Allapattah Flats K 8 School

2023-24

Schoolwide Improvement Plan (SIP)

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Allapattah Flats K 8

12051 NW COPPER CREEK DR, Port St Lucie, FL 34987

http://www.stlucie.k12.fl.us/apf

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/10/2023.

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.

The mission of Allapattah Flats is to develop partnerships that maximize resources to create opportunities for learning in the classroom and beyond. We will provide quality instruction to facilitate academic, emotional, and social growth. We will seek to be innovators, embrace change, and continually evolve in order to guide students in recognizing their personal struggles and interests, and utilize them as pathways to a successful future.

Provide the school's vision statement.

Allapattah Flats vision is to become a center of learning that extends beyond the schoolhouse doors, where students are able to articulate future goals and actively work towards those goals as independent learners.

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
Rodriguez, Ana	Principal	Monitor all school programs: Master schedule for K - 8th and flexible schedule for support facilitators working with SWD Multi-Tiered Support System: Implementation of approved district resources aligned with BEST standards Progress monitoring calendar Goal setting Data analysis Collaborative Learning and Planning Professional learning Deliberate practice and feedback Recruitment and retention Student engagement Family engagement
Allen, Jud	Assistant Principal	Monitor all school programs: Pre Kindergarten - 3rd Grade Resource K - 8th Cafeteria Maintenance Safety and Security
Nelson, Melissa	Assistant Principal	Monitor all school programs: 4th - 8th Grade Middle Grades Acceleration Music and Band Parent Teacher Organization Students with Disabilities Accountability and Assessment
Egan, Sarah	Math Coach	Model lessons, coach teams, and mentor teachers regarding best practices in math. Track student progress. Lead CLP discussions and reflection during planning. Monitor the use of resources including the FLDOE planning docs and the B1G M. Assist teams in delivering differentiated instruction to close achievement gaps.
Wilson, Rebecca	Reading Coach	Model lessons, coach teams, and mentor teachers regarding best practices in ELA. Track student progress. Lead CLP discussions and reflection during planning. Monitor the use of resources including the FLDOE planning docs. Assist teams in delivering differentiated instruction to close achievement gaps.
Tillberg, Dana	School Counselor	Monitor completion of middle school credits Assist with implementation of RtI Behavior Ensure all 7th - 8th graders are on track for transition to high school Lead National Honor Society induction

Name	Position Title	Job Duties and Responsibilities
		Lead Promise Club Collaborate with Project Success and DATA House
Slater, Melynda	School Counselor	Assist with elementary scheduling Lead problem solving team meetings Collect, organize, and present progress monitoring data in quarterly MTSS meetings Implement Too Good for Drugs Program Implement approved Tier 2 behavior interventions for identified students
Curl, Heath	Teacher, ESE	Oversee self contained units: EBD and ESE Pre-K Monitor full continuum of ESE services in Pre-K - 4th grade Focus on ESSA SWD group for adequate progress Deliver professional learning for writing quality IEPs Coordinate Special Olympics
Calderon-Marrero, Adriana	Teacher, ESE	Oversee self contained units: IND Monitor full continuum of ESE services in 5th - 8th grade Focus on ESSA SWD group for adequate progress Deliver professional learning for writing quality IEPs
Taylor, Edwina	School Counselor	Monitor completion of middle school credits Assist with implementation of RtI Behavior Ensure all 6th graders are on track for transition to high school Lead Student Council Collaborate with Project Success and DATA House

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.

Allapattah's leadership team includes administrators, instructional coaches, interventionists, team leaders, department leaders, ESE specialists, deans, testing coordinator, and guidance counselors. The School Advisory Council is made up of administrators, parents, staff, and community partners. The first meeting for 23-24 is scheduled for September 5th, 2023.

Allapattah Flats communicates regularly with families through Skylert Phone Mass Messaging, Facebook, Instagram, Email, Printed Materials, and Website.

