

Brevard Public Schools

ATLANTIS ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Erica Back

back.eric@brevardschools.org

Position Title

Principal

Job Duties and Responsibilities

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 Strategic Plan goals as a guideline. Additionally, she meets with SAC once per month to gain stakeholder input and promote student/family engagement activities.

Leadership Team Member #2

Employee's Name

Allyssa Copeland

copeland.allyssa@brevardschools.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Mrs. Copeland oversees and monitors schoolwide data and curriculum. She meets with teachers biweekly

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 Strategic Plan goals as a guide.

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.

Leadership Team Member #3

Employee's Name

Jamie Dieckmann

dieckmann.jamie@brevardschools.org

Position Title

Instructional Coach

Job Duties and Responsibilities

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.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 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. A quarterly monitoring tool will be used in collaboration with district personnel to ensure we are on track with our strategic plan.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	78.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	56	77	106	87	86	79	93			584
Absent 10% or more school days	14	23	17	12	12	12	13			103
One or more suspensions	2	4	8	1	2	5	1			23
Course failure in English Language Arts (ELA)	0	0	0	1	3	1	0			5
Course failure in Math	0	0	0	1	8	5	4			18
Level 1 on statewide ELA assessment	3	14	22	9	13	12	16			89
Level 1 on statewide Math assessment	2	11	24	17	8	8	17			87
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	0	0	0	0			0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0			0

Current Year 2025-26

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	2	13	13	5	9	9	7			58

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	5	3	1	1	0	0			15
Students retained two or more times	0	0	0	0	0	1	0			1

Prior Year (2024-25) As Last 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 school days	11	31	9	14	11	11	13			100
One or more suspensions		3	3	2	2	5	4			19
Course failure in English Language Arts (ELA)				1	4	2				7
Course failure in Math				3	3	10	3			19
Level 1 on statewide ELA assessment	4	24	16	17	10	14	10			95
Level 1 on statewide Math assessment	3	31	11	21	5	15	13			99
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	20	12	9						45
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	7	15	6	8	3					39

Prior Year (2024-25) As Last Reported (pre-populated)

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		4	5	4	5	9	2			29

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4	10	2	4						20
Students retained two or more times					1					1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	66	62	59	62	61	57	59	58	53
Grade 3 ELA Achievement	67	58	59	71	59	58	51	57	53
ELA Learning Gains	61	62	60	58	64	60			
ELA Lowest 25th Percentile	52	57	56	56	60	57			
Math Achievement*	70	63	64	66	62	62	63	58	59
Math Learning Gains	62	67	63	64	68	62			
Math Lowest 25th Percentile	41	54	51	53	59	52			
Science Achievement	69	62	58	69	60	57	64	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	62	63		57	61		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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	488
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
61%	62%	59%	64%	39%		56%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	46%	No		
Black/African American Students	60%	No		
Hispanic Students	45%	No		
Multiracial Students	69%	No		
White Students	63%	No		
Economically Disadvantaged Students	56%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	66%	67%	61%	52%	70%	62%	41%	69%					
Students With Disabilities	41%	36%	48%	41%	50%	57%	50%	43%					
Black/African American Students	55%		61%		59%	65%							
Hispanic Students	46%		38%		61%	33%							
Multiracial Students	70%	60%	94%		70%	53%							
White Students	69%	70%	61%	53%	72%	66%	44%	72%					
Economically Disadvantaged Students	59%	61%	57%	53%	64%	57%	37%	63%					

2023-24 Accountability Components by Subgroups													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	62%	71%	58%	56%	66%	64%	53%	69%					
Students With Disabilities	34%	68%	47%	48%	46%	57%	50%	56%					
Black/African American Students	50%		70%		62%	75%							
Hispanic Students	41%		48%		52%	71%							
Multiracial Students	80%		57%		81%	71%							
White Students	65%	76%	58%	52%	67%	61%	48%	69%					
Economically Disadvantaged Students	55%	67%	55%	58%	62%	64%	55%	67%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	59%	51%			63%			64%		
Students With Disabilities	33%	32%			44%			41%		
Black/African American Students	45%				55%					
Hispanic Students	56%				58%					
Multiracial Students	76%				76%					
White Students	59%	52%			63%			69%		
Economically Disadvantaged Students	51%	47%			54%			51%		

