

Lincoln Marti Charter School Hialeah Campus

3500 W 84TH ST, Hialeah, FL 33018

[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	87%

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*	C	B	A

*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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	36
Technical Assistance Items	40
Appendix 3: Budget to Support Goals	0

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 Hialeah Charter Schools 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 Hialeah Charter 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

The process through which the school learns about students' cultures starts from the moment the student is registered at the school. Through the enrollment process and completion of different questionnaires by parents/guardians the school gathers information about different aspects of the student's culture.

In the classroom, teachers implement a variety of lessons that include icebreakers in order to "get to know" their students. These lessons facilitate the process through which teachers learn about the students as individuals. It is a tool used to identify the students' culture, interest, hobbies, and readiness to learn.

Open house is also a great opportunity for teachers to make their first contact with the student's family and build relationships based on the educator professional standards.

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

At Lincoln Marti Charter Hialeah Campus student safety is the top priority. Administration has implemented a variety of strategies to ensure a safe and supportive school climate that encourages students to feel safe everywhere on campus—in the cafeteria, in the library, in the restrooms, on the bus, and on the playground. These strategies include:

- Limited access to school building(designated entrance with all other access points locked from the exterior)
- Monitoring of the school parking lot (parking lot security monitors anyone who enters and leaves the campus).
- Monitoring and supervision of student common areas such as hallways, cafeterias, and playgrounds.
- School preparedness drills(fire drills are conducted once a month)
- Presence of hall monitor personnel in addition to video camera surveillance

Additionally, the school has created a climate where bullying, misbehavior, and defiant behavior is not tolerated under any circumstance. Bullying prevention at our school is a topic that has been actively discussed in staff meetings, morning announcements, classes and parent meetings. The Bullying Prevention Pledge has been signed by all students. The school counselor and the Administration are constantly monitoring the building. A bully box has been placed at the student's reach in order for the students to unanimously report any acts of bullying. On the other hand, our school has established a culture of respect and acceptance. We strive to reinforce positive social interactions and inclusiveness among teachers, staff and students.

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

Lincoln Marti Charter Hialeah has school-wide behavioral system that consists of a support team that addresses behavioral problems as soon as they arise. The support team is comprised of the administration, lead teachers, and the counselor. The focus of the behavioral system is to ensure that all problem behavior is targeted at the onset preventing further complications. In order to ensure that distractions are maintained at a minimal level the administration monitors that the teachers are providing bell to bell instruction that is innovative and engaging. The lessons require interactive and challenging activities to develop high order thinking skills and the use of technology. Teachers are required to be actively interacting with the students in order to avoid student distraction and ensure that the students are engaged during the learning process. Parents and students are provided with a copy of the school's Parent /Student Handbook which includes the school rules, regulations, student expectations and consequences. In addition, a letter is sent home informing the parents of where they can access the districts Code of Student Conduct. Parents must sign acknowledging the receipt and review of the Code of Student Conduct. Teachers are required to review all the guidelines that must be followed and provide students with clear behavioral expectations.

The school personnel is provided with training on the behavior system that has been implemented at the school and the guidelines to follow.

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

The school strives to maintain a safe and positive learning environment that promotes the students well being. The school ensures that the social-emotional needs of all students are met through a variety of services that are provided by the counselor. At the beginning of the school year the teachers are provided with a Counseling Referral Form; in this form teachers include the students information and reason for referral. The counselor monitors the referral process and ensures that all the social -emotional needs are met. The teachers work intentionally to develop students' character and academics while simultaneously meeting their social and emotional needs.

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

*Attendance below 90 percent

*One or more suspensions

Upon the beginning of the school year the parents are given a copy of the Code of Student Conduct which they must sign, date, and return the accompanied Parent Receipt and Acknowledgement Form within five school days of receiving it. The acknowledgement form is maintained in each students personal file by the classroom teacher. The school also sends home the Parent, Student, and Teacher Compromise form in which the parents acknowledge their compromise to ensure student daily attendance and that the students will adhere to school behavior policies. The Lincoln Marti Charter School Hialeah Campus Parent/Student Handbook also addresses the importance of attendance, punctuality to school every day, and student behavior. On the other hand, in the Open House and Title I Monthly Meetings the parents are advised and reminded of the importance of school daily attendance, punctuality, student behavior and are provided with detailed information on the Truancy Program and Code of Student Conduct. Teachers consistently monitor student attendance and report recurring absences and/or behavior problems to the administration and the school counselor in order to take immediate action. At the beginning 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.

***Course Failure**

Information for the students at risk of failing English Language Arts or Mathematics were gathered from the Early Warning System Indicators report. Retained students are also a subgroup that needs to be targeted in order to avoid course failure.

***Level 1 in Standardized Assessments**

Information for the early indicators of possible students achieving a level 1 in the standardized assessments were gathered from the Early Warning System Indicators report.

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	7	8	
Attendance below 90 percent	11	17	9	14	10	9	9	13	13	105
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	2	3	0	2	3	0	1	4	15
Level 1 on statewide assessment	0	1	6	0	5	19	0	16	12	59

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

Indicator	Grade Level						Total
	1	2	4	5	7	8	
Students exhibiting two or more indicators	2	6	5	19	16	14	62

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 interventions based on their specific academic needs in order to target the areas of weakness. These strategies may include: push in and pull-out interventions by the Reading Coach and lead teachers in the subject area. Early bird tutoring monitored by mentor teachers and the Reading Coach will also be implemented as outlined in the Reading, Math, Writing, Science and Civics Action Plan.

