

Brevard Public Schools

Atlantis Elementary School



2019-20 School Improvement Plan

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Atlantis Elementary School

7300 BRIGGS AVE, Cocoa, FL 32927

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

Demographics

Principal: Jennifer Clarke M

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	64%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	<p>Black/African American Students</p> <p>Economically Disadvantaged Students</p> <p>Hispanic Students</p> <p>Multiracial Students</p> <p>Students With Disabilities</p> <p>White Students</p>
School Grade	2018-19: B
School Grades History	<p>2017-18: B</p> <p>2016-17: C</p> <p>2015-16: B</p> <p>2014-15: B</p> <p>2013-14: A</p>
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Clarke, Jennifer	Principal	<p>I will provide a common vision among all stakeholders, all academic implementations will be based on data driven decisions, coordinate the facilitation of the MTSS process among all responsible stakeholders, monitor the MTSS facilitation with school faculty, monitor fidelity of the intervention process and appropriate documentation procedures, provide school based need identified professional development to all staff, ensure collaborative planning time is inclusive of all grade level peers and participation is continuous and scheduled, daily classroom walks are completed with a specified schedule for each administrator to follow, and leadership team meetings are conducted each Friday to discuss upcoming needs and events. A schedule of events, professional development, reminders, and due dates is provided to all staff each week, a staff outlook calendar has been created and shared for all employees to view and maintain current information regarding school meetings and events.</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>
Stripp, Michelle	Other	<p>Title 1 Coordinator, Literacy Interventionist, and MTSS Facilitator. 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, facilitate the MTSS process, coordinate MTSS meetings with faculty and parents, attend weekly leadership team meetings and weekly PLC's.</p>

Name	Title	Job Duties and Responsibilities
Hefelfinger, Michelle	Instructional Coach	Mentoring new classroom teachers through lesson modeling, lesson plan design, lesson structures, and facilitation of peer observations. Working through the coaching cycle with struggling teachers and/or teachers that are new to their subject area, collaborative planning, lesson designs, and peer mentor. Leading professional development, monitor i-Ready fidelity, passage rates, data development for progress monitoring. Monitor Tier 2 and Tier 3 interventions, facilitate the MTSS process, coordinate MTSS meetings with faculty and parents, attend weekly leadership team meetings and weekly PLC's.

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	99	92	89	93	98	75	95	0	0	0	0	0	0	641
Attendance below 90 percent	22	18	18	11	17	16	15	0	0	0	0	0	0	117
One or more suspensions	2	1	0	0	0	2	3	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	21	35	51	0	0	0	0	0	0	109
Level 1 on FSA ELA	0	0	0	1	10	14	23	0	0	0	0	0	0	48
Level 1 on FSA Math	0	0	0	1	11	21	28	0	0	0	0	0	0	61

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	20	16	18	9	36	29	29	0	0	0	0	0	0	157

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

57

Date this data was collected or last updated

Wednesday 9/11/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	59%	62%	57%	58%	60%	56%
ELA Learning Gains	64%	60%	58%	53%	54%	55%
ELA Lowest 25th Percentile	59%	57%	53%	43%	46%	48%
Math Achievement	61%	63%	63%	64%	62%	62%
Math Learning Gains	57%	65%	62%	66%	59%	59%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Lowest 25th Percentile	46%	53%	51%	50%	49%	47%
Science Achievement	48%	57%	53%	56%	57%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	99 (0)	92 (0)	89 (0)	93 (0)	98 (0)	75 (0)	95 (0)	641 (0)
Attendance below 90 percent	22 ()	18 ()	18 ()	11 ()	17 ()	16 ()	15 ()	117 (0)
One or more suspensions	2 ()	1 (0)	0 (0)	0 (0)	0 (0)	2 (0)	3 (0)	8 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	2 (0)	21 (0)	35 (0)	51 (0)	109 (0)
Level 1 on FSA ELA	0 (0)	0 (0)	0 (0)	1 (0)	10 (0)	14 (0)	23 (0)	48 (0)
Level 1 on FSA Math	0 (0)	0 (0)	0 (0)	1 (0)	11 (0)	21 (0)	28 (0)	61 (0)