E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	66%	58%	8%	57%	9%
ELA	4	60%	58%	2%	56%	4%
ELA	5	63%	60%	3%	56%	7%
ELA	6	69%	70%	-1%	60%	9%
Math	3	76%	59%	17%	63%	13%
Math	4	74%	60%	14%	62%	12%
Math	5	59%	57%	2%	57%	2%
Math	6	67%	72%	-5%	60%	7%
Science	5	70%	60%	10%	55%	15%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

This year, Atlantis saw a 4 point increase in both ELA and Math proficiency, as well as in ELA Learning Gains, reflecting the positive impact of instructional practices and targeted student support. We refined our instructional practices by using data more intentionally to drive both planning and instruction. Despite the absence of Title I support, we successfully combined goal setting, instructional coaching, and targeted small group intervention instruction to boost ELA performance. Additionally, in school math support through ASP, along with student goal setting, played a key role in the increase in math.

Lowest Performance

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

Math Lowest 25% Learning Gains was our lowest performing data component due to a combination of academic, instructional, and systemic challenges. While skill deficits, instructional gaps, attendance and engagement were all contributing factors, the most impactful to this performance was the impact of instructional shifts. The vacancies in both VE classrooms required our resource teachers to assume responsibility for servicing students in those rooms, which unintentionally disadvantaged other students who depend on additional supports.

Greatest Decline

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

Math Lowest 25% Learning Gains was our data component that showed the greatest decline from the prior year due to a combination of academic, instructional, and systemic challenges. While skill deficits, instructional gaps, attendance and engagement were all contributing factors, the most impactful to this performance was the impact of instructional shifts. The vacancies in both VE classrooms required our resource teachers to assume responsibility for servicing students in those rooms, which unintentionally disadvantaged other students who depend on additional supports.

Greatest Gap

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.

Atlantis outperformed the state in overall ELA Proficiency by 9%, overall Math Proficiency by 9%, and overall Science Proficiency in Grade 14%.

Our overall ELA and Math Proficiency was closest to the state average. Contributing factors to our performance and increase in these components are mentioned above in the most improvement cell.

EWS Areas of Concern

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

Chronic absenteeism has emerged as a significant area of concern according to our EWS data, with a noticeable impact on student achievement and engagement. Regular absences (and tardies) disrupt the learning community, particularly for students already at risk of falling behind. To address this, we are focusing on proactive strategies such as increased family outreach, attendance incentives, early intervention meetings, and stronger partnerships with support staff to identify and remove barriers to consistent attendance.

Highest Priorities

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

1. Lowest 25% Learning Gains ELA
2. Lowest 25% Learning Gains Math
3. Chronic Absenteeism

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

To ensure that Atlantis Elementary earns the percentage points required to achieve the grade of A, we will increase overall ELA proficiency and learning gains. In grades K-2, we will enhance early literacy skills.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Atlantis will show an annual increase of 3% in ELA proficiency in grades 3-6.

In SY25 PM3, proficiency data was 66% therefore SY26 will need to be 69%.

In SY25 PM3, learning gains data was 62% and the goal for SY26 is 64% (2+).

In SY25 PM3, the lowest 25% learning gains data was 54% and the goal for SY26 is 58% (4+).

Atlantis will show an increase of student proficiency by 8% at each progress monitoring window (PM2 and PM3) in grades K-2 as compared to the previous year. In SY25 PM3 proficiency data was 60% therefore SY26 will need to be 68%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach 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. OPM data is input into PMP's for all Tier 2/3 students with fidelity.

Person responsible for monitoring outcome

Jamie Dieckmann, Literacy Coach

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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 iReady, Read Naturally, Visualizing and Verbalizing, Imagine Learning, UFLi, 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 PK-12 implementation. The PK-12 Decision Trees are tools that will be used ongoing in MTSS process to determine both which instructional materials and levels of support needed.