The Student and Family Handbook and Calendar was shared with families the first week of school. It includes Single School Culture information, family engagement events, and the Title I Parent Compact. Feedback for the compact and the SIP was gathered at the end of 22-23 in 3 different languages, as well

as the first week of school for 23-24. In addition to the printed document, we created a survey in Forms to collect feedback and input from families.

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))

Allapattah admin shared goals for the year with faculty and staff on 8/3/23.
* Increase ELA Proficiency
* Meet Adequate Progress for SWD
* 55% of Students Will Make Learning Gains
* Increase Attendance Rate
* Revise School Mission and Vision
These goals will be revisited during weekly CLP meetings, quarterly faculty and staff meetings, and monthly SAC meetings. Unit and District Assessment results will drive instruction and help us revise the plan during the school year.

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)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	75%
2022-23 Economically Disadvantaged (FRL) Rate	71%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
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)* English Language Learners (ELL) 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: B 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	15	43	43	40	33	37	46	67	61	385
One or more suspensions	1	1	1	3	2	6	7	35	21	77
Course failure in English Language Arts (ELA)	0	7	3	5	0	0	0	2	4	21
Course failure in Math	0	7	7	7	0	0	0	0	1	22
Level 1 on statewide ELA assessment	0	24	12	6	33	33	41	73	40	262
Level 1 on statewide Math assessment	0	29	26	34	17	37	50	30	38	261
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	14	26	35	34	51	44	57	82	59	402

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	6	40	35	36	37	46	55	93	58	406

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	0	0	0	6	1	1	0	1	1	10
Students retained two or more times	0	0	0	0	0	0	0	0	1	1

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	45	34	38	39	51	34	41	69	87	438
One or more suspensions	1	1	1	1	3	8	9	35	31	90
Course failure in ELA	0	0	0	1	1	0	0	1	0	3
Course failure in Math	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	0	29	25	35	48	73	210
Level 1 on statewide Math assessment	0	0	0	29	22	39	32	51	78	251
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	3	4	5	6	2	85	90	115	312

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	2	2	4	16	30	34	64	80	110	342

The number of students identified retained:

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

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	45	34	38	39	51	34	41	69	87	438
One or more suspensions	1	1	1	1	3	8	9	35	31	90
Course failure in ELA	0	0	0	1	1	0	0	1	0	3
Course failure in Math	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	0	29	25	35	48	73	210
Level 1 on statewide Math assessment	0	0	0	29	22	39	32	51	78	251
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	3	4	5	6	2	85	90	115	312

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The number of students identified retained:

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

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*	49	50	53	48	53	55	51		
ELA Learning Gains				51			54		
ELA Lowest 25th Percentile				43			37		
Math Achievement*	54	51	55	50	41	42	50		
Math Learning Gains				54			42		
Math Lowest 25th Percentile				46			31		
Science Achievement*	58	52	52	52	50	54	51		
Social Studies Achievement*	76	71	68	73	55	59	65		
Middle School Acceleration	76	75	70	77	50	51	62		
Graduation Rate		90	74		50	50			
College and Career Acceleration		69	53		74	70			
ELP Progress	46	44	55	50	78	70	42		

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](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	417
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	544
Total Components for the Federal Index	10
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	31	Yes	4	2
ELL	46			
AMI				
ASN				
BLK	54			
HSP	59			
MUL	57			
PAC				
WHT	66			

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	56			

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	31	Yes	3	1
ELL	46			
AMI				
ASN				
BLK	49			
HSP	56			
MUL	48			
PAC				
WHT	57			
FRL	52			

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	49			54			58	76	76			46
SWD	19			23			32	48			6	42
ELL	35			45			46	56			6	46
AMI												
ASN												
BLK	46			47			56	71	74		7	31
HSP	49			55			56	74	72		7	48
MUL	55			55			62				3	

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
2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
PAC												
WHT	52			62			62	79	80		6	
FRL	45			51			52	75	73		7	43

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
2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	48	51	43	50	54	46	52	73	77			50
SWD	18	34	31	20	37	40	27	48				20
ELL	35	48	36	38	54	50	48	57				50
AMI												
ASN												
BLK	40	48	43	39	48	39	38	77	73			43
HSP	50	54	41	52	58	54	58	70	74			51
MUL	44	50		52	42		54					
PAC												
WHT	54	48	34	59	59	47	63	72	79			
FRL	44	49	41	44	53	43	47	68	76			50

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
2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	51	54	37	50	42	31	51	65	62			42
SWD	15	37	36	19	31	25	25	44				36
ELL	35	51	47	43	34	27	36	38				42
AMI												
ASN												
BLK	39	50	36	37	33	22	38	55	61			36
HSP	54	54	47	53	45	28	56	61	60			42
MUL	62	56		65	38		55					
PAC												
WHT	60	56	21	60	53	60	62	82	68			
FRL	45	53	43	46	38	26	47	61	61			39

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	63%	46%	17%	54%	9%
07	2023 - Spring	50%	43%	7%	47%	3%
08	2023 - Spring	42%	43%	-1%	47%	-5%
04	2023 - Spring	47%	52%	-5%	58%	-11%
06	2023 - Spring	41%	42%	-1%	47%	-6%
03	2023 - Spring	55%	42%	13%	50%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	62%	48%	14%	54%	8%
07	2023 - Spring	27%	38%	-11%	48%	-21%
03	2023 - Spring	69%	52%	17%	59%	10%
04	2023 - Spring	51%	56%	-5%	61%	-10%
08	2023 - Spring	46%	43%	3%	55%	-9%
05	2023 - Spring	64%	48%	16%	55%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	50%	41%	9%	44%	6%
05	2023 - Spring	67%	47%	20%	51%	16%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	85%	34%	51%	50%	35%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	61%	15%	66%	10%

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 49 Math 58 Science 58 Civics 76 Algebra 86
Each category increased percentage points in 2023. The lowest performance was in ELA. It only increased 1% in proficiency. This year we'll have a special focus on 3rd grade reading and refocus on learning gains for both math and ELA.

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

4th Grade ELA and Math dropped proficiency from 2022. 6th Grade ELA also dropped proficiency.

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.

4th, 6th, and 8th grade ELA cohorts performed below the state proficiency. We had Intern to Teachers in 6th and 8th grade ELA who had not met all certification requirements and lacked knowledge and experience in CLP and ELA instructional practice. 4th grade was a new team. They struggled with collaboration and collegiality.

3rd - School 52 District 43 State 50
4th - School 48 District 52 State 57
5th - School 57 District 46 State 55
6th - School 42 District 42 State 47
7th - School 50 District 47 State 47
8th - School 41 District 44 State 47

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

3rd and 5th ELA cohorts are a model for collaboration and reflective practices. Their instructional decisions are guided by progress monitoring and planning documents that outline BEST standards and resources.

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

SWD make up the subgroup that has not made adequate progress in 3 years. ESE Specialists are planning workshops throughout the year to cover SWD topics for professional learning, data analysis,

and lesson delivery.

This year, 3rd grade has its own cell in the school report card, we'll have to pay close attention to proficiency in each testing window to identify non proficient students, and plan small group instruction for reteaching and remediation.

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

Attendance
ELA Proficiency
SWD Proficiency
Learning Gains in ELA and Math
School Vision and Mission

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

#1. Positive Culture and Environment specifically relating to Other

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.

Parent involvement focus to establish and build a positive culture and environment for students, staff, parents, and stakeholders.

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

Using team members, stakeholders, students, parents we will see an improvement in school climate and positive culture based on our end of year student and staff surveys. We will also train our staff using the St. Lucie County Round Table in Kids at Hope. We will see more involvement in school family engagement activities. Parent involvement activities will include: STEAM Night, Title I curriculum Night, Grade level parent involvement with all grade levels including ESE self-contained classrooms, MLK Parade.

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

Using all members of the committee we will meet, plan, and implement a new version of our vision and mission. New mission and vision will be used to help brand our school in a positive manner. This will be showcased in our social media platforms and school marquee, and flyers sent home. We will use this as a guide to build culture on our campus and in the community.

Person responsible for monitoring outcome:

Jud Allen (justin.allen@stlucieschools.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.)

Students, parents, and staff will be engaged in rebranding our school and have a say in the new vision and mission.
This team will include: Student council, SAC committee, Stake holders, Leadership Team, Team Leaders Principal, Ana Rodriguez, attended the Florida Collaborative Leadership for All Students Success Program over the summer. Within the training, the focus was on vision and mission building to focus on strengths and needs of the school. Using the guidelines

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

During Ms. Rodriguez's training at FL CLASS, she was given specifics, a timeline, and method to examine and revamp the school's vision and mission that has remained the same for the past 15 years. We will be using this template to involve all stakeholders and form a committee.
We will also develop a school calendar with parent involvement events to include ESE classes and parent training.

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.

Attend FL CLASS conference in Orlando. Implement steps to rewrite the mission and vision of Allapattah Flats to reflect the needs of our families and student community.

Person Responsible: Ana Rodriguez (ana.rodriguez-oronoz@stlucieschools.org)

By When: July 2023

Configure team to include staff, students, parents, stakeholders to evaluate mission and vision statements.

Person Responsible: Ana Rodriguez (ana.rodriguez-oronoz@stlucieschools.org)

By When: October 2023

Develop Calendar of events for parental involvement: Title I Night, Steam Night, grade level nights, ESE classroom events.

Person Responsible: Jud Allen (justin.allen@stlucieschools.org)

By When: Ongoing

Complete the vision and mission statement and post to multiple platforms.

Person Responsible: Jud Allen (justin.allen@stlucieschools.org)

By When: May 2024

#2. Positive Culture and Environment specifically relating to Early Warning System

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.

The area is focus is to improve the school-wide student attendance rate. Last year 35.7% of students enrolled were classified as having "Chronic" Attendance. Students with Chronic attendance were absent more than 10% of the school year (18+ days). When students are absent, they miss quality instruction and struggle to make up missed educational content/tasks.

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

At least 60% of a school's population will attend 95% of the school days during the 2023-2024 school year.
*In the 2022-2023 school year, 37.8% of the school population, attended 95% of the school days.

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

The attendance committee will follow the School Attendance Plan to ensure that we are monitoring student attendance.
We will implement the following:
-Daily Attendance Monitoring by Teachers
-Calls to families when students are absent
-Monthly Communication with Teachers
-Monthly Attendance Committee Meetings
-Follow APF attendance procedures as outlined in the School Attendance Plan

Person responsible for monitoring outcome:

Melisa Nelson (melisa.nelson@stlucieschools.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.)

Create individualized attendance plans for students and families with chronic attendance.

We will ensure that we create a safe school environment for students to feel comfortable coming to school each day.

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

By creating an individualized attendance plan for students and families we will monitor students that are classified Tier II and Tier III for attendance in accordance with the school attendance plan. Individualized plans allow us to work with the families to determine barriers for student attendance and determine an action plan to help students attend school consistently.

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.

Create a School Based Attendance Committee and schedule attendance meetings, roles and responsibilities for committee members. Meet monthly to discuss student attendance concerns and action steps.

Person Responsible: Melissa Nelson (melissa.nelson@stlucieschools.org)

By When: Ongoing

The attendance committee will meet monthly to determine students that are developing chronic attendance. The committee will determine an action plan for each student.
Action plans could the following actions:
-Check in/Check out
-Individualized Attendance Plans
- Attendance Concern Letters
- Home Visits
- PST Meetings
- Truancy Court

Person Responsible: Melissa Nelson (melissa.nelson@stlucieschools.org)

By When: Ongoing.

Increase communication with families regarding student attendance rates. We will ensure that positive messages about attendance are communicated with parents monthly.

Person Responsible: Melissa Nelson (melissa.nelson@stlucieschools.org)

By When: Monthly

Create positive attendance incentives for all students. The attendance team will meet to create positive attendance incentives for all students on campus.

Person Responsible: Melissa Nelson (melissa.nelson@stlucieschools.org)

By When: Monthly

Create a School Wide Attendance Plan.

Person Responsible: Melissa Nelson (melissa.nelson@stlucieschools.org)

By When: July 2023.

#3. 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.

49% of students in 3rd - 8th grade demonstrated proficiency in the 22-23 FAST PM 3. The percentage increased 1 point from the previous year. Scores by grade level compared to district and state:
3rd - School 52 District 43 State 50
4th - School 48 District 52 State 57
5th - School 57 District 46 State 55
6th - School 42 District 42 State 47
7th - School 50 District 47 State 47
8th - School 41 District 44 State 47

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

52% of students in 3rd - 8th will demonstrate proficiency in ELA FAST PM 3.
55% will make learning gains.

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

ELA performance will be monitored through District Unit Assessments, iReady Diagnostics, Imagine My Path Diagnostic, and FAST PM 1 and 2 results.

Person responsible for monitoring outcome:

Ana Rodriguez (ana.rodriguez-oronoz@stlucieschools.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.)

Teachers will implement evidenced based curricula: Benchmark Advance, iReady, Imagine My Path and Savvas. In addition, teachers will focus on standard progression and scaffolding to provide interventions specific to learning targets that will assist in closing achievement gaps.

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

Not all teachers plan differentiation, reteaching, and remediation to close learning gaps. Many teachers generalize instruction; they do not plan explicit scaffolding to build their way to the grade level standard. Once an assessment is given, teachers must analyze the data to maximize tiered instruction.

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.

Literacy Coach will lead CLP discussion and reflective protocols about data and BEST standards. Small group instruction is still a challenge for teachers, especially new teachers wrapping their heads around the scope and sequence, planning docs, classroom management, and daily routines. CLP must be a consistent exercise with clear expectations and an applicable product. ESE Support Facilitators and Interventionists must be active participants in CLPs. Teachers will meet with students each quarter to complete goal setting.

Person Responsible: Ana Rodriguez (ana.rodriguez-oronoz@stlucieschools.org)

By When: Weekly

#4. ESSA Subgroup specifically relating to Students with Disabilities

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.

Allapattah's SWD subgroup has not met adequate progress in 3 consecutive years. Progress in 2022 was 31%.

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

41% of SWD will make adequate progress in 23-24 FAST performance.

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

Progress will be monitored throughout the year by Unit and District Assessments, as well as iReady, Imagine My Path, Success Maker, and IXL. Baseline and midyear data from PM 1 and 2 will be used to differentiate instruction and develop goals for IEPs.

Person responsible for monitoring outcome:

Ana Rodriguez (ana.rodriguez-oronoz@stlucieschools.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.)

SWD will receive differentiated instruction during MTSS and ESE Resource for Math and ELA. Based on data collected and reported by the AGPRs, ESE Support Facilitators will collaborate with Gen Ed teachers to create an action plan focused on accommodations to "climb" through the vertical progression of the grade level standard and achieve mastery. Gen Ed and ESE Facilitators will collaborate to implement Benchmark Advance and iReady curricula in Tier 1 and Tier 2.

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

ESE Support Facilitators are not fully prepared to deliver instruction when they practice inclusion. Although they have common planning with Gen Ed teachers, they have not interacted with the planning docs and the scaffolding of the standards to fully understand grade level expectations and apply it to IEP goal writing in applicable manner. The instruction for SWD becomes generalized instead of individualized.

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.

8/2023 Professional Learning -
Bridging the Gap - 5 Ws of Quality IEP Writing, I Do, You Do, We Do of IEP Writing, Implementation of Accommodations, Access to PEER, Support Facilitation Model

Person Responsible: Heath Curl (heath.curl@stlucieschools.org)

By When: 8/2023

09/2023
IEP Goal Writing Workshop -
Analyze Achievement Gaps, Access to Data Dashboards, Align Student Goal to Vertical Progression of the Grade Level Standard, Design Lesson/Intervention Plan to Close the Gap.

Person Responsible: Adriana Calderon-Marrero (adriana.calderon-marrero@stlucieschools.org)

By When: 09/2023

We will improve Best Practices for Inclusion Education. We plan to use surveys to gather feedback from students and instill ownership of services and accommodations. We also plan to improve collaboration between the Gen Ed and ESE teachers with a focus on a co teaching model. Our new master schedule includes Resource Class for students transitioning to a more supportive environment with the goal of returning to Gen Ed as soon as they meet adequate progress.

Person Responsible: Ana Rodriguez (ana.rodriguez-oronoz@stlucieschools.org)

By When: Action steps include monthly items.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Title I funding will pay for Science Resource class, Literacy and Math Coaches, Accelerated Reader Program, Study Island for Science and Civics, and a Technology Resource class.

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 only group identified in the RAISE category is 1st grade.
56% of 1st graders scored below the 40th percentile.

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

N/A

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

55% of 1st graders will score above the 40th percentile in FAST Reading.

Grades 3-5 Measurable Outcomes

N/A

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.

APF released the testing calendar to all faculty. 1st grade will meet weekly to look at performance data. Low performing students will be identified for Tier 2 and Tier 3 interventions. Teachers will follow intervention guidelines provided by iReady and Benchmark Advance curricula. Specific strands will be addressed by evidenced based interventions like Heggerty and LLI.

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

Allen, Jud, justin.allen@stlucieschools.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?

Teachers, Coaches, and Interventionists will implement Benchmark Advance, iReady, Heggerty, and LLI.

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?

Many teachers are still learning how to deliver Benchmark and iReady curricula with fidelity. Each teacher has a different level of understanding, practice, and comfort of each curriculum. We plan to do job embedded professional learning throughout the year, in addition to CLPs and reflective protocols.

We created a goal for SWD as well. We will improve Best Practices for Inclusion Education. We plan to use surveys to gather feedback from students and instill ownership of services and accommodations. We also plan to improve collaboration between the Gen Ed and ESE teachers with a focus on a co teaching model. Our new master schedule includes Resource Class for students transitioning to a more supportive environment with the goal of returning to Gen Ed as soon as they meet adequate progress.

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
Literacy Leadership * Ms. Wilson presented the APF Literacy Plan to faculty and staff during pre-service week. The plan includes APF Literacy Committee Members and Monthly Meetings, SLPS Literacy Routines, Approved Curriculum Resources, CLP Structures and Schedule, Progress Monitoring Calendar, MTSS component, Coaching/Feedback Model. * Ms. Rodriguez completed the FCRR/FSU Literacy Leadership Series Course in the summer. * Ms. Wilson, Ms. Nelson, and Ms. Rodriguez will attend the Regional Seasonal Literacy Symposium. Literacy Coaching * Ms. Wilson and the Literacy Committee have created a schedule of observations for new and veteran teachers. Teachers will observe each other with a focus on specific components of the ELA routines. The schedule includes peer and coaches' feedback sessions. * Ms. Wilson has scheduled modeling sessions for new teachers who have not implemented Benchmark Advance, iReady, and Heggerty curriculum resources. Assessment * FLDOE and SLPS assessment calendars were shared with faculty and staff. We will conduct data chats following each assessment. * Administrators, Coaches, and Guidance Counselors will organize the data to identify groups, interventions, and additional support. Professional Learning * Ms. Wilson will facilitate Reading Endorsement courses for teachers. * The 1st grade attended district professional learning. Teachers will complete a PL Needs Survey. We will provide additional learning opportunities for Benchmark Advance, iReady, and Heggerty. * Literacy Coach and Interventionist will model Small Group Differentiation, Tier 2, and Tier 3 strategies.	Wilson, Rebecca, rebecca.wilson@stlucieschools.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.

N/A

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))

N/A

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)

N/A

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))

N/A

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))

N/A

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))

N/A

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).

N/A

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))

N/A

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))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No