Grade Level Data

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

NOTE: 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
03	2019	60%	64%	-4%	58%	2%
	2018	64%	63%	1%	57%	7%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	58%	61%	-3%	58%	0%
	2018	57%	57%	0%	56%	1%
Same Grade Comparison		1%				
Cohort Comparison		-6%				
05	2019	56%	60%	-4%	56%	0%
	2018	46%	54%	-8%	55%	-9%
Same Grade Comparison		10%				
Cohort Comparison		-1%				
06	2019	59%	60%	-1%	54%	5%
	2018	68%	63%	5%	52%	16%
Same Grade Comparison		-9%				
Cohort Comparison		13%				

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

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
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				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	33	38	35	47	61	50	25				
BLK	43	50		43	40						
HSP	56	71		68	67						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
MUL	55	48		52	48		50				
WHT	60	52	40	67	69	50	56				
FRL	51	46	39	61	64	49	42				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	394
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES

Black/African American Students	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

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

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

5th grade Math had the greatest decline from the previous year. In 2018 54% of 5th graders scored a level 3 or higher, whereas, in 2019 35% of 5th graders scored a level 3 or higher. This is a 19% point drop from one year to the next. One of the contributing factors is the baseline achievement of the students at the beginning of the school year. This cohort of 5th graders was substantially lower than the previous year's 5th graders. The two 5th grade math teachers were new to Atlantis and were not familiar with the curriculum.

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

Multiracial and white students were 20% or more below the state average in Science. They

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

Economically disadvantaged students increased math proficiency to 56%. The use of the Eureka math curriculum as a school-wide implementation has improved proficiency rates.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

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

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

1. ELA Proficiency and Learning Gains Across all Groups
2. Math Proficiency and Learning Gains Across all Groups
3. Science Proficiency
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Standards Aligned Tasks to Increase ELA Proficiency
Rationale	ELA scores have declined over that past 3 years, specifically not meeting the district ELA average. Students scoring a 3+ on ELA are at 58%, whereas the district average is 62%.
State the measureable outcome the school plans to achieve	ELA total achievement will improve from 58% to 63% for the 2019-2020 school year.
Person responsible for monitoring outcome	Jennifer Clarke (clarke.jennifer@brevardschools.org)
Evidence-based Strategy	Standard aligned tasks across ELA coursework and standard aligned tasks embedded within writing prompts throughout all ELA courses.
Rationale for Evidence-based Strategy	The decrease in ELA scores is related to the level of task complexity within the ELA courses. If the tasks are aligned with the standards and the writing prompts include an increased complexity the ELA scores should increase.
Action Step	
Description	<ol style="list-style-type: none"> 1. Throughout ELA students will complete standard aligned tasks resulting in a product that will culminate a comprehensive understanding of the standard assigned. 2. Amanda Howell will provide three professional development opportunities on standard aligned tasks that incorporate higher order questioning in ELA. 3. Amanda Howell is also providing teachers with resources to access exemplary tasks that embed inquiry as a focus. 4. Standard Focus Board's are being introduced through professional development presented by Sandy Brusca, FLDOE Assistant Director of School Improvement. This will frame the use of the standard language, create a focus for the result of the day's lesson, and support students in connecting that day's learning to the overall mastery of the standard. 5. The literacy coach will develop a coaching plan for teachers/grade levels as needed based on observations from classroom walk throughs. 6. Teachers will provide standard aligned tasks for students in response to text. 7. Administrators will conduct classroom walkthroughs to monitor tasks. 8. Teachers will use LAFS books for Reading and Writing through Tier 1 and Tier 2 instruction.
Person Responsible	Michelle Hefelfinger (hefelfinger.michelle@brevardschools.org)