Rationale:

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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Principal-Coach Partnership

Person Monitoring:

Erica Back, Principal

By When/Frequency:

On-going throughout school year (August 2025-May 2026)

Describe the Action to Be Taken and how the school will monitor the impact of this action 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 the coach and teachers at Atlantis Elementary, and develop content area planning protocols that will delineate expectations for benchmark-aligned instructional practices.

Action Step #2

Quality Lesson Planning

Person Monitoring:

Jamie Dieckmann, Literacy Coach

By When/Frequency:

On-going throughout school year (August 2025-May 2026)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Literacy coach 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.

Action Step #3

Sub-Group Supports

Person Monitoring:

Erica Back, Principal

By When/Frequency:

On-going throughout school year (August 2025-May 2026)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

ESE teachers will meet quarterly with the literacy leadership team to review and analyze data to plan curriculum lessons with grade level teachers. 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. Teachers will facilitate explicit vocabulary instruction using morphology (prefixes, suffixes, roots) and context clues. They will integrate Tier 2 and Tier 3 vocabulary across all subjects. Teachers will establish structured reading routines with guided reading with leveled texts and targeted comprehension strategies. In writing across the curriculum, teachers will use sentence frames and graphic organizers for ELL and ESE students.

Action Step #4

Data-Driven Instruction

Person Monitoring:

Jamie Dieckmann, Literacy Coach

By When/Frequency:

On-going throughout school year (August 2025-May 2026)

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Teachers will use program assessments for foundational reading skills, along with DIBELS measures, PASI, PSI, and ORR to monitor reading skills development. Literacy coach 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 Coach will monitor data, create Tier 2 and Tier 3 groups based on data for interventions, and will conduct monthly MTSS meetings. The literacy team will have data chats regularly around Benchmark Advance assessments, iReady, FAST, and intervention OPMs to determine next steps.

Action Step #5

Professional Learning

Person Monitoring:

Allyssa Copeland, Assistant Principal

By When/Frequency:

On-going throughout school year (August 2025-2026)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Literacy Coach will provide job- embedded professional learning and coaching cycles. On-site intervention material and instruction PD will be provided by the Literacy Coach 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.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

To ensure that Atlantis Elementary earns the percentage points required to achieve the grade of A, we will increase overall Math proficiency and learning gains.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Atlantis will show an annual increase of 4% in Math proficiency in grades 3-6.

In SY25 PM3, proficiency data was 70% therefore SY26 will need to be 74%.

In SY25 PM3, learning gains data was 63% and the goal for SY26 is 65% (2+).

In SY25 PM3, the lowest 25% learning gains data was 42% and the goal for SY26 is 50% (8+).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Teachers will monitor student progress on iReady diagnostics 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 walkthrough data on a weekly basis to identify benchmark-based instruction, research-based curriculum, and student engagement. This data will provide quality instructional feedback to teachers and collaboration in team planning sessions.

Person responsible for monitoring outcome

Erica Back, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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:

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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Learning

Person Monitoring:

Erica Back, Principal

By When/Frequency:

On-going throughout the year (August 2025-May 2026)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

PLC's and Early Release Professional Learning will be dedicated to focusing on Math standards identifying strengths and weaknesses. Teachers will learn how to strategically use the newly BPS adopted math intervention tools. Through collaborative conversations, teachers will engage in goal setting for student outcomes. Teachers will strategically identify what each student needs to exhibit a learning gain.

Action Step #2

Targeted Intervention Support

Person Monitoring:

Allyssa Copeland, Assistant Principal

By When/Frequency:

On-going throughout the year (August 2025-May 2026)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

An adjunct teacher will be hired part-time to provide targeted intervention support to our lowest 25% cohort, strategically looking at learning gains.

Action Step #3

District Resource Support

Person Monitoring:

Allyssa Copeland, Assistant Principal

By When/Frequency:

Quarterly/Bi-Annually

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Quarterly, a district math coach will provide 2hrs of direct support for collaborative planning and data analysis for grades 1st-6th and 1hr for grades K and 6th. Bi-Annually, a district math coach will provide professional learning on Early Release Fridays. Topics selected based on our school's needs are "A Balanced Math Block" and "Data-Driven Remediation".