On the other hand, teachers are encouraged to work in centers and in small groups to implement differentiated instruction strategies as well as reteaching benchmarks as outlined in the instructional focus calendars.

Additionally, Saturday academy tutoring will also be provided from 8:00am-12:00pm to reinforce and reteach those concepts that have been previously taught but not mastered during the regular school hours.

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/195338>.

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

The School Advisory Council (SAC) at Lincoln-Marti Charter Hialeah Campus is composed by parents, teachers, administrators, support staff, and representatives of the community that are actively involved to support student academic achievement. The school holds monthly meetings and workshops where the parents are invited to take part, voice their opinions and learn ways in which they can help their children from home to succeed academically. Input from parents and stakeholders is also taken into account to manage important school decisions. They are informed of the important school events, assessment dates, and monthly meetings through letters, flyers, brochures and Blackboard Connect messages provided in multiple languages.

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
Fernandez, Yaimy	Principal
Noa, Melissa	Other
Rizo, Elisa	Guidance Counselor
Vega, Magdelin	Instructional Coach
Chipi, Mabel	Assistant Principal
Izquierdo, Maria	Other
Morejon, Cristina	Teacher, K-12

Duties

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

Tier 1(Leadership Team)

- Administrators (Yaimy Fernandez and Mabel Chipi) -The principal and assistant principal will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
- Melissa Noa – ESOL Coordinator; Role and responsibility - Attend regular meetings, carry out SIP planning with a focus on the ESOL population, CELLA and LEP compliance issues, and participate in the MTSS problem solving process.
- Magdelin Vega – Reading Coach; Role and Responsibility - In charge of implementing and

maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based research in reading instruction; maintain high fidelity implementation of reading instruction, attend regular meetings, and participate in the MTSS problem solving process.

- Elisa Rizo – Counselor; Role and responsibility - Attend regular meetings, carry out SIP planning with a focus on the social and behavioral needs aspect of the school operation, Rtl implementation and compliance, and participate in the MTSS problem solving process.
- Ann Vera – ESE Teacher; Role and responsibility - Attend regular meetings, carry out SIP planning with a focus on the social and behavioral needs aspect of the school operation, Rtl implementation and compliance, and participate in the MTSS problem solving process.
- Cristina Morejon – Teacher; Role and responsibility - Attend regular meetings, carry out SIP planning with a focus on the operational and functional aspect of school operations and participate in the MTSS problem solving process.
- Maria Izquierdo - Intervention Teacher; Role and responsibility - Attend regular meetings, carry out SIP planning with a focus on the academic progress of the students, needs of the teachers including mentoring and guidance, and participate in the MTSS problem solving process.
- In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

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 monitors 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. Respond 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. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure 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 regularly 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 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 needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1

worksheets completed three times per year. 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 once 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, and Saturday Academy). 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. 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 Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, and Spanish, 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 Supplemental Educational Services and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, ESOL Endorsement training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-9)
 - parent outreach activities (K-9) through the Bilingual Parent Outreach Program (The Parent Academy)
 - professional development on best practices for ESOL and content area teachers
 - coaching and mentoring for ESOL and content area teachers(K-9)
 - reading and supplementary instructional materials(K-9)
 - purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-9, RFP Process)
- The above services will be provided should funds become available for the 2015-2016 school year and should the FLDOE approve the application(s).

Title VI, Part B – NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program. TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Lunch Program

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Yaimy Fernandez	Principal
Maria Aldana	Teacher
Jocelyn Chilet	Teacher
Mayelin Pena	Parent
Liset Saldana	Parent
Vilina De los Cuetos	Parent
Monica Lopez	Teacher
Lisbet Arocha	Parent
Luis Canales	Business/Community
Karla Reinoso	Student
Janet Martinez	Teacher
Mabel Chipi	Education Support Employee
Marisol Francisco	Parent
Lisbet Arocha	Parent
Bryan Valdes	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 prior to the end of the school year to evaluate and review the 2014-2015 School Improvement Plan. The strategies implemented for the 2014-2015 SIP were discussed and its impact was evaluated. Parents provided input on the implemented strategies and their thoughts on its effectiveness. In addition, parents also provided new potential strategies that could be implemented in the 2015-2016 SIP. On this same date the SAC chair also discussed with all members and stakeholders the SIP EOY Review and Planning documents, these were all reviewed and an action plan was created and approved by the members. On September 29, 2015 the first EESAC meeting for the 2015-2016 school year was held to discuss the new goals, barriers and strategies for the current SIP.

Development of this school improvement plan

The EESAC committee is responsible for developing and monitoring decision making at the school in regards to the implementation of the School Improvement Plan. The committee met to disaggregate and analyze the school data to develop an action plan based on current levels and needs. The SAC team will meet again to approve the SIP Draft before posting the final copy.

Preparation of the school's annual budget and plan

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

The SAC funds are allocated in the amount of approximately \$2100 and will be used to provide incentives to all students.