#2	
Title	Standard Aligned Tasks to Increase Math Proficiency
Rationale	Our math learning gains decreased from 66% to 53% and the Lowest 25% learning gains decreased from 50% to 41% last year. Within the lowest 25% our students with disabilities subgroup and our black/african american students subgroups dropped below 41% proficiency.
State the measureable outcome the school plans to achieve	During the 2019-2020 school year our two subgroups of students will increase their achievement levels above 41% and our learning gains will increase to 66% with our lowest 25% learning gains increasing to 58%.
Person responsible for monitoring outcome	Danielle Kraus (kraus.danielle@brevardschools.org)
Evidence-based Strategy	Classroom walks, observations, professional development opportunities, iXL online program for math supplemental support, purchase of the Eureka homework helpers to assist families with math support at home.
Rationale for Evidence-based Strategy	The decrease in math proficiency is the cause of a lack of fidelity to the Eureka program. The use of the hands-on manipulatives and the assigned homework supports the mastery of the daily lesson. Mastery of the standard and foundational skills will be achieved with teacher fidelity to the Eureka curriculum and timeline.
Action Step	
Description	<ol style="list-style-type: none"> 1. Eureka daily lessons will utilize the standard aligned tasks that are associated with each module, incorporating hands-on manipulatives for practice, weekly sprints, daily exit tickets, and homework practice problems. 2. Standard Focus Board's are being introduced through professional development presented by Sandy Brusca, FLDOE Assistant Director of School Improvement. This will frame the use of the standard language, create a focus for the result of the day's lesson, and support students in connecting that day's learning to the overall mastery of the standard. 3. The assistant principal will develop an observation schedule aligned with the Eureka timeline and monitor the fidelity of the lessons. 4. Administration will monitor Eureka pacing and tasks with fidelity.
Person Responsible	Danielle Kraus (kraus.danielle@brevardschools.org)

#3

Title Standard Aligned Tasks to Increase Science Proficiency

Rationale Science proficiency rates have declined from 56% to 49% over the last year. This has been a continual decline in science proficiency. Not only do our overall science percentages rank far below the district average of 60%, but also the state average of 58%. All of our reportable subgroups ranked below the district and state averages.

State the measureable outcome the school plans to achieve During the 2019-2020 school year our science proficiency rates will increase from 49% to 58%.

Person responsible for monitoring outcome Michelle Grimes (grimes.michelle@brevardschools.org)

Evidence-based Strategy Classroom walks, observations, professional development sessions provided by Michelle Ferro, district created standard based science assessments, hands-on science lab each week on the activity wheel, and science fair workshops providing support to the nature of science standards.

Rationale for Evidence-based Strategy The decrease in science scores is related to the level of task complexity within the science content. If the tasks are aligned with science standards and writing tasks include an increased complexity the science scores should increase.

Action Step

Description

1. Science lab is part of the activity rotation for grades 3-6, with each class attending lab for 40 minutes once per week. The lab teacher, provided with Title 1 funds, is focusing on 3rd and 4th grade standards with 5th and 6th grade students as a review to those standards that are not supplemented in other grade levels. The 3rd and 4th grade students will be provided grade level standards that are high complexity and high depth of knowledge.
2. A science fair workshop is being offered over multiple weeks for students in grades 4-6. The students are introduced to nature of science standards, they select a project based on an area of interest, each group is lead by teachers that will walk then through the experiment process, assist with research, and complete the science board.
3. Standard Focus Board's are being introduced through professional development presented by Sandy Brusca, FLDOE Assistant Director of School Improvement. This will frame the use of the standard language, create a focus for the result of the day's lesson, and support students in connecting that day's learning to the overall mastery of the standard.
4. Michelle Ferro, district science resource teacher, is planning with the science lab teacher in order to focus on standards that will not be revisited once taught in their current grade level. She is also focusing on question stems and depth of complexity.
5. Administrator is conducting classroom walkthroughs to monitor the fidelity of the science pacing guide, use of stemsscopes, and use of hands on applications in the classroom.

6. Science lab teacher is monitoring SSA data among grades 3-6 and planning with teachers to determine areas of need.

Person Responsible Michelle Grimes (grimes.michelle@brevardschools.org)

#4

Title Character Education

Rationale Character education instruction to sustain the decreasing number of discipline referrals in K-2.

State the measurable outcome the school plans to achieve We plan to have less than 70 discipline referrals in grades K-2 this school year.

Person responsible for monitoring outcome Michelle Stripp (stripp.michelle@brevardschools.org)

Evidence-based Strategy Social Emotional Activities and Learning (S.E.A.L.) is taught by Mrs. Pettis through the activity class for grades K-2.

Rationale for Evidence-based Strategy During the 2018-2019 school year, there was a 30% decrease in discipline referrals as a result of social emotional supports that were provided through the guidance counselor. In order to continue this improvement we have incorporated S.E.A.L. in grades K-2 on the activity rotation.

Action Step

Description

1. Students will attend S.E.A.L. training, once per week during their activity time for 40 minutes.
2. The PBIS team will monitor student discipline referrals on a monthly basis through the Rtl database.
- 3.
- 4.
- 5.

Person Responsible Joanna Pettis (pettis.joanna@brevardschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Community Business Partners, Faith Based Partners, and Parent Volunteers will be volunteering at school events throughout the year, Character assemblies, Fun Run, Morning Mile, Family Game/PE Night, Science Fair, Ocean Day with first grade, Fall Festival, Light Up Atlantis, SEAL Training, 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 supports the needs of our students. Each group of volunteers is contributing to our school culture by providing educational opportunities related to career development, social interaction, and community awareness. Our families will have an awareness of resources available to them, as well as, a networking system that has been established in the community and school. According to the parent survey, Atlantis parents and community member would like school events that vary throughout the school day and during the evening hours. The Atlantis community has a diverse population with availability that is not consistent. Feedback indicated that parents who work did not feel connected to the school because many events take place during the school day. We have accommodated this request by scheduling events at varying times through the day and evening hours.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

K-2 students are provided Social Emotional Awareness Learning via the activity wheel 40 minutes once per week. The guidance counselor has scheduled counseling sessions into her daily schedule for students with behavior intervention plans, social/emotional goals, and students in crisis. The counselor is also working with the school based threat assessment team in identifying areas of concern among the community that may have an adverse affect on the student population.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Kindergarten students and parents attend kindergarten round-up for introduction and information, taste of kindergarten is offered as a half day introduction, prior to the start of the school year, for all incoming kindergarten students. They meet new students, meet the teachers, and participate in a short activity rotation so they can experience transitions for the first time. After the first nine weeks Mrs. Marks, Media Specialist, hosts a pirate and pajama night for kindergartners and their parents so they can check out a book from the Media Center for the first time while demonstrating what they have learned thus far. The sixth grade students will have an academic night, multiple middle schools are present, the students and their parents can learn about the choice program options available to them and extracurricular activities that they can join. The sixth graders will visit Space Coast Jr/Sr High school, meet with the dean, and speak with a group of high school students that can share experiences.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Title 1 coordinator, Michelle Stripp, coordinates the implementation of a school-wide intervention program on a daily basis that assists with Tier 2 and Tier 3 students through the use of the LLI program. Intervention groups are supported by Michelle Stripp, Michelle Grimes, Joanna Pettis, and a Title 1 IA, Courtney Parker. Title 1 is also supporting students on the activity wheel with a science lab for grades 3-6, which is taught by Michelle Grimes and a social/emotional class for grades K-2, which is taught by Joanna Pettis, students attend their class for 40 minutes once per week. ASP will be offered to grades 2-4 students after school, two days per week, as a supplement to ELA with a focus on Phonics as this is the largest deficit among students school-wide. ASP will be taught by classroom teachers that are funded through ASP. The literacy coach is monitoring assessment and instructional deliveries of i-Ready, reporting the data, coordinating planning sessions with teachers to determine deficits and needs. VPK-Blended offers a full day of academic services to 18 students that are comprised of students with disabilities and students without disabilities. Mrs. Divine-VPK teacher, Mrs. Rios-VPK IA, and Mrs. Watson-VPK IA support the classroom instruction, monitor the progress of the students both developmentally and academically. The VPK-Blended program is 5 days per week and 6 hours per day.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Grades 4-6 will be participating in the school-wide science fair, a science fair workshop is being conducted for students in grades 3-6 with school based personnel and professionals assisting students with their science projects, Grades 4-5 will be attending a week long zoo school experience at the Brevard Zoo, 3rd grade students will be attending the astronaut experience at the KSC Visitor Complex, 6th grade students will participate in space week with a culminating field trip to the KSC Visitor Complex to learn about the aerospace industry, 4th grade students are participating in a program with the Brevard Zoo and Indian River Lagoon Preservation Society learning about the importance of oyster beds to the ecosystem, 4th grade students are also participating in Lagoon Quest in which they learn how the Indian River Lagoon contributes to and supports the local ecosystem.