

Lincoln Marti Schools International Campus

103 E LUCY ST, Florida City, FL 33034

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	92%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	A	D	-

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

N/A

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lincoln-Marti Charter School International Campus mission is to provide the best quality education and instill in our students values that will make them better citizens, better workers and better human beings.

Provide the school's vision statement

At Lincoln Marti we believe that the quality of any nation, state, city, community and family must be judged by the preparation and advancement of the individuals who comprise them.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

For the third consecutive school year, Lincoln-Marti Charter Schools International Campus will hold quarterly parental workshops throughout the school year. All Kindergarten- Sixth grade parents will have the opportunity to engage in their children's learning. Every month, parents and students will be invited to the students' classroom(s) and the teachers will have the opportunity to build a relationship with the parents and students. During these workshops teachers will not only learn about our diverse population but they will also teach and/or review with the parents what their children is/will be learning. Teachers create and present PowerPoint presentations with all the pertinent information that parents and students will benefit from. Lastly, parents will have the opportunity to engage and interact with other parents during these monthly workshops.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Prior to the commencement of every school year, all staff members are trained on the Safety and Emergency Procedures. Important safety measures and emergency protocols are thoroughly discussed in this training. Teachers also maintain a folder in their classrooms with a copy of the Emergency and Safety Procedures guidelines. These guidelines are posted in every classroom along with the school's Safety plan which is posted in every teachers' corner to ensure all emergency procedures are followed during any emergency situation(s). Students safety is our main priority in our school, therefore; at the beginning of the school year our school counselor provides a training to all teachers in regards to Bullying and Harassment. Teachers also received a copy of the School Board Policy 5517.01 Bullying and Harrassment. In addition, our school has a Bullying Box located in our school's main office where students can anonymously report any bullying and/or harassment incidents. The school counselor is constantly monitoring the Bullying box and taking immediate action. In order to ensure all students are safe during the school's daily dismissal, all teachers participate in the dismissal process to ensure the adults picking up the children are indeed authorized according to the student emergency contact card. Any unfamiliar adults are sent to the school's office and our school's receptionist verifies that the adult's ID match the authorized adult's name on the student's emergency contact card. Parent's are immediately notified if an unauthorized adult is attempting to pick up their children.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At the commencement of every school year, the Student's Code of Conduct is reviewed with the students. Moreover, during the first 5 days of school all parents receive a Bilingual letter notifying them on how to download the District's Code of Student Conduct on the ehandbooks.dadeschools.net site. Additionally, an "Acknowledgement of Receipt and Review" Parent form must be reviewed, signed and submitted back to the school within 5 days of receipt. As of the first day of school all Teachers establish a Behavior system with all students including Class Rules, Rewards and Consequences. In some cases, as per the parent's request some students are on a daily behavior system where the Teacher and Parent(s) are in constant communication in regards to the student's behavior. Additionally, there is a school wide behavior chart implemented in the cafeteria to monitor students' behavior during lunch hours. Incentives are given to the classes earning "Happy Faces" throughout the school week.

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

Prior to the commencement of the school year all teachers are provided with a Counseling Referral form. This form is filled out with the student's personal information and with the reason for the counseling referral. All referrals are submitted to our school counselor's mailbox where she constantly monitors the counseling referral system and ensures all of the students social-emotional needs are being met. Additionally, our school counselor has created a Student-Counseling Referral box where students have the opportunity to request counseling services themselves. The counselor also monitors the students upon their counseling services have concluded to monitor the students social-emotional progress. If deemed necessary the counselor may also contact the student's parents to request a conference in regards to a specific situation and/or concern.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Lincoln-Marti Charter Schools International Campus maintains an open line of communication with our parents since the beginning of the school year. During the first week of school, parents are provided with a School-Parent-Student Compact which states the School's responsibility, students' responsibilities and parents' responsibilities. This compact reflects on the importance of students being present on a daily basis, the importance of having ongoing communication with teachers, and on the importance of abiding by the school's policies and/or procedures. Additionally, during Grade level meetings; teachers will periodically review student's attendance and/or data. Any early warning indicators will then be reported to our school's Leadership Team and School Counselor in order to take immediate action.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	24	17	14	6	8	14	1	84
One or more suspensions	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	K	1	2	4	5	
Students exhibiting two or more indicators	2	3	3	3	4	15

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The students identified by the Early Warning System will receive daily intervention strategies based on their academic performance. These strategies include: Early Bird Tutoring for students in Third-Seventh grade, mainly targeting Reading, Writing, Mathematics and Science. Daily Extended Learning Day tutoring will be provided for all students in grades Kindergarten-Seventh grade utilizing supplemental materials. Special Area teachers will utilize the interdisciplinary approach to instruction in Reading, Math and Writing in order to support core instruction in the areas of weaknesses. The Reading Coach and ELL Coordinator will be providing push in and pull out interventions during special areas and during core instruction in order to maximize instruction.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/195069>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Parents, teachers, and community representatives are all involved in the School Advisory Council (SAC) for one purpose which is to support the school and student academic achievement. The school holds a variety of monthly meetings where parents are invited to take part and learn ways in which they can help their children succeed academically. Additionally, the SAC's business representative donates plants and ecological resources for schools science experiments and student projects. The school responds to the

needs of our diverse population families. Many families have limited educational backgrounds; therefore, we have monthly parental workshops where teachers invite the parents to learn about what their children are currently learning in school. The school sends home flyers to advise parents of the parental workshops as well as Blackboard connect messages. The school currently utilizes the Blackboard connect system in order to be able to communicate with parents on a daily basis and inform them of pertinent information such as upcoming events, tutoring dates and Saturday Academy dates. Being a Title I school, Parent-Student-School compacts have been distributed in order to monitor the academic achievement and maintain ongoing communication with parents, and stakeholders. Parents are also actively involved in creating the school's yearly Parental Involvement Plan (PIP) in order to work cohesively towards student academic performance.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Sanchez, Barbara	Principal
Llorente, Marielys	Assistant Principal
Becerra, Elaine	Teacher, K-12
Valera, Tamara	Teacher, K-12
Garcia, Isis	Teacher, K-12
Febres, Yelitza	Teacher, K-12
Rizo, Elisa	Guidance Counselor
Noa, Melissa	Administrative Support

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Barbara Sanchez, Principal will schedule and facilitate regular MTSS/Rtl meetings, ensure consistency of follow-up action steps, allocate resources.

Marielys Llorente, Assistant Principal; will ensure attendance of all members and ensure consistency of follow-up action steps; Rtl implementation monitoring for compliance. Participate in the MTSS/Rtl problem solving process.

Elisa Rizo, Counselor; will carry out SIP planning with a focus on the social and behavioral needs aspect of the school operation, Rtl implementation and monitoring, periodically monitor the students' ongoing progress. Participate in the MTSS/Rtl problem solving meetings.

Elaine Becerra, Reading Lead Teacher; responsible for the implementation of the school's comprehensive core and supplemental reading programs. Disaggregating and analyzing students' data to monitor strengths and weaknesses. Participate in the MTSS/Rtl problem solving meetings.

Melissa Noa, ESOL Coordinator; will monitor that all students are receiving ESOL interventions; attend regular meetings, carry out SIP planning with the focus on the ELL subgroup. Participate in the MTSS/Rtl problem solving meetings.

Marielys Llorente, ESE Teacher; will attend regular meetings, carry out SIP planning with the focus on the social and behavioral needs of students. Monitor Rtl implementation. Participate in the MTSS/Rtl problem solving meetings.

Yelitza Febres, Teacher; will work cohesively with our Reading Coach to determine teaching

strategies; attend regular meetings, carry out SIP planning with the focus on Reading. Isis Garcia, Teacher; will monitor students' Writing data and support teachers by providing Writing strategies to promote Writing across the curriculum, carry out SIP planning with the focus on Writing. Tamara Valera, Teacher; will monitor the students' data and monitor their progress, attend regular meetings, carry out SIP Planning with the focus on Mathematics.

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

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and to monitor academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur on a bi-weekly basis to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions are needed to implement the SIP strategies that are closely examined, planned, and monitored through the MTSS Tier 1. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately twice per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. The school will schedule meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school’s Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Barbara Sanchez	Principal
Alexandra Groso	Teacher
Yelitza Febres	Teacher
Maylin Rodriguez	Teacher
Carolina Bustos	Student
Ligia Arizo	Business/Community
Esther Esquijarosa	Parent
Saray Borrego	Parent
Ana Mendieta	Parent
Doris Ching	Parent
Rosalia Tur	Parent
Elaine Becerra	Teacher
Tamara Valera	Teacher
Leyda Plasencia	Teacher
Wendy Salabarría	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

An EESAC meeting was held on May 14, 2015 to evaluate the 2014-2015 School Improvement Plan. All strategies implemented for the 2014-2015 SIP were discussed and parents were asked for their input on effective implemented strategies. Additionally, parents also gave their input for new possible strategies to implement for the 2015-2016 SIP. On the March 5, 2015 EESAC meeting; our the school principal and the SAC chair discussed the school's FLBSI Mid-Year Narrative Reflection, the EESAC members understood and the Mid- Year reflection was approved by the board.

Development of this school improvement plan

The EESAC is the sole body for developing and monitoring final decision making at the school relating to the implementation of the School Improvement plan.

The ESSAC team is responsible for the following:

Schedule and conduct meetings on quarterly basis;

Review all applicable student performance data;

Determine the students' needs and prioritize them;

Recommend strategies to improve areas of need;

Decide how to measure results;

Assist in the preparation and evaluation of the School Improvement Plan;

Meet all District and State timelines; and

Document data analysis and SIP reviews in the EESAC minutes.

Preparation of the school's annual budget and plan

The EESAC must advise the principal in the development of the school's budget. A portion of the school's budget is an allocation of \$5.00 for every FTE in the school, made directly to the EESAC.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The 2014-2015 EESAC funds were solely used for students' incentive, approximately \$5.00 per student (\$1,490) were utilized to promote students' motivation through incentives.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Sanchez, Barbara	Principal
Llorente, Marielys	Assistant Principal
Becerra, Elaine	Teacher, K-12
Valera, Tamara	Teacher, K-12
Garcia, Isis	Teacher, K-12
Noa, Melissa	Administrative Support

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team will be to maintain all subject areas abreast of reading interventions strategies and through the data analysis focus on the areas of weaknesses and/or deficiencies. The interdisciplinary approach to learning will be implemented throughout all content areas to promote literacy within the school. The school establishes the D.E.A.R.A.W (Drop Everything and Read and Write) program on a daily basis from 8:00 am - 8:30 am. The school's motto for the 2015-2016 school year is "Read like a Detective, Write like a Reporter", all classrooms have this motto displayed where student's Writings are exposed continuously to promote the importance of Writing.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

To encourage positive working relationships between teachers, the school creates the Master Schedule to ensure that Common Planning is reflected in order for teachers to collaborate with one another to positively impact instruction and create higher levels of lesson plans across all grade levels. Additionally, the school has a Mentor-Mentee program to assist and guide novice teachers as they transition into our school's culture.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Lincoln Marti provides current openings information on the school's website as well as on different newspapers and online sources. The new personnel go through an interview process to ensure that they meet the necessary requirements to attain the new position(s). Once new teachers are recruited based on the years of experience in the field of education, a mentoring program is implemented. Our strategy to retain highly Qualified Teachers, Certified-in-field, and effective teachers is by giving them annual incentives based on their achievements. Administration and Leadership Team will provide continuous support within the classroom by implementing professional developments on the Florida Standards. Differentiated Instruction, Rtl and Classroom Management.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentors have been designated according to their experience in teaching and are /were in the same grade level as their mentee. Mentors have in-depth expertise implementing differentiated instruction, incorporating the FCIM model and interdisciplinary approach to instruction.

Mentee and Mentor will take part in-grade level meetings, common planning, and co-teaching while implementing different strategies.

Mentor Name Mentee Assigned
Leyda Plasencia Lucia Acosta
Damaris Cruz Mercedes Alvarez
Laura Mijares Maria Martinez
Tamara Valera Lucy Perez
Isis Garcia Ginna Jaramillo
Yarenis Delgado Sandra Hernandez

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school has purchased all of the core instructional programs and materials recommended by the District, which are aligned to the Florida Standards. Core Instructional programs purchased are as follows: Reading Wonders (K-5), Go Math FL 2013 Edition (K-5), Science Fusion (K-5), Social Studies MC-Graw Hill (K-5) INSIDE instructional materials for ELL and Intensive Reading students, Interactive Earth Science (6) and Discovering our Past History of the World (6). The teachers are also utilizing supplemental resources and websites to meet the individual needs of students while improving their teaching approaches. CPALMS constitutes one of the main websites recommended to be utilized by teachers to become more knowledgeable on the new Florida Standards. For the extended learning day different resources aligned to the Florida Standards have been purchased from Triumph Learning. Some of these resources are: Florida Standards Instruction Coach, Florida Standards Performance Coach, Florida Standards Support Coach, Write it Out! and Crosswalk Coach Plus. The students will also use the i-Ready Program that is currently aligned to the new standards to enhance their English Language Arts and Mathematics skills.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers gather and analyze data obtained from state and district assessments in order to group the students based on their strengths and weaknesses. Teachers promote Differentiated Instruction throughout student centered activities in order to target the students' individual needs. Teachers are continuously monitoring and updating the center rotation groups based on classroom and district assessments. Students earning a level 1 or 2 on the Reading and/or Mathematics 2015 FSA administration, are receiving 30 minutes of Intensive courses additional from the required Reading and or Mathematics course. Tutoring is provided on a daily basis to all Kindergarten-Sixth Grade students, utilizing supplemental materials aligned to the Florida Standards. These daily tutoring sessions are provided to reteach and/or re enforce specific skills taught throughout the day in Reading, Mathematics, Writing and Science. Early Bird tutoring has been implemented since the beginning of the school year for all Third-Sixth Grade students, focusing on Reading, Mathematics, Writing and Science skills needed to prepare students for the ELA/Mathematics Florida Standards Assessment and Science FCAT 2.0 (5th). Push in and pull out interventions are also provided to students not meeting grade level expectations in the areas of Reading, Mathematics and Writing. The school will also offer Saturday Academy tutoring projected to commence January 2016, free at no cost for all Third-Sixth Grade students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 12,000

Kindergarten-5th Grade Students

60 minutes daily, 300 minutes weekly, 1200 minutes monthly, 12000 minutes annually

6th Grade Students

60 minutes daily, 300 minutes weekly, 1200 minutes monthly, 12000 minutes annually

The school uses supplemental instructional materials to target the needs of individual learners, while being exposed to different test-taking strategies.

Supplemental Materials:

Kindergarten- Common Core Coach ELA and Math

1st - 6th Grade- Common Core Coach: ELA and Reading

3rd-6th Grade- Florida Standards Performance Coach: ELA and Math

3rd-6th Grade- Florida Standards Support Coach: ELA and Math

3rd-6th Grade- Crosswalk Coach PLUS for CCSS: ELA and Math

3rd-6th Grade: Florida Standards Instruction Coach

3rd-6th Grade- Skills Coach Write it Out

5th Grade: Florida Coach Science, Florida Buckle Down Science, Florida Coach Jumpstart Science

Strategy Rationale

Supplemental Resources will be used to expose students to additional instructional strategies based on their individual needs while exposing them to the new Florida Standards.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Sanchez, Barbara, bsanchez@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected periodically at the end of each lesson/unit. Data will be dis-aggregated and analyzed with the students and future goals will be set. Data will be discussed in grade level meetings to evaluate effectiveness of instructional strategies.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Lincoln-Marti Charter Schools International Campus will assist with providing young children with a variety of meaningful experiences that will give them the opportunity to develop the necessary skills to be successful in future grade levels. The school will assist in providing a smooth transition from Early Childhood Programs by conducting orientation meetings prior to the commencement of the school

year. During these meetings, important information in regards to the school will be shared with parents and family members to aid in the new transition their children will be going through. Additionally, the school will provide an Open House and conduct Parent Conferences as needed throughout the school year. The school will offer monthly parental workshops to provide information to all parents in how to better support their children at home and how to utilize the resources available for Charter schools in Miami-Dade County Public Schools. Articulation meetings will be conducted at the end of the school year with Fifth grade and Sixth grade teachers in order to discuss the individual students academic progress during their last school year in elementary. These meetings will support the future sixth grade teachers in preparation for the elementary-middle school transition.

College and Career Readiness

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

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The 2015-2016 school improvement goal for Lincoln-Marti Charter Schools International Campus is to increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. The 2015-2016 school improvement goal for Lincoln-Marti Charter Schools International Campus is to increase student achievement by improving core instruction in all content areas. **1a**

G070939

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - Hispanic	
AMO Reading - ED	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	59.0
CELLA Writing Proficiency	33.0
FSA English Language Arts - Achievement	31.0
ELA/Reading Gains	87.0
ELA/Reading Lowest 25% Gains	100.0
FSA Mathematics - Achievement	88.0
Math Gains	99.0
Math Lowest 25% Gains	100.0

Resources Available to Support the Goal **2**

- Mc-Graw Hill Wonders
- Wonderworks
- GO Math FL 2013 Common Core Edition
- Skills Coach Write it Out
- ELA/Math Crosswalk Coach Plus for the CCSS
- ELA/Math Florida Standards Support Coach
- ELA/Math Florida Standards Performance Coach
- Florida Jumpstart
- ELA/Math Florida Standards Instruction Coach
- ELA/Math Common Core Clinics
- Best Practices in Reading
- Strategies for Math Problem Solving
- i-Ready Reading / Mathematics
- Reflex Math
- Science Fusion K-5th
- Prentice Hall Florida Comprehensive Science 6th Grade
- Mc Graw Hill World History 6th Grade
- Glencoe Math 6th Grade
- National Geographic Inside
- McGraw Hill Social Studies K-5th Grade

Targeted Barriers to Achieving the Goal 3

- Students lack fundamental writing skills such as sentence structure, proper use of conventions, spelling, and handwriting fluency. Students demonstrate poor organizational patterns required to support their writing task(s). Students struggle with sequence of main ideas or relevance to the main topic. Students lack comprehension skills of informational text, students are having difficulties inferring and comparing across text. Additionally, students lack necessary skills when producing writing responses in order to convey their thoughts or ideas from selections of informational text.
- Students have difficulties analyzing and solving Mathematics problems related to mathematical expressions, equations and statistics. Due to poor writing skills, students struggle to explain in written format the steps necessary to solve a Math problem.
- Students lack basic writing skills in order to explain Science concepts acquisition using the Scientific Inquiry Based approach.
- Students lack exposure to Historical events and geographical concepts. Therefore, students struggle understanding informational text in Social Studies due to the lack of prior knowledge.

Plan to Monitor Progress Toward G1. 8

Administration and Leadership team will monitor for progress toward meeting the core instructional goal through the continuous review and analysis of district and classroom data.

Person Responsible

Barbara Sanchez

Schedule

Biweekly, from 9/7/2015 to 6/9/2016

Evidence of Completion

Daily use of Writing Journals, Writing checklists, Assessment results, Classroom observation, Leadership Team Meeting Agendas and sign-in sheets, Administrative data chats.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. The 2015-2016 school improvement goal for Lincoln-Marti Charter Schools International Campus is to increase student achievement by improving core instruction in all content areas. 1

G070939

G1.B1 Students lack fundamental writing skills such as sentence structure, proper use of conventions, spelling, and handwriting fluency. Students demonstrate poor organizational patterns required to support their writing task(s). Students struggle with sequence of main ideas or relevance to the main topic. Students lack comprehension skills of informational text, students are having difficulties inferring and comparing across text. Additionally, students lack necessary skills when producing writing responses in order to convey their thoughts or ideas from selections of informational text. 2

B184918

G1.B1.S1 Students will be exposed to Writing throughout all content areas and grade levels utilizing the RAFT writing strategy. Students will use daily writing journals to increase their writing fluency skills and editing for language conventions. Students will use organizational strategies such as graphic organizers to organize their thoughts while planning. Some graphic organizers including but are not limited to, Note taking, Venn Diagrams, Two Column notes for opinion and support and Sequence chains. Students will also cite textual evidence to their responses. Additionally, students will use rubrics aligned to the Florida Standards Assessments to assess their own writing responses along with understanding the expectations for a passing score. Additionally, students will use the S.P.A.D.E close reading complex informational text and literary text strategy in order to get an in depth understanding of the texts(s) being analyzed. 4

S196363

Strategy Rationale

RAFT is a writing strategy that helps students understand their role as a writer and how to effectively communicate their ideas clearly. Graphic organizers, QAR and S.P.A.D.E are research based strategies proven to increase reading comprehension.

Action Step 1 5

Students will be exposed to complex text, higher order thinking questions and various Writing and Reading Comprehension strategies such as S.P.A.D.E, RAFT and numerous graphic organizers in order to gain knowledge on supporting their answers in written form while using textual evidence from a given text or a selection of texts.

Person Responsible

Barbara Sanchez

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Reading and Writing Journals, Descriptive and Corrective Teacher Feedback, Lesson Plans

Action Step 2 5

Students will use concept maps on a daily basis to organize their ideas on a variety of mathematical concepts. Students will be involved in quick writing activities to independently explain open ended or specific questions in their math journals using the RAFT and paraphrasing strategy. Students will have to underline and highlight key terms, restate the problem in their own words therefore strengthening their comprehension of the problem. Additionally, students will use the hypothesizing strategy which the students will read, paraphrase, and list the most appropriate methods for solving the problem.

Person Responsible

Barbara Sanchez

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Math Writing Journals, lesson plans

Action Step 3 5

Students will be exposed to Science concepts through the Scientific Inquiry Based approach while incorporating Writing skills. Students will have a Science writing journal which they will use on a daily basis to complete bell ringers related to Science benchmarks and/or Science experiments. The students will conduct investigations, research group projects and will translate their findings into their Science writing journals. Students will use graphic organizers to help students understand a range of contextual information.

Person Responsible

Marielys Llorente

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Science Writing Journals, Lap reports, Lesson plans

Action Step 4 5

Students will be exposed to historical events, geographical concepts, articles and biographies during Social Studies, Art, Music and Spanish classes. Students will use the S.P.A.D.E close reading strategy to comprehend the complex informational text(s). Students will be able to cite textual evidence using the A.C.E.S strategy.

Person Responsible

Barbara Sanchez

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Social Studies Writing Journals, Lesson Plans

Action Step 5 5

Provide a professional development across all content areas and grade levels on the importance of Writing Across the Curriculum.

Person Responsible

Marielys Llorente

Schedule

On 8/18/2015

Evidence of Completion

PowerPoint Presentation, Sign-in sheets, handouts

Action Step 6 5

Provide a professional development across all content areas and grade levels on the RAFT Writing strategy.

Person Responsible

Marielys Llorente

Schedule

On 8/18/2015

Evidence of Completion

PowerPoint Presentation, Sign-in sheets, handouts

Action Step 7 5

Provide a professional development to all Fourth- Sixth grade teachers on how to understand and interpret the Florida Standards Assessment Writing rubrics.

Person Responsible

Isis Garcia

Schedule

On 8/19/2015

Evidence of Completion

PowerPoint Presentation, Sign-in sheets, handouts

Action Step 8 5

Provide a professional development to all teachers on citing textual evidence.

Person Responsible

Barbara Sanchez

Schedule

On 9/17/2015

Evidence of Completion

PowerPoint Presentation, Sign-in sheets, handouts

Action Step 9 5

Provide a professional development on Problem Solving, Precision and Perseverance to all Mathematics teachers.

Person Responsible

Barbara Sanchez

Schedule

On 9/14/2015

Evidence of Completion

PowerPoint Presentation, sign-in sheets, handouts

Action Step 10 5

Provide a professional development on Moving with the Mathematics Florida Standards (MAFS) to all Mathematics teachers.

Person Responsible

Marielys Llorente

Schedule

On 8/19/2015

Evidence of Completion

PowerPoint Presentation, sign-in sheets, handouts

Action Step 11 5

Provide a professional development to all teachers on Close Reading.

Person Responsible

Barbara Sanchez

Schedule

On 9/14/2015

Evidence of Completion

PowerPoint Presentation, sign-in sheets, handouts

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will conduct walk-through and classroom observations to monitor the implementation of the writing strategies acquired through the Professional Developments.

Person Responsible

Barbara Sanchez

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom walk through check lists, evidence of Writing Journals, Writing rubrics and checklists.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom assessment data will be analyzed during Leadership Literacy team meetings in order to monitor students' writing progress and make suggestions in order to maximize instruction.

Person Responsible

Barbara Sanchez

Schedule

Biweekly, from 9/7/2015 to 6/2/2016

Evidence of Completion

Leadership Literacy Team Meeting Agendas and sign-in sheets.

G1.B2 Students have difficulties analyzing and solving Mathematics problems related to mathematical expressions, equations and statistics. Due to poor writing skills, students struggle to explain in written format the steps necessary to solve a Math problem. 2

 B184919

G1.B2.S1 Students will be exposed to a variety of strategies such as visuals, modeling, collaborative learning, hands on activities, and word problem applications in order to build analytical Mathematical skills through Writing. Students will have a Mathematics writing journal which they will use on a daily basis to complete bell ringers using the RAFT and paraphrasing strategy in which they will have to underline and highlight key terms, restate the problem in their own words therefore strengthening their comprehension of the problem. Additionally, students will use the hypothesizing strategy which the students will read, paraphrase, and list the most appropriate methods for solving the problem. 4

 S196364

Strategy Rationale

RAFT is a writing strategy that helps students understand their role as a writer and how to effectively communicate their ideas clearly. Paraphrasing strategy is a research based strategy designed to strengthen student mathematical comprehension through the math skill: problem restatement. Hypothesizing strategy is also a research based strategy designed on helping students decide how to set up a problem and decide which operations are necessary to solve the problem.

Action Step 1 5

Provide professional development on Problem Solving, Precision and Perseverance to all Mathematics teachers.

Person Responsible

Barbara Sanchez

Schedule

On 9/14/2015

Evidence of Completion

PowerPoint Presentation, sign-in sheets, handouts

Action Step 2 5

Provide a professional development on Moving with MAFS through effective instruction to all Mathematics teachers.

Person Responsible

Marielys Llorente

Schedule

On 8/19/2015

Evidence of Completion

PowerPoint presentation, sign-in sheets, handouts

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration will conduct walk-through and classroom observations to monitor the implementation of the Mathematics and Writing strategies acquired through the Professional Developments.

Person Responsible

Barbara Sanchez

Schedule

Weekly, from 8/24/2015 to 8/24/2015

Evidence of Completion

Classroom walk through check lists.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Classroom assessment data will be analyzed during Leadership Literacy team meetings in order to monitor students' progress and make suggestions in order to maximize instruction.

Person Responsible

Marielys Llorente


Schedule

Biweekly, from 9/7/2015 to 6/9/2016

Evidence of Completion

Leadership Literacy Team Meeting Agendas and sign-in sheets.

G1.B3 Students lack basic writing skills in order to explain Science concepts acquisition using the Scientific Inquiry Based approach. **2**

 B184920

G1.B3.S1 Students will be exposed to Science concepts through the Scientific Inquiry Based approach while incorporating Writing skills. Students will have a Science writing journal which they will use on a daily basis to complete bell ringers related to Science benchmarks and/or Science experiments. The students will conduct investigations, research group projects and will translate their findings into their Science writing journals. Students will use graphic organizers to help students understand a range of contextual information. **4**

 S196365

Strategy Rationale

Inquiry based learning provides opportunities to understand the scientific inquiry process and to develop general investigative abilities.

Action Step 1 **5**

Students will be exposed to Science concepts and skills utilizing the Scientific Inquiry Based approach while incorporating writing skills that will help students document their findings. Students will have ample opportunities to engage in hands on activities and virtual experiments in order to support the scientific process. Students will engage in higher order thinking questions and collaborative group discussions and/or projects.

Person Responsible

Barbara Sanchez

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Writing Journals, Lab Reports, Science Projects, Classroom , District and State-wide assessments.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Administration will conduct walk-through and classroom observations to monitor the implementation of the Science and Writing strategies acquired through the Professional Developments.

Person Responsible

Marielys Llorente

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom walk through check lists and reports.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Classroom assessment data will be analyzed during Leadership Literacy team meetings in order to monitor students' progress and make suggestions in order to maximize instruction.

Person Responsible

Barbara Sanchez

Schedule

Biweekly, from 9/7/2015 to 6/9/2016

Evidence of Completion

Leadership Literacy Team Meeting Agendas and sign-in sheets.

G1.B4 Students lack exposure to Historical events and geographical concepts. Therefore, students struggle understanding informational text in Social Studies due to the lack of prior knowledge. 2

 B184921

G1.B4.S1 Students will be exposed to historical events, geographical concepts, articles and biographies during Social Studies, Art, Music and Spanish classes. Students will use the S.P.A.D.E close reading strategy to comprehend the complex informational text(s). Students will be able to cite textual evidence using the A.C.E.S strategy. 4

 S196366

Strategy Rationale

ACES strategy allows students to answer, cite, explain and summarize their responses.S.P.A.D.E is a close reading research based strategy proven to increase reading comprehension.

Action Step 1 5

Provide professional development across all content areas and grade levels on Close Reading.

Person Responsible

Barbara Sanchez

Schedule

On 9/14/2015

Evidence of Completion

PowerPoint Presentation, Sign-in sheets, handouts

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administration will conduct walk-through and classroom observations to monitor the implementation of the close reading strategies acquired through the Professional Development.

Person Responsible

Schedule

Weekly, from 9/15/2015 to 6/9/2016

Evidence of Completion

Classroom walk through checklists, student journals, student assessments.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Classroom assessment and district data will be analyzed during Literacy Leadership team meetings in order to monitor the effectiveness of the close reading strategies implemented.

Person Responsible

Barbara Sanchez

Schedule

Biweekly, from 9/15/2015 to 6/9/2016

Evidence of Completion

Literacy Leadership Team Meeting agendas and sign-in sheets.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Students will be exposed to complex text, higher order thinking questions and various Writing and Reading Comprehension strategies such as S.P.A.D.E, RAFT and numerous graphic organizers in order to gain knowledge on supporting their answers in written form while using textual evidence from a given text or a selection of texts.	Sanchez, Barbara	8/24/2015	Reading and Writing Journals, Descriptive and Corrective Teacher Feedback, Lesson Plans	6/9/2016 daily
G1.B2.S1.A1	Provide professional development on Problem Solving, Precision and Perseverance to all Mathematics teachers.	Sanchez, Barbara	9/14/2015	PowerPoint Presentation, sign-in sheets, handouts	9/14/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Students will be exposed to Science concepts and skills utilizing the Scientific Inquiry Based approach while incorporating writing skills that will help students document their findings. Students will have ample opportunities to engage in hands on activities and virtual experiments in order to support the scientific process. Students will engage in higher order thinking questions and collaborative group discussions and/or projects.	Sanchez, Barbara	8/24/2015	Writing Journals, Lab Reports, Science Projects, Classroom , District and State-wide assessments.	6/9/2016 daily
G1.B4.S1.A1	Provide professional development across all content areas and grade levels on Close Reading.	Sanchez, Barbara	9/14/2015	PowerPoint Presentation, Sign-in sheets, handouts	9/14/2015 one-time
G1.B1.S1.A2	Students will use concept maps on a daily basis to organize their ideas on a variety of mathematical concepts. Students will be involved in quick writing activities to independently explain open ended or specific questions in their math journals using the RAFT and paraphrasing strategy. Students will have to underline and highlight key terms, restate the problem in their own words therefore strengthening their comprehension of the problem. Additionally, students will use the hypothesizing strategy which the students will read, paraphrase, and list the most appropriate methods for solving the problem.	Sanchez, Barbara	8/24/2015	Math Writing Journals, lesson plans	6/9/2016 daily
G1.B2.S1.A2	Provide a professional development on Moving with MAFS through effective instruction to all Mathematics teachers.	Llorente, Marielys	8/19/2015	PowerPoint presentation, sign-in sheets, handouts	8/19/2015 one-time
G1.B1.S1.A3	Students will be exposed to Science concepts through the Scientific Inquiry Based approach while incorporating Writing skills. Students will have a Science writing journal which they will use on a daily basis to complete bell ringers related to Science benchmarks and/or Science experiments. The students will conduct investigations, research group projects and will translate their findings into their Science writing journals. Students will use graphic organizers to help students understand a range of contextual information.	Llorente, Marielys	8/24/2015	Science Writing Journals, Lap reports, Lesson plans	6/9/2016 daily
G1.B1.S1.A4	Students will be exposed to historical events, geographical concepts, articles and biographies during Social Studies, Art, Music and Spanish classes. Students will use the S.P.A.D.E close reading strategy to comprehend the complex informational text(s). Students will be able to cite textual evidence using the A.C.E.S strategy.	Sanchez, Barbara	8/24/2015	Social Studies Writing Journals, Lesson Plans	6/9/2016 daily
G1.B1.S1.A5	Provide a professional development across all content areas and grade levels on the importance of Writing Across the Curriculum.	Llorente, Marielys	8/18/2015	PowerPoint Presentation, Sign-in sheets, handouts	8/18/2015 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A6	Provide a professional development across all content areas and grade levels on the RAFT Writing strategy.	Llorente, Marielys	8/18/2015	PowerPoint Presentation, Sign-in sheets, handouts	8/18/2015 one-time
G1.B1.S1.A7	Provide a professional development to all Fourth- Sixth grade teachers on how to understand and interpret the Florida Standards Assessment Writing rubrics.	Garcia, Isis	8/19/2015	PowerPoint Presentation, Sign-in sheets, handouts	8/19/2015 one-time
G1.B1.S1.A8	Provide a professional development to all teachers on citing textual evidence.	Sanchez, Barbara	9/17/2015	PowerPoint Presentation, Sign-in sheets, handouts	9/17/2015 one-time
G1.B1.S1.A9	Provide a professional development on Problem Solving, Precision and Perseverance to all Mathematics teachers.	Sanchez, Barbara	9/14/2015	PowerPoint Presentation, sign-in sheets, handouts	9/14/2015 one-time
G1.B1.S1.A10	Provide a professional development on Moving with the Mathematics Florida Standards (MAFS) to all Mathematics teachers.	Llorente, Marielys	8/19/2015	PowerPoint Presentation, sign-in sheets, handouts	8/19/2015 one-time
G1.B1.S1.A11	Provide a professional development to all teachers on Close Reading.	Sanchez, Barbara	9/14/2015	PowerPoint Presentation, sign-in sheets, handouts	9/14/2015 one-time
G1.MA1	Administration and Leadership team will monitor for progress toward meeting the core instructional goal through the continuous review and analysis of district and classroom data.	Sanchez, Barbara	9/7/2015	Daily use of Writing Journals, Writing checklists, Assessment results, Classroom observation, Leadership Team Meeting Agendas and sign-in sheets, Administrative data chats.	6/9/2016 biweekly
G1.B1.S1.MA1	Classroom assessment data will be analyzed during Leadership Literacy team meetings in order to monitor students' writing progress and make suggestions in order to maximize instruction.	Sanchez, Barbara	9/7/2015	Leadership Literacy Team Meeting Agendas and sign-in sheets.	6/2/2016 biweekly
G1.B1.S1.MA1	Administration will conduct walk-through and classroom observations to monitor the implementation of the writing strategies acquired through the Professional Developments.	Sanchez, Barbara	8/24/2015	Classroom walk through check lists, evidence of Writing Journals, Writing rubrics and checklists.	6/9/2016 weekly
G1.B2.S1.MA1	Classroom assessment data will be analyzed during Leadership Literacy team meetings in order to monitor students' progress and make suggestions in order to maximize instruction.	Llorente, Marielys	9/7/2015	Leadership Literacy Team Meeting Agendas and sign-in sheets.	6/9/2016 biweekly
G1.B2.S1.MA1	Administration will conduct walk-through and classroom observations to monitor the implementation of the Mathematics and Writing strategies acquired through the Professional Developments.	Sanchez, Barbara	8/24/2015	Classroom walk through check lists.	8/24/2015 weekly
G1.B3.S1.MA1	Classroom assessment data will be analyzed during Leadership Literacy team meetings in order to monitor students' progress and make suggestions in order to maximize instruction.	Sanchez, Barbara	9/7/2015	Leadership Literacy Team Meeting Agendas and sign-in sheets.	6/9/2016 biweekly
G1.B3.S1.MA1	Administration will conduct walk-through and classroom observations to monitor the implementation of the Science and Writing strategies acquired through the Professional Developments.	Llorente, Marielys	8/24/2015	Classroom walk through check lists and reports.	6/9/2016 weekly
G1.B4.S1.MA1	Classroom assessment and district data will be analyzed during Literacy Leadership team meetings in order to monitor the effectiveness of the close reading strategies implemented.	Sanchez, Barbara	9/15/2015	Literacy Leadership Team Meeting agendas and sign-in sheets.	6/9/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.MA1	Administration will conduct walk-through and classroom observations to monitor the implementation of the close reading strategies acquired through the Professional Development.		9/15/2015	Classroom walk through checklists, student journals, student assessments.	6/9/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. The 2015-2016 school improvement goal for Lincoln-Marti Charter Schools International Campus is to increase student achievement by improving core instruction in all content areas.

G1.B1 Students lack fundamental writing skills such as sentence structure, proper use of conventions, spelling, and handwriting fluency. Students demonstrate poor organizational patterns required to support their writing task(s). Students struggle with sequence of main ideas or relevance to the main topic. Students lack comprehension skills of informational text, students are having difficulties inferring and comparing across text. Additionally, students lack necessary skills when producing writing responses in order to convey their thoughts or ideas from selections of informational text.

G1.B1.S1 Students will be exposed to Writing throughout all content areas and grade levels utilizing the RAFT writing strategy. Students will use daily writing journals to increase their writing fluency skills and editing for language conventions. Students will use organizational strategies such as graphic organizers to organize their thoughts while planning. Some graphic organizers including but are not limited to, Note taking, Venn Diagrams, Two Column notes for opinion and support and Sequence chains. Students will also cite textual evidence to their responses. Additionally, students will use rubrics aligned to the Florida Standards Assessments to assess their own writing responses along with understanding the expectations for a passing score. Additionally, students will use the S.P.A.D.E close reading complex informational text and literary text strategy in order to get an in depth understanding of the texts(s) being analyzed.

PD Opportunity 1

Provide a professional development across all content areas and grade levels on the importance of Writing Across the Curriculum.

Facilitator

Marielys Llorente

Participants

Instructional Staff

Schedule

On 8/18/2015

PD Opportunity 2

Provide a professional development across all content areas and grade levels on the RAFT Writing strategy.

Facilitator

Marielys Llorente

Participants

Instructional staff

Schedule

On 8/18/2015

PD Opportunity 3

Provide a professional development to all Fourth- Sixth grade teachers on how to understand and interpret the Florida Standards Assessment Writing rubrics.

Facilitator

Isis Garcia

Participants

Fourth - Sixth Grade teachers

Schedule

On 8/19/2015

PD Opportunity 4

Provide a professional development to all teachers on citing textual evidence.

Facilitator

Barbara Sanchez

Participants

Instructional Staff

Schedule

On 9/17/2015

PD Opportunity 5

Provide a professional development on Problem Solving, Precision and Perseverance to all Mathematics teachers.

Facilitator

Barbara Sanchez

Participants

Mathematics Teachers

Schedule

On 9/14/2015

PD Opportunity 6

Provide a professional development on Moving with the Mathematics Florida Standards (MAFS) to all Mathematics teachers.

Facilitator

Marielys Llorente

Participants

Mathematics teachers

Schedule

On 8/19/2015

PD Opportunity 7

Provide a professional development to all teachers on Close Reading.

Facilitator

Barbara Sanchez

Participants

English Language Arts, Science, Social Studies and Special Area Teachers

Schedule

On 9/14/2015

G1.B2 Students have difficulties analyzing and solving Mathematics problems related to mathematical expressions, equations and statistics. Due to poor writing skills, students struggle to explain in written format the steps necessary to solve a Math problem.

G1.B2.S1 Students will be exposed to a variety of strategies such as visuals, modeling, collaborative learning, hands on activities, and word problem applications in order to build analytical Mathematical skills through Writing. Students will have a Mathematics writing journal which they will use on a daily basis to complete bell ringers using the RAFT and paraphrasing strategy in which they will have to underline and highlight key terms, restate the problem in their own words therefore strengthening their comprehension of the problem. Additionally, students will use the hypothesizing strategy which the students will read, paraphrase, and list the most appropriate methods for solving the problem.

PD Opportunity 1

Provide professional development on Problem Solving, Precision and Perseverance to all Mathematics teachers.

Facilitator

Barbara Sanchez

Participants

Mathematics Teachers

Schedule

On 9/14/2015

PD Opportunity 2

Provide a professional development on Moving with MAFS through effective instruction to all Mathematics teachers.

Facilitator

Marielys Llorente

Participants

Mathematics Teachers

Schedule

On 8/19/2015

G1.B4 Students lack exposure to Historical events and geographical concepts. Therefore, students struggle understanding informational text in Social Studies due to the lack of prior knowledge.

G1.B4.S1 Students will be exposed to historical events, geographical concepts, articles and biographies during Social Studies, Art, Music and Spanish classes. Students will use the S.P.A.D.E close reading strategy to comprehend the complex informational text(s). Students will be able to cite textual evidence using the A.C.E.S strategy.

PD Opportunity 1

Provide professional development across all content areas and grade levels on Close Reading.

Facilitator

Barbara Sanchez

Participants

English language Arts, Science and Social studies teachers

Schedule

On 9/14/2015

Budget

Budget Data

1	G1.B1.S1.A1	Students will be exposed to complex text, higher order thinking questions and various Writing and Reading Comprehension strategies such as S.P.A.D.E, RAFT and numerous graphic organizers in order to gain knowledge on supporting their answers in written form while using textual evidence from a given text or a selection of texts.				\$13,237.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			5043 - Lincoln Marti Schools International Campus	Title I Part A		\$13,237.00
			<i>Notes: I-READY Reading and Mathematics licenses</i>			
2	G1.B1.S1.A10	Provide a professional development on Moving with the Mathematics Florida Standards (MAFS) to all Mathematics teachers.				\$0.00
3	G1.B1.S1.A11	Provide a professional development to all teachers on Close Reading.				\$0.00
4	G1.B1.S1.A2	Students will use concept maps on a daily basis to organize their ideas on a variety of mathematical concepts. Students will be involved in quick writing activities to independently explain open ended or specific questions in their math journals using the RAFT and paraphrasing strategy. Students will have to underline and highlight key terms, restate the problem in their own words therefore strengthening their comprehension of the problem. Additionally, students will use the hypothesizing strategy which the students will read, paraphrase, and list the most appropriate methods for solving the problem.				\$32,873.91

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	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			5043 - Lincoln Marti Schools International Campus	Title I Part A		\$32,873.91
			<i>Notes: Triumph Learning - tutoring curriculum materials</i>			
5	G1.B1.S1.A3	Students will be exposed to Science concepts through the Scientific Inquiry Based approach while incorporating Writing skills. Students will have a Science writing journal which they will use on a daily basis to complete bell ringers related to Science benchmarks and/or Science experiments. The students will conduct investigations, research group projects and will translate their findings into their Science writing journals. Students will use graphic organizers to help students understand a range of contextual information.				\$0.00
6	G1.B1.S1.A4	Students will be exposed to historical events, geographical concepts, articles and biographies during Social Studies, Art, Music and Spanish classes. Students will use the S.P.A.D.E close reading strategy to comprehend the complex informational text(s). Students will be able to cite textual evidence using the A.C.E.S strategy.				\$11,316.27
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			5043 - Lincoln Marti Schools International Campus	Title I Part A		\$11,316.27
			<i>Notes: Florida School Book Depository</i>			
7	G1.B1.S1.A5	Provide a professional development across all content areas and grade levels on the importance of Writing Across the Curriculum.				\$0.00
8	G1.B1.S1.A6	Provide a professional development across all content areas and grade levels on the RAFT Writing strategy.				\$0.00
9	G1.B1.S1.A7	Provide a professional development to all Fourth- Sixth grade teachers on how to understand and interpret the Florida Standards Assessment Writing rubrics.				\$0.00
10	G1.B1.S1.A8	Provide a professional development to all teachers on citing textual evidence.				\$0.00
11	G1.B1.S1.A9	Provide a professional development on Problem Solving, Precision and Perseverance to all Mathematics teachers.				\$0.00
12	G1.B2.S1.A1	Provide professional development on Problem Solving, Precision and Perseverance to all Mathematics teachers.				\$0.00
13	G1.B2.S1.A2	Provide a professional development on Moving with MAFS through effective instruction to all Mathematics teachers.				\$0.00
14	G1.B3.S1.A1	Students will be exposed to Science concepts and skills utilizing the Scientific Inquiry Based approach while incorporating writing skills that will help students document their findings. Students will have ample				\$0.00

Budget Data

		opportunities to engage in hands on activities and virtual experiments in order to support the scientific process. Students will engage in higher order thinking questions and collaborative group discussions and/or projects.	
15	G1.B4.S1.A1	Provide professional development across all content areas and grade levels on Close Reading.	\$0.00
Total:			\$57,427.18