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
Fernandez, Yaimy	Principal
Morejon, Cristina	Instructional Coach
Noa, Melissa	Teacher, K-12
Rizo, Elisa	Guidance Counselor
Izquierdo, Maria	Teacher, ESE
Chipi, Mabel	Teacher, K-12
Vega, Magdelin	Teacher, K-12
Vera, Ann	Teacher, ESE

Duties***Describe how the LLT promotes literacy within the school***

The Literacy Team's focal point will be targeting the areas of weakness or deficiency through daily reading intervention strategies and implementation of the Comprehensive Reading Program and technology based resources. The Literacy Team will work cohesively with the Administration to monitor the effectiveness and fidelity of the strategies being implemented in the classrooms.

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, our school provides a variety of strategies characterized by mutual cooperation, congeniality, camaraderie, and professionalism. This collaboration involves developing and agreeing upon a set of common goals, sharing responsibility of obtaining these goals and working together to achieve these goals using each other's expertise. Through collaboration, teachers obtain a clear objective and a shared commitment to the team goal. At Lincoln Marti Charter Hialeah Campus the general education and special area teachers share all responsibilities, including curriculum responsibilities and evaluation. Additionally, grade level meetings are being conducted every other week where teachers have the possibility to share new learning approaches and instruction strategies. Teamwork is continuously encouraged in order for collaboration to succeed.

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

Lincoln Marti Charter School Hialeah Campus provides information on current openings on the school's website as well as in different newspapers and online sources. The new personnel go through an interview process to ensure that they meet the performance standards related to the position(s). Once new teachers are recruited based on the years of experience in the field of education, a mentoring

program is implemented. New teachers also become part of a Professional Learning Community to be actively engaged in the learning process. Highly qualified teachers, certified-in-field, and effective teachers receive annual incentives based on their achievements. In addition, all the teachers receive training on how to complete their IPDP's and IPEGS. Teachers regularly receive professional development activities throughout the school year. In addition, teachers are encouraged to complete online professional development courses hosted by educational websites like CPalms and Beacon Educator, in order to improve their teaching approach.

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

Experienced teachers will provide mentoring opportunities to new teachers. Teachers with expertise in incorporating the interdisciplinary approach, the Florida Continuous Improvement Model, and differentiated instruction will support non-experienced teachers. Different mentoring activities will include: grade level meetings, common planning, and co-teaching while implementing different strategies.

The following mentoring assignments have been given:

Idaymi Pacheco, new teacher, will be mentored by Cristina Morejon

Maidelis Rodriguez, new teacher, will be mentored by Milagros Lopez

Yanisleidys Gonzalez, new teacher, will be mentored by Magdelin Vega

Yanara Mitjans, new teacher, will be mentored by Maria Aldana

Maylin Mitjans, new teacher, will be mentored by Janet Matinez

Yudenia Hernandez, new teacher, will be mentored by Magdelin Vega

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

Lincoln Marti Charter School Hialeah Campus has ensured to accomplish this goal by purchasing 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), McDougal Littell ELA (6-9), Go Math FL 2013 Edition (K-5), Glencoe Math (6-8), Fl. Algrbra I/ Geometry, Science Fusion (K-5), Fl. Comp. Science (6-8), Fl Student Science (9), Social Studies Mc-Graw Hill (K-5), My Reflections (6-8), Glencoe W. History & Geography (9), INSIDE/EDGE instructional materials for ELL and Intensive Reading students.

Supplemental material aligned to Florida Standards was also purchased, they are as follows: ELA/ Math Common Core Coach, ELA/Math Fl. Performance Coach, ELA/Math Fl. Support Coach, Fl. Instruction Coach ELA/Math, Common Core Clinics, ELA/Math Crosswalk Coach PLUS, Florida Coach-Science, FL Buckle Down- Science, FL Coach Jumpstart- Science. Furthermore, the district offers access to core instructional programs that include i-Ready, Reflex Math, myON reader, Edgenuity, Gizmos and Khan Academy. Since the priority is that every student develops the critical thinking skills to meet the demands of college and career, the teachers are also making use of supplemental resources and websites to improve their teaching approaches. CPalms constitutes one of the main websites recommended to be used by them to serve this purpose.

The instructional programs and materials we are using to deliver instruction provide thoughtful and comprehensive engagement with high-quality literary and informational texts that build knowledge and broaden worldviews. By providing students with the new Florida's standards materials for reading, writing, mathematics and science we are not only improving the standard approach to learning, but also inspiring students to pursue futures in mathematics, science, and technology. Additionally, all books and workbooks purchased by the school that are being currently used in the

classrooms are aligned to the Florida Standards. Through the use of all these resources and tools in campus, our students are getting better prepared for the rigors of college and globally competitive careers.

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, analyze and debrief the data obtained from formative and summative assessments. Once they identify the benchmarks in which the students are having the most difficulties, they will use them to drive their instruction. Instructional Focus Calendars are created; teachers will create remediation activities that will include major re-teaching, corrective instruction and enrichment activities to target the diverse needs of the students. Additionally, our school has in place the Extended Learning Day in all grade levels, an instructional extended time students receive on a daily basis to serve this purpose. These remedial activities are being incorporated to work in centers and to conduct one-on-one instruction. On the other hand, we have in place the push-in and pull-out interventions that are intended to address the student's specific needs by implementing differentiated instruction.

