/intervention materials as needed. Literacy Coach will identify mentor teachers and establish model classrooms.

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

By When: On-going throughout school year (August 2023 - May 2024)

ESE teachers will meet weekly with the literacy leadership team to review and analyze data, and bi-weekly with the Literacy Coach (T) to plan curriculum lessons. ESE teachers will implement the Benchmark curriculum in their instruction to target the specific needs of the ESE population, as well as other sub groups that are identified as needing additional instruction.

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

By When: On-going throughout school year (August 2023 - May 2024)

Teachers will use program assessments for foundational reading skills, along with DIBELS measures, PASI, PSI, and ORR to monitor reading skills development. Literacy coach (T) will work with teachers to define performance criteria based on assessment data that prompts the addition of Tier 2 and Tier 3 interventions for students not meeting expectations and or benchmarks. The literacy team will have data chats regularly around Benchmark Advance assessments, iReady, FAST, and intervention OPMs to determine next steps.

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

By When: On-going throughout school year (August 2023 - May 2024)

Literacy Coach (T) will provide Job- embedded professional learning and side by side coaching. On-site intervention material and instruction PD will be provided by Literacy Coach (T) and/or Leadership team. The literacy leadership team will identify mentor teachers and establish model classrooms for other members of the teaching staff to visit.

Person Responsible: Erica Back (back.erica@brevardschools.org)

By When: On-going throughout school year (August 2023 - May 2024)

1. Intervention teachers (3) and instructional assistants (2) will be utilized to provide Tier 2 and Tier 3 supports to grades K-6. (T)
2. Literacy coach will monitor data, create Tier 2 and Tier 3 groups based on data for interventions, and will conduct monthly MTSS meetings. (T)
3. Hands-on materials will be purchased to support instruction for grades K-6. (T)
4. Host family events to provide resources and strategies for supporting ELA at home. (T).
5. Substitutes will be utilized to cover half-day planning sessions for teachers to collaborative plan with fellow teachers. (T)

Person Responsible: Michelle Stripp (stripp.michelle@brevardschools.org)

By When: On-going throughout school year (August 2023 - May 2024)

#3. Instructional Practice specifically relating to Science

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 data on SSA indicates a need to continue working on science proficiency (62%; deficit of 38%). Proficiency is above both the district average (57%) and the state average (51%). To impact student achievement, instructional planning and coaching are needed to provide clarity to all teaching staff.

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

Schoolwide Science scores will increase as a result of teachers collaboratively planning and the implementation of standards based instruction in all classrooms with the district created Science resources aligned to standards based instruction. In 2023, 62% of 5th grade students were proficient on the SSA. The goal for the 2023-2024 school year is to increase the percentage of students proficient on the SSA to 70%.

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

Teachers will monitor PENDA (grades 3-6) and district created science summative assessments (grades 3-6) throughout the year to ensure understanding of each standard. Assessment data will be analyzed bi-monthly at MTSS meetings and grade-level planning sessions with coaches to determine skill deficits that will drive instructional planning for tiered science support in grades 3-6.

Evidence of Implementation: Student-performance data.

Person responsible for monitoring outcome:

Allyssa Copeland (copeland.allyssa@brevardschools.org)

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.)

Collaborative planning with the utilization of the Five E model for hands on science instruction that will provide learners opportunities for productive struggle, rich tasks, inquiry opportunities, and student discourse.

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

Evidence supports that teaching strategies increase when teachers are given time to collaborate with peers and build their skills utilizing quality materials. This strategy when paired with administration walkthroughs, immediate feedback, and common assessments can yield great results for all learners.

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.

Monthly data and MTSS meetings with teachers will continue and focus on the lowest 25% student population. Classroom teachers will have data binders with student data sheets that will facilitate student/ teacher data conversations. The expectation will be that data chats are occurring after each common assessment.

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

By When: On-going throughout school year (August 2023 - May 2024)

Administration will work with grade level teams to track formative and summative data (district, Penda, SSA prep) and use that data to look at student successes and areas to grow before upcoming unit assessments. Then make decisions about which students will benefit from additional support during and continue to target those students.

Person Responsible: Allyssa Copeland (copeland.allyssa@brevardschools.org)

By When: On-going throughout school year (August 2023 - May 2024)

1. 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.
2. 4th Grade students will participate in the Lagoon Quest fieldtrip.
3. Purchase of materials to support science instruction in grades K-6. (T1)
4. Family events addressing science standards. (T1)

Person Responsible: Michelle Stripp (stripp.michelle@brevardschools.org)

By When: On-going throughout school year (August 2023 - May 2024)

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

The 2023-2023 STAR Early Literacy and Reading data shows that 29% of Kindergarten, 28% of 1st Grade and 43% of 2nd Grade students are not on track to score on or above grade level on the 2023-2024 FAST.

The 2022-2023 i-Ready Diagnostic 3 data shows that 9% of Kindergarten, 23% of 1st Grade and 39% of 2nd grade are not on track to score on or above grade level on the 2023-2024 FAST.

We will use these two data points, a long with classroom performance data, in our PLCs in order to make

sure that we have clear systems in place that focus on the alignment of the BEST Benchmarks. Planning sessions need to have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments, and transfer to instruction.

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

The 2022-2023 FAST Data shows 52% of 3rd graders, 25% of 4th graders, and 42% of 5th graders scored below grade level (Levels 1 and 2).

Our goal is to increase primary literacy achievement so that gaps will not be prominent in grades 3-5. Planning sessions need to have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments, and transfer to instruction.

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

Our literacy achievement for our primary grades will increase by 5% from PM1 (Fall) to PM2 (Winter) with an additional 5% increase from PM2 (Winter) to PM3 (Spring) with the understanding that this is a sliding scale and the test increases in complexity for each progress monitoring window.

Grades 3-5 Measurable Outcomes

In 2023, 60% of students in grades 3-6 were proficient on the ELA FAST which was a 16% increase from PM1. Our goal for the 2024 school year is to increase students showing proficiency by 15% from PM1 to PM3.

Based on current 2024 PM1 data:
3rd grade will increase 27%
4th grade will increase 18%
5th grade will increase 15%
6th grade will increase 15%

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 literacy leadership team will monitor all grade level data to determine trends and adjust planning, instruction, and intervention as needed. Teachers will monitor student progress in ELA utilizing the state progress-monitoring system three times per year, as well as the i-Ready diagnostic three times a year. Teachers in Grade K will utilize PASI and KLS assessments and teachers in Grades 1-2 will utilize PSI

and ORR to monitor student progress in foundational reading skills. Teachers in Grades 1-6 will monitor student reading fluency utilizing the
DORF. Teachers will also monitor comprehension utilizing unit assessments within the Benchmark Advance and Savvas programs to plan for instruction based on student understanding of new content.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Back, Erica, back.erica@brevardschools.org

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?

Kindergarten through fifth grade teachers will implement the Benchmark Advance curriculum and sixth grade teachers will implement the Savvas curriculum, both aligning with the B.E.S.T. Standards. Teachers will also utilize Lexia, iReady, Read Naturally, Visualizing and Verbalizing, Imagine Learning and 95% Group materials during the intervention process. These materials are systematic and explicit as well as meet Florida's definition of evidence-based materials.Teachers will also be given standards-aligned PLC time, coaching support through strategic planning and coaching cycles, ongoing professional learning based on schools needs/trends, instructional expectations, and research-based quality curriculum resources. The BPS pacing and guidance documents for core instruction will be referenced with fidelity to support K-12 implementation. The K-12 Decision Trees and IPST Forms 1-8 are tools that will be used ongoing in MTSS process to determine both which instructional materials and levels of support needed.

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?

All evidence-based practices/programs listed above address the identified need that is improving primary literacy achievement. The identified practices/programs show proven record of effective for the target population as they are:
• B.E.S.T. Standards Aligned
• Aligned with the Brevard K-12 Comprehensive Evidence-based Reading Plan
• Meet Florida's definition of evidence-based
• Systematic and/or explicit

• Geared towards struggling readers with an emphasis on Foundational skills such as Phonological Awareness and Phonics

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
Administration will define roles and establish a Principal-Coach partnership agreement to specify duties and activities of the coach and how the Principal will provide support, and collaborate before/after planning. Administration will clearly communicate the expectations for planning sessions with coach (T) and teachers at Atlantis Elementary, and develop content area planning protocols that will delineate expectations for benchmark-aligned instructional practices.	Back, Erica, back.erica@brevardschools.org
Literacy coach (T) will plan lessons with teachers, model, co-teach, engage in reflective conversations, and engage in data chats. During planning, the literacy coach will focus on teacher clarity, instructional model and strategies, questioning and assessments that align with the benchmarks and will support intended learning. The Literacy coach will identify and plan for the supports that teachers will need before, during, and after planning. The Literacy coach will provide professional learning and coaching to teachers as needed. The Literacy coach will oversee the intervention program and will train teachers/IAs on instruction/intervention materials as needed. Literacy Coach will identify mentor teachers and establish model classrooms.	Dieckmann, Jamie, dieckmann.jamie@brevardschools.org
ESE teachers will meet weekly with the literacy leadership team to review and analyze data, and bi-weekly with the Literacy Coach (T) to plan curriculum lessons. ESE teachers will implement the Benchmark curriculum in their instruction to target the specific needs of the ESE population, as well as other sub groups that are identified as needing additional instruction.	Dieckmann, Jamie, dieckmann.jamie@brevardschools.org
Teachers will use program assessments for foundational reading skills, along with DIBELS measures, PASI, PSI, and ORR to monitor reading skills development. Literacy coach (T) will work with teachers to define performance criteria based on assessment data that prompts the addition of Tier 2 and Tier 3 interventions for students not meeting expectations and or benchmarks. The literacy team will have data chats regularly around Benchmark Advance assessments, iReady, FAST, and intervention OPMs to determine next steps.	Dieckmann, Jamie, dieckmann.jamie@brevardschools.org
Literacy Coach (T) will provide Job- embedded professional learning and side by side coaching. On-site intervention material and instruction PD will be provided by Literacy Coach (T) and/or Leadership team. The literacy leadership team will identify mentor teachers and establish model classrooms for other members of the teaching staff to visit.	Back, Erica, back.erica@brevardschools.org

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.

Families will be notified that the SIP was approved, the date of approval, and ways to access the document through school newsletter, Facebook, and a printed flyer. Atlantis' website will announce the approval of the SIP for families, local businesses, and organizations. School staff will be notified of approval via email with the SIP attached. The progress of SIP goals will be monitored throughout the year and shared with parents at least twice; mid-year, and end of year. The progress towards goals will be shared through the school newsletter. The SIP is available at https://www.brevardschools.org/domain/ 8614

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))

Atlantis will build positive relationships with families and stakeholders through meaningful ongoing communication such as emails, newsletters, Facebook, FOCUS, etc. Families will have opportunities to attend ceremonies, performances, and family events throughout the year. Stakeholders are continuously invited to provide feedback and input through exit tickets, surveys, PTO and SAC meetings. Families are informed of their child's progress weekly in grades 3- 6 through FOCUS. All families are notified of student progress at a minimum of once a month through FAST/STAR reports, iReady reports, report cards, and interims. The Parent and Family Engagement Plan is available at https://www.brevardschools.org/Page/19989

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))

We will utilize the leadership team (administration, coach, and Title One instructional staff) (T) to increase the capacity of teachers through professional learning opportunities. School wide professional learning, grade level
and departmentalized planning sessions and individualized coaching cycles will occur throughout the year. This will lead to quality teaching practices, which will strengthen the academic program, as well as increase quality learning time. We will also utilize interventionists (T) to provide Tier 2 intervention supports to students. This will allow us to see more students in small groups, which will not only strengthen the academic program, but will increase quality learning time.

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))

Title II, Part D (Enhancing Education through Technology) - Atlantis works collaboratively to plan and implement appropriate programs, services, and training opportunities for school staff and families. All faculty will participate in Parent and Family Engagement professional development. Title III ESOL-We provide support and resources to our ELL students based on their individual plan with the inclusion of Title I support. The offer to translate is always extended to families. Title IX-Homeless-Atlantis works with

Brevard County's homeless liaisons to ensure students in transition receive the appropriate services. If needed, school supplies, backpacks, referrals for tutoring, specialized transportation, counseling, etc can be provided through various agencies. Florida Diagnostic and Learning Resources System (FDLRS) provides diagnostic and instructional support services to exceptional students and families of students with exceptionalities. Teachers and administration work collaboratively in planning, implementing, and evaluating various parent involvement initiatives and training opportunities.

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))

The school counseling program at Atlantis is available to help students, parents and teachers develop positive learning experiences. The program consist of a variety of services including individual and group counseling where students are assisted with managing emotions and applying interpersonal skills. Basic care needs are also addressed. Mentors are assigned by an on campus staff program and the district wide mentor volunteers. Consultations are available for Parents and teachers which entails information/ referral assistance to other programs and services in the community .

The school counseling program comprehensively provides: a balanced program of services, a nature of prevention and development, proactive in planning/goal-setting, direct services, teacher/parent involvement, and
individual and group services.

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))

NA

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).

Atlantis implements a variety of supports at each tiered level. At the Tier 1 level, Atlantis implements 6 school wide character pillars with expectations displayed correlating to each pillar in both the classroom and within common areas. Each class has a designated time during the day to meet and build community to prevent and address problem behaviors. In addition, Atlantis implements links given to students who demonstrate a character pillar to reinforce positive expectations on campus. Activities at the Tier 1 level include Rocket Buddies, Ticket to Fun, Character Assemblies, Character Family Menu Boards, Rocket of the Week, Positive Referrals and 9 week character awards. For support for student needing Tier 2 intervention, Atlantis has Tier 2 groups that meet weekly with an adult on campus. These groups are fluid allowing students to transition in and out of groups depending on their needs. For students who are in need of one to one support at the Tier 2 level, Atlantis provides check in/out opportunities and mentors. For students at Tier 3 level of support, data is collected according to their behavior intervention plan and meetings take place to discuss their progress.

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))

Teachers will participate in weekly professional learning communities, monthly professional learning, and district/union supported opportunities for professional growth. Each semester, teachers will be given a collaborative planning day with the reading coach to look at data and plan for instruction. Through the use of data notebooks, student data will be analyzed and a learning action plan will be implemented. A mentor/mentee program will be implemented to support new and struggling teachers.

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))

Kindergarten Orientation introduces upcoming kindergarten families to Atlantis Elementary' s Kindergarten program. Families see what a day in the life of kindergarten looks like, participate in kindergarten stations, tour classrooms, and have an opportunity to talk to school personnel such as Before and Afterschool Care, school nurse, and kindergarten teachers. Flyers are sent to area preschools and daycares to advertise this event to families. Atlantis also offers a "Taste of Kindergarten," a one day event, for incoming kindergarten students. Children attend PE, Art, Music, and Media classes during this event.