Action Step #4

Family Engagement Opportunities

Person Monitoring:

Allyssa Copeland, Assistant Principal

By When/Frequency:

On-going throughout the year (August 2025-May 2026)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will share with families through newsletters, curriculum nights, and engagement events on how to support students with math learning at home. Parents will know how to digitally access curriculum guides through BPS provided tools and have opportunities to attend hands-on math engagement nights.

Action Step #5

Sub-Group Supports

Person Monitoring:

Erica Back, Principal

By When/Frequency:

On-going throughout the year (August 2025-May 2026)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

ESE teachers will meet quarterly with the leadership team to review and analyze data to plan curriculum lessons with grade level teachers. ESE teachers will implement district vetted 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. Teachers will further develop math conceptual understanding and problem-solving by utilizing visual representations (number lines, bar models, and area models to support abstract thinking). They will promote multiple problem-solving strategies by teaching students to choose and justify strategies (e.g., algorithm vs. estimation). Math talk and sentence stems will encourage academic discourse using structured prompts. Scaffolds will be used for sub-groups utilizing visuals and use of math reference sheet support. Small-group Instruction will occur utilizing formative data to group students by skill gaps while providing targeted reteaching and enrichment.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

To ensure that Atlantis Elementary earns the percentage points required to achieve the grade of A, we will increase overall Science proficiency.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Atlantis will show an annual increase of 3% in Science proficiency in grade 5.

In SY25 PM3, proficiency data was 69% therefore SY26 will need to be 72%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Teachers will monitor student progress utilizing SSA Part 1, SSA Part 2, and Penda lessons.

Teachers will monitor student progress utilizing unit assessments. Assessment data will be analyzed at data meetings and grade-level planning sessions with administration to determine skill deficits that will drive instructional planning for additional support. Administration will utilize walkthrough data on a weekly basis to identify benchmark-based instruction, research-based curriculum, and student engagement. This data will provide quality instructional feedback to teachers and collaboration in team planning sessions.

Person responsible for monitoring outcome

Allyssa Copeland, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Tier 1 intervention will include the 5E Instructional Model: Engage, Explore, Explain, Elaborate, and Evaluate. This inquiry-based framework promotes deep understanding, encourages hands-on learning and scientific thinking, and is widely supported by research and used across Florida districts.

Rationale:

Evidence supports that the 5E Model aligns with how students learn, which emphasizes building new knowledge through experience. It also mirrors the natural learning cycle: curiosity → exploration → understanding → application → reflection. This process promotes student-centered learning by shifting the focus from teacher-led instruction to student-driven discovery. It also encourages questioning, collaboration, and critical thinking. Deeper understanding is built because each phase scaffolds learning: - Engage activates prior knowledge and curiosity. - Explore allows hands-on investigation. - Explain helps students articulate and refine understanding. - Elaborate applies concepts to new contexts. - Evaluate assesses comprehension and growth. The 5E Model enhances retention and transfer of information because students connect concepts to real-world applications, making learning more meaningful and memorable. It's supported by research because studies show the 5E Model leads to higher achievement and longer-lasting understanding compared to traditional instruction.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Learning

Person Monitoring:

Allyssa Copeland, Principal

By When/Frequency:

On-going throughout the year (August 2025-May 2026)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

PLC's and Early Release Professional Learning will be dedicated to focusing on benchmarks and identifying strengths and weaknesses. Teachers will learn how to strategically use the newly BPS adopted science curriculum and resource tools. Through collaborative conversations, teachers will engage in goal setting for student outcomes. Teachers will strategically identify what each student needs to work towards proficiency.

Action Step #2

Schedule Regular Hands-On Science Labs

Person Monitoring:

Allyssa Copeland, Assistant Principal

By When/Frequency:

On-going throughout the year (August 2025-May 2026)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Ensure STEM labs are aligned to grade-level standards and assessment content including pre-lab vocabulary instruction and post-lab reflection. Monitor participation and engagement through walkthroughs and student feedback.

Action Step #3

Integrate Science Vocabulary Across Content Areas

Person Monitoring:

Allyssa Copeland, Assistant Principal

By When/Frequency:

On going throughout the year (August 2025-May 2026)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Embed science terms into ELA blocks and writing prompts utilizing word walls, morphology strategies, and interactive notebooks. Target ESE subgroups with scaffolded vocabulary supports.

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the 2025-2026 school year, our area of focus will be on student engagement to decrease the number of referrals by 5% and chronic absenteeism by 10% while increasing student achievement. When students feel safe and engaged in learning, fewer undesired behaviors and absenteeism will occur. Early Warning Systems data indicates the need for a targeted focus on school culture and climate. Survey data indicated students feel their peers do not respect their teacher.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Student referrals will decrease by 5%.

In SY24, we had 484 referrals. Atlantis' goal was to decrease referrals from 484 to 460 or less in order to increase instructional delivery time for all students. In review of data at the end of SY25, we

had 461 referrals. We missed the goal by one referral.

In SY26, our goal will be to have 438 referrals or less.

Chronic absenteeism will decrease by 10%.

In SY24, 96 students were chronically absent compared to SY25's 122 students.

In SY26, our goal will be to have 110 students or less chronically absent.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will run monthly EWS reports as well as targeted discipline reports from FOCUS to compare current year data to historical. We will discuss and analyze the data during PBIS PLCs/monthly meetings to identify trends and compare percentages.

Ongoing monitoring will allow us to address the following:

1. Behavior Identification: Regular monitoring helps in identifying and understanding the behavioral patterns of students, which can be crucial in addressing any issues early on.
2. Positive Reinforcement: It allows us to acknowledge and reinforce positive behavior, encouraging students to repeat those behaviors.
3. Intervention Strategies: By identifying problematic behaviors, we can implement appropriate intervention strategies to help students improve.
4. Personal Development: Monitoring behavior can aid in the development of skills such as self-discipline, responsibility, and respect for others.
5. Safe Learning Environment: By addressing behavioral issues, ongoing monitoring contributes to a safer and more conducive learning environment.
6. Parent-Teacher Collaboration: Regular updates on student behavior can enhance collaboration between parents and teachers, leading to consistent behavior management strategies at school and home.

Person responsible for monitoring outcome

Erica Back, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. The success of our

school-wide PBIS program will be monitored through our monthly PLC and PBIS meetings.

Rationale:

PBIS strategies will provide students the opportunity to build productive habits with decision-making abilities through character development. PBIS provides a reward system for appropriate school based actions that lead to a productive and safe learning environment.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

PBIS Framework/Practices

Person Monitoring:

Erica Back, Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Set clear expectations for our school-wide PBIS framework. 2. Revise PBIS rewards and incentives from current practices. 3. Increase collaborative walkthroughs and timely feedback. These action steps will be monitored using walkthrough data and FOCUS discipline reports. 4. The success of our schoolwide PBIS program will be monitored through our monthly PLC and PBIS meetings.

Action Step #2

"PhD in Character"

Person Monitoring:

Erica Back, Principal

By When/Frequency:

On-going throughout the year (August 2025 - May 2026)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Our school will be post daily on social media a "Positive Highlight of the Day". These highlights will be focused on elements related to school-wide, staff, students, families, and community success. This will increase positive climate by publicly acknowledging all the great things we do.

Action Step #3

"Best Day Ever"

Person Monitoring:

Erica Back, Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To see a reduction in chronic absenteeism, we will do "Best Day Ever" throughout the school year. This will be scheduled out for the entire year with the staff's knowledge but unknown to students/families. They will be on various days and times. When the secret announcement is made "Boys and girls, this is the BEST DAY EVER", they will receive the motivator for that day (candy, stickers, popsicles, extra recess, etc.). By students/families not knowing when these days will occur, the goal is

for students to increase their attendance because they won't want to miss the opportunity.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00