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: 10,800

Lincoln Marti Charter School Hialeah Campus uses supplemental instructional materials to target the needs of individual learners, while being exposed to different test taking strategies.

Supplemental Materials for all core subject include:

Common Core Coach

Florida Performance Coach

Florida Support Coach

Crosswalk Coach Plus

Florida Instruction Coach

Florida Coach Science

Florida Coach Jumpstart Science

Common Core Clinics

During the months of January through April, Saturday tutoring is implemented and students receive intensive tutoring in the areas of English Language Arts, Science, Social Studies and Mathematics.

Strategy Rationale

Target areas of need in order to increase student academic achievement.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Fernandez, Yaimy, yjfernandez@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 disaggregated 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 School Hialeah Campus will assist by providing young children with a variety of meaningful experiences, in environments that give them opportunities to generate knowledge through initiatives shared with supportive adults. We will assist with the transition from early childhood programs to our school by conducting orientation meetings for parents and guardians. Students transitioning from elementary to middle school will gradually be prepared for the academic challenges of middle school. Teachers will include cooperative learning opportunities, teach problem solving and study skills, encourage participation in extra-curricular activities, and schedule a tour of the middle school classrooms for the students and parents.

There are several pre-transition steps that can help students make the transition from Middle to High

School more smoothly and successful. In our school the middle school students take career leadership classes in which they create e-portfolios, Weebly websites, and research documents. The students are prepared to become more independent and knowledgeable of their interests through support from the teachers, parents and counselors. We create plenty of opportunities for the students to develop new skills and interests based on their academic goals for the future. If stress or any emotional factors arise, the counselor will work with the students individually or in small groups to help them cope with the transition process. Our goal is to implement transition strategies that benefit students both academically and socially. Teachers and administration will provide a workshop for parents in order to get them involved in the transition process and learn how they can make this shift easier for their children with careful planning and preparation. Policies, procedures, and curriculum are explained and discussed during orientation meetings. Parent-Teacher handbooks are provided to parents as a resource guide for the school year. Teachers provide an orientation at Open House and conduct parent conferences, as needed throughout the school year. Monthly parent workshops are also offered to provide information on how parents can assist their children with learning process and on the resources available in Miami-Dade County Public schools. Prior to entering kindergarten, the Oral Language Proficiency Test is administered to determine language proficiency. FAIR/FLKRS assessments are used to determine student readiness and reading skills. The FAIR assessment is administered at the beginning of the year, midyear, and at the end of the year to monitor student progress. CELLA is administered once a year. The results of these assessments are monitored through data analysis, observations, and classroom walk-throughs.

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

Lincoln Marti Charter Schools, Hialeah Campus offers the opportunity to all students to apply and integrate courses that help them to recognize a relationship between subjects relevant to their futures. Students are encouraged to take elective courses that are aligned within an area that may be relevant to the students' future studies. Additionally, core content departments are encouraged to work in alignment with electives and vocational courses in order for students to see the relationship between concepts being taught and real world experiences and situations. As part of the curriculum all 9th grade students will receive instruction in academic and career planning to help them be prepared for their career development and post-secondary endeavors. The school counselor at Lincoln Marti Charter Schools, Hialeah Campus will meet with students in a whole group and one-to-one setting to discuss subject selection and career choices throughout the school year as well as future goals.

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

All students entering Lincoln Marti Charter Schools, Hialeah Campus will gain an understanding of business and industry workforce requirements by acquiring ready to work and other industry certifications. Students' readiness for post-secondary opportunities will be strengthened with the integration of academic, career, technical education components and a coherent sequence of courses. Our school will also promote CTE awareness through activities such as Academic/Career Fairs, Open House and activities with feeder pattern schools. On an annual basis, the school surveys the students to see what their career future expectations are. This allows the school to develop a curriculum plan based on the relevance to the students' future. These courses allow the students to experience the different responsibilities of each field.

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

Lincoln Marti Charter Schools, Hialeah Campus offers all students the opportunity to explore and become more prepared for their academic endeavors; through skill development and practical work experiences. Students are taught academic concepts as they acquire hands-on experience and skills by designing and building inquiry based projects. We also encourage the advancement of the intermediate and CTE curriculum by using Project Based Learning with our current students. Our school provides counseling services to all students in order to select the appropriate program, as well as the correct course sequence to take. Students will also be provided with various opportunities to become more involved in competitions that focus on STEM related topics.

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

Lincoln Marti Charter Schools, Hialeah Campus is preparing all students for post-secondary transition by offering the mandated courses to comply with the State's graduation requirements. We encourage students to take Advanced courses while recommending learners to meet with the school counselor to discuss these classes and their post-secondary educational plans. Lincoln Marti Charter Schools, Hialeah Campus will consistently hold student/parent conferences to discuss their future goals and graduation requirements.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Core Content: Lincoln Marti Charter School Hialeah Campus instructional goal for the 2015-2016 school year is to increase academic 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. Core Content: Lincoln Marti Charter School Hialeah Campus instructional goal for the 2015-2016 school year is to increase academic achievement by improving core instruction in all content areas. 1a

 G060512

Targets Supported 1b

Indicator	Annual Target
AMO Reading - Hispanic	68.0
AMO Reading - ELL	60.0
AMO Math - All Students	66.0
AMO Math - Hispanic	67.0
AMO Math - ED	63.0
Math Gains	50.0
Math Lowest 25% Gains	57.0
ELA/Reading Gains	82.0
ELA/Reading Lowest 25% Gains	88.0
FCAT 2.0 Science Proficiency	48.0
FSA Mathematics - Achievement	18.0
FSA English Language Arts - Achievement	39.0
Algebra I EOC Pass Rate	68.0

Resources Available to Support the Goal 2

- Reading Wonders Go Math Science Fusion Holt McDougal Florida Florida Performance Coach Florida Support Coach Florida Instruction Coach Crosswalk Coach Plus Common Core Coach Common Core Clinics Florida Coach Jumpstart Florida Coach Science

Targeted Barriers to Achieving the Goal 3

- The students lack reading comprehension, analytical skills, and writing skills that include writing mechanics: grammar, sentence structure, and spelling. In addition the students struggle to communicate ideas clearly and concisely construct a reasoned, demonstrable argument effectively marshaling evidence and using sources appropriately organizing ideas effectively. Students are unable to synthesize information from the passages or cite specific evidence from the text to support their ideas. The students are unable to exhibit the organizational pattern required to support the writing task; therefore, lacking sequence of ideas or relevance to the main topic. The students demonstrate lack of background knowledge resulting from the non exposure to academically oriented experiences.
- The students lack the comprehension skills and mathematical vocabulary that are necessary to interpret math word problems that relate to real world situations. This in turn causes difficulty in analyzing and solving math problems that relate real world situations to mathematical concepts. In addition, students possess poor writing skills that cause them to struggle with written responses.
- The students lack basic writing skills, therefore exhibiting difficulty in making claims and using evidence to explain their reasoning; instead, the students use vague statements that do not focus on experimental findings, quantifiable data, and verifiable research.
- Students are exhibiting poor understanding of Social Studies content through writing tasks due to the lack of basic writing skills. Lack of Social Studies vocabulary hinders the student comprehension, therefore impeding the adequate elaboration of written responses to high order questions.

Plan to Monitor Progress Toward G1. 8

Data obtained from summative and formative assessments will be collected and analyzed through Administrative data chats.

Person Responsible

Yaimy Fernandez

Schedule

Biweekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Student data collection form, student data chats, and student grouping form.

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. Core Content: Lincoln Marti Charter School Hialeah Campus instructional goal for the 2015-2016 school year is to increase academic achievement by improving core instruction in all content areas. 1

G060512

G1.B1 The students lack reading comprehension, analytical skills, and writing skills that include writing mechanics: grammar, sentence structure, and spelling. In addition the students struggle to communicate ideas clearly and concisely construct a reasoned, demonstrable argument effectively marshaling evidence and using sources appropriately organizing ideas effectively. Students are unable to synthesize information from the passages or cite specific evidence from the text to support their ideas. The students are unable to exhibit the organizational pattern required to support the writing task; therefore, lacking sequence of ideas or relevance to the main topic. The students demonstrate lack of background knowledge resulting from the non exposure to academically oriented experiences. 2

B154256

G1.B1.S1 Students will be engaged in a supportive writing environment by using daily writing journals as Bell Ringers and interactive writing journals developing a variety of writing strategies, techniques, and skills appropriate to their academic levels. The students will write routinely over extended time frames for a range of discipline specific tasks, purposes, and audiences. Students will be trained to read complex text in order to develop comprehension skills, high order thinking, and strategies on how to support their answers from a given piece of writing. Visuals, modeling, small group instruction, paraphrasing, graphic organizers, and dictionaries will be used during instruction. ESOL interventions will be provided to ELL according to their levels. 4

S165952

Strategy Rationale

Increase academic performance across all content areas through exposure to a variety of strategies where students will summarize the text, clarify, explain, make inferences, make graphic representations of the text, and support their writing with evidence from the text.

Action Step 1 5

The students will develop and strengthen their writing while using technology to enhance their writing. Students will be engaged in research and writing about sources. Furthermore, the students will be exposed to writing routinely over various time frames.

Person Responsible

Yaimy Fernandez

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Mini-assessments, exit slips, and student generated work.

Action Step 2 5

Students will be engaged in interactive activities and strategies that promote deeper levels of thinking and include SQR, RAFT, and Paraphrasing in order for them to develop critical thinking, problem solving and analytical skills.

Person Responsible

Yaimy Fernandez

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Mini assessments, exit slips, and student generated work.

Action Step 3 5

The students will be exposed to science concepts that include the scientific inquiry based approach in addition to incorporating writing skills that will allow students to document their findings.

Person Responsible

Yaimy Fernandez

Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Mini assessments, student generated work, science journals, science experiments and report developed by students.

Action Step 4 5

Students will be exposed to classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.

Person Responsible

Yaimy Fernandez

Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Mini assessments, student generated work, SS journals, and student reports.

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

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

Person Responsible

Yaimy Fernandez

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Evidence of the daily use of interactive writing journals, rubrics, graphic organizers, and a writing checklist. Professional development agenda, PPT, and sign in sheets.

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

The Leadership Literacy Team will monitor data from district writing assessments, ELA Pre-Test, and on-going classroom writing assessments. Instruction will be adjusted as necessary. In addition, the Reading Coach and Administration will conduct classroom observations to monitor on-going progress.

Person Responsible

Yaimy Fernandez

Schedule

Biweekly, from 8/31/2015 to 6/3/2016


Evidence of Completion

Leadership Literacy Team Meeting agenda and sign-in sheets.

G1.B2 The students lack the comprehension skills and mathematical vocabulary that are necessary to interpret math word problems that relate to real world situations. This in turn causes difficulty in analyzing and solving math problems that relate real world situations to mathematical concepts. In addition, students possess poor writing skills that cause them to struggle with written responses. **2**

 B154257

G1.B2.S1 Students will be exposed to a variety of mathematical concepts that will build a strong foundation of conceptual understanding, procedural skills and fluency, as well as application. All students including ELL, Hispanic and ED subgroups will be presented with academic language associated with specific math topics. The use of visuals, manipulatives, technology, bilingual dictionary, and interactive activities will be incorporated to daily instruction. **4**

 S165953

Strategy Rationale

Increase level of academic performance in Mathematics by targeting the needs of all students including ELL, Hispanic and ED subgroups. The students will acquire solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.

Action Step 1 **5**

Students will be engaged in interactive activities and strategies that include SQR, RAFT, and Paraphrasing in order for them to develop critical thinking, problem solving and analytical skills.

Person Responsible

Yaimy Fernandez

Schedule

Daily, from 9/15/2014 to 5/29/2015

Evidence of Completion

Mini assessments, exit slips, and student generated work.

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

The Administration will monitor data from formative and summative math assessments. Instruction will be adjusted as necessary. In addition, the Math lead teacher and Administration will conduct classroom observations to monitor on-going progress.

Person Responsible

Yaimy Fernandez

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Mini assessments, student generated work, and math journals.

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

The Administration will monitor data from formative and summative math assessments. Instruction will be adjusted as necessary. In addition, the Math lead teacher and Administration will conduct classroom observations to monitor on-going progress.

Person Responsible

Yaimy Fernandez


Schedule

Biweekly, from 9/15/2014 to 6/4/2015


Evidence of Completion

Mini assessments, student generated work, and math journals.

G1.B3 The students lack basic writing skills, therefore exhibiting difficulty in making claims and using evidence to explain their reasoning; instead, the students use vague statements that do not focus on experimental findings, quantifiable data, and verifiable research. 2

 B154258

G1.B3.S1 Students will use a variety of science concepts and skills involving the scientific method. The students will be required to plan, monitor, analyze, and observe while documenting the scientific process. 4

 S165954

Strategy Rationale

Increase the level of academic achievement in science through the use of inquiry based learning by integrating science and literacy.

Action Step 1 5

The students will be exposed to science concepts that include the scientific inquiry based approach in addition to incorporating writing skills that will allow students to document their findings.

Person Responsible

Yaimy Fernandez

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Mini assessments, student generated work, science journals, science experiments and report developed by students.

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

The Administration will monitor data from Baseline and Science Interim assessments. Instruction will be adjusted as necessary. In addition, the Administration will conduct classroom observations to monitor on-going progress.

Person Responsible

Yaimy Fernandez

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Mini assessments, student generated work, science journals, and student reports.

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

The Administration will monitor data from Baseline and Science Interim assessments. Instruction will be adjusted as necessary. In addition, the Administration will conduct classroom observations to monitor on-going progress.

Person Responsible

Yaimy Fernandez

Schedule

Biweekly, from 9/15/2014 to 5/29/2015


Evidence of Completion

Mini assessments, student generated work, Science journals, and student reports.

G1.B4 Students are exhibiting poor understanding of Social Studies content through writing tasks due to the lack of basic writing skills. Lack of Social Studies vocabulary hinders the student comprehension, therefore impeding the adequate elaboration of written responses to high order questions. 2

 B154259

G1.B4.S1 Students will be exposed to classroom activities which help them develop an understanding of the content-specific vocabulary taught in government/civics. 4

 S165955

Strategy Rationale

Strength student abilities to read, interpret and describe graphs, charts, maps, timelines, political cartoons, and other graphic representations.

Action Step 1 5

Students will be exposed to classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.

Person Responsible

Yaimy Fernandez

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Mini assessments, student generated work, Civics journals, and student reports.

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

The Administration will monitor data from Civics Interim assessments. Instruction will be adjusted as necessary. In addition, the Administration will conduct classroom observations to monitor on-going progress.

Person Responsible

Yaimy Fernandez

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Mini assessments, student generated work, Civics journals, and student reports.

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

The Administration will monitor data from Civics Interim assessments. Instruction will be adjusted as necessary. In addition, the Administration will conduct classroom observations to monitor on-going progress.

Person Responsible

Yaimy Fernandez

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Mini assessments, student generated work, Civics journals, and student reports.

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	The students will develop and strengthen their writing while using technology to enhance their writing. Students will be engaged in research and writing about sources. Furthermore, the students will be exposed to writing routinely over various time frames.	Fernandez, Yaimy	8/31/2015	Mini-assessments, exit slips, and student generated work.	6/3/2016 weekly
G1.B2.S1.A1	Students will be engaged in interactive activities and strategies that include SQR, RAFT, and Paraphrasing in order for them to develop critical thinking, problem solving and analytical skills.	Fernandez, Yaimy	9/15/2014	Mini assessments, exit slips, and student generated work.	5/29/2015 daily
G1.B3.S1.A1	The students will be exposed to science concepts that include the scientific inquiry based approach in addition to incorporating writing skills that will allow students to document their findings.	Fernandez, Yaimy	9/15/2014	Mini assessments, student generated work, science journals, science experiments and report developed by students.	5/29/2015 biweekly
G1.B4.S1.A1	Students will be exposed to classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.	Fernandez, Yaimy	9/15/2014	Mini assessments, student generated work, Civics journals, and student reports.	5/29/2015 biweekly
G1.B1.S1.A2	Students will be engaged in interactive activities and strategies that promote deeper levels of thinking and include SQR, RAFT, and Paraphrasing in order for them to develop critical thinking, problem solving and analytical skills.	Fernandez, Yaimy	9/1/2015	Mini assessments, exit slips, and student generated work.	6/3/2016 weekly
G1.B1.S1.A3	The students will be exposed to science concepts that include the scientific inquiry based approach in addition to incorporating writing skills that will allow students to document their findings.	Fernandez, Yaimy	9/14/2015	Mini assessments, student generated work, science journals, science experiments and report developed by students.	6/3/2016 weekly
G1.B1.S1.A4	Students will be exposed to classroom activities which help students develop	Fernandez, Yaimy	9/14/2015	Mini assessments, student generated work, SS journals, and student reports.	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	an understanding of the content-specific vocabulary taught in government/civics.				
G1.MA1	Data obtained from summative and formative assessments will be collected and analyzed through Administrative data chats.	Fernandez, Yaimy	8/31/2015	Student data collection form, student data chats, and student grouping form.	6/3/2016 biweekly
G1.B1.S1.MA1	The Leadership Literacy Team will monitor data from district writing assessments, ELA Pre-Test, and on-going classroom writing assessments. Instruction will be adjusted as necessary. In addition, the Reading Coach and Administration will conduct classroom observations to monitor on-going progress.	Fernandez, Yaimy	8/31/2015	Leadership Literacy Team Meeting agenda and sign-in sheets.	6/3/2016 biweekly
G1.B1.S1.MA1	Administration will conduct walk-throughs and classroom observations to monitor the implementation of the writing strategies acquired through Professional Developments.	Fernandez, Yaimy	8/31/2015	Evidence of the daily use of interactive writing journals, rubrics, graphic organizers, and a writing checklist. Professional development agenda, PPT, and sign in sheets.	6/3/2016 weekly
G1.B2.S1.MA1	The Administration will monitor data from formative and summative math assessments. Instruction will be adjusted as necessary. In addition, the Math lead teacher and Administration will conduct classroom observations to monitor on-going progress.	Fernandez, Yaimy	9/15/2014	Mini assessments, student generated work, and math journals.	6/4/2015 biweekly
G1.B2.S1.MA1	The Administration will monitor data from formative and summative math assessments. Instruction will be adjusted as necessary. In addition, the Math lead teacher and Administration will conduct classroom observations to monitor on-going progress.	Fernandez, Yaimy	9/15/2014	Mini assessments, student generated work, and math journals.	5/29/2015 biweekly
G1.B3.S1.MA1	The Administration will monitor data from Baseline and Science Interim assessments. Instruction will be adjusted as necessary. In addition, the Administration will conduct classroom observations to monitor on-going progress.	Fernandez, Yaimy	9/15/2014	Mini assessments, student generated work, Science journals, and student reports.	5/29/2015 biweekly
G1.B3.S1.MA1	The Administration will monitor data from Baseline and Science Interim assessments. Instruction will be adjusted as necessary. In addition, the Administration will conduct classroom observations to monitor on-going progress.	Fernandez, Yaimy	9/15/2014	Mini assessments, student generated work, science journals, and student reports.	5/29/2015 biweekly
G1.B4.S1.MA1	The Administration will monitor data from Civics Interim assessments. Instruction will be adjusted as necessary. In addition, the Administration will conduct classroom observations to monitor on-going progress.	Fernandez, Yaimy	9/15/2014	Mini assessments, student generated work, Civics journals, and student reports.	5/29/2015 biweekly
G1.B4.S1.MA1	The Administration will monitor data from Civics Interim assessments. Instruction will be adjusted as necessary. In addition, the Administration will conduct classroom observations to monitor on-going progress.	Fernandez, Yaimy	9/15/2014	Mini assessments, student generated work, Civics journals, and student reports.	5/29/2015 biweekly

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. Core Content: Lincoln Marti Charter School Hialeah Campus instructional goal for the 2015-2016 school year is to increase academic achievement by improving core instruction in all content areas.

G1.B1 The students lack reading comprehension, analytical skills, and writing skills that include writing mechanics: grammar, sentence structure, and spelling. In addition the students struggle to communicate ideas clearly and concisely construct a reasoned, demonstrable argument effectively marshaling evidence and using sources appropriately organizing ideas effectively. Students are unable to synthesize information from the passages or cite specific evidence from the text to support their ideas. The students are unable to exhibit the organizational pattern required to support the writing task; therefore, lacking sequence of ideas or relevance to the main topic. The students demonstrate lack of background knowledge resulting from the non exposure to academically oriented experiences.

G1.B1.S1 Students will be engaged in a supportive writing environment by using daily writing journals as Bell Ringers and interactive writing journals developing a variety of writing strategies, techniques, and skills appropriate to their academic levels. The students will write routinely over extended time frames for a range of discipline specific tasks, purposes, and audiences. Students will be trained to read complex text in order to develop comprehension skills, high order thinking, and strategies on how to support their answers from a given piece of writing. Visuals, modeling, small group instruction, paraphrasing, graphic organizers, and dictionaries will be used during instruction. ESOL interventions will be provided to ELL according to their levels.

PD Opportunity 1

The students will develop and strengthen their writing while using technology to enhance their writing. Students will be engaged in research and writing about sources. Furthermore, the students will be exposed to writing routinely over various time frames.

Facilitator

Mabel Chipi/Magdelin Vega

Participants

ELA, Science, and Social Studies teachers

Schedule

Weekly, from 8/31/2015 to 6/3/2016

PD Opportunity 2

Students will be engaged in interactive activities and strategies that promote deeper levels of thinking and include SQR, RAFT, and Paraphrasing in order for them to develop critical thinking, problem solving and analytical skills.

Facilitator

Mabel Chipi

Participants

Math teachers

Schedule

Weekly, from 9/1/2015 to 6/3/2016

PD Opportunity 3

The students will be exposed to science concepts that include the scientific inquiry based approach in addition to incorporating writing skills that will allow students to document their findings.

Facilitator

Yaimy Fernandez

Participants

Science teachers

Schedule

Weekly, from 9/14/2015 to 6/3/2016

PD Opportunity 4

Students will be exposed to classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.

Facilitator

Yaimy Fernandez

Participants

SS teachers

Schedule

Weekly, from 9/14/2015 to 6/3/2016

G1.B2 The students lack the comprehension skills and mathematical vocabulary that are necessary to interpret math word problems that relate to real world situations. This in turn causes difficulty in analyzing and solving math problems that relate real world situations to mathematical concepts. In addition, students possess poor writing skills that cause them to struggle with written responses.

G1.B2.S1 Students will be exposed to a variety of mathematical concepts that will build a strong foundation of conceptual understanding, procedural skills and fluency, as well as application. All students including ELL, Hispanic and ED subgroups will be presented with academic language associated with specific math topics. The use of visuals, manipulatives, technology, bilingual dictionary, and interactive activities will be incorporated to daily instruction.

PD Opportunity 1

Students will be engaged in interactive activities and strategies that include SQR, RAFT, and Paraphrasing in order for them to develop critical thinking, problem solving and analytical skills.

Facilitator

Jocelyn Chilet

Participants

All Teachers

Schedule

Daily, from 9/15/2014 to 5/29/2015

G1.B3 The students lack basic writing skills, therefore exhibiting difficulty in making claims and using evidence to explain their reasoning; instead, the students use vague statements that do not focus on experimental findings, quantifiable data, and verifiable research.

G1.B3.S1 Students will use a variety of science concepts and skills involving the scientific method. The students will be required to plan, monitor, analyze, and observe while documenting the scientific process.

PD Opportunity 1

The students will be exposed to science concepts that include the scientific inquiry based approach in addition to incorporating writing skills that will allow students to document their findings.

Facilitator

Administration.

Participants

Science teacher

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

G1.B4 Students are exhibiting poor understanding of Social Studies content through writing tasks due to the lack of basic writing skills. Lack of Social Studies vocabulary hinders the student comprehension, therefore impeding the adequate elaboration of written responses to high order questions.

G1.B4.S1 Students will be exposed to classroom activities which help them develop an understanding of the content-specific vocabulary taught in government/civics.

PD Opportunity 1

Students will be exposed to classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.

Facilitator

Administration

Participants

Civics teacher

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	The students will develop and strengthen their writing while using technology to enhance their writing. Students will be engaged in research and writing about sources. Furthermore, the students will be exposed to writing routinely over various time frames.				\$12,940.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			5007 - Lincoln Marti Charter School Hialeah	Title I Part A		\$12,940.00
<i>Notes: i-Ready Reading and Math</i>						
2	G1.B1.S1.A2	Students will be engaged in interactive activities and strategies that promote deeper levels of thinking and include SQR, RAFT, and Paraphrasing in order for them to develop critical thinking, problem solving and analytical skills.				\$43,428.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			5007 - Lincoln Marti Charter School Hialeah	Title I Part A		\$43,428.00
<i>Notes: Triumph Learning tutoring curriculum material</i>						
3	G1.B1.S1.A3	The students will be exposed to science concepts that include the scientific inquiry based approach in addition to incorporating writing skills that will allow students to document their findings.				\$0.00
4	G1.B1.S1.A4	Students will be exposed to classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/ civics.				\$0.00
5	G1.B2.S1.A1	Students will be engaged in interactive activities and strategies that include SQR, RAFT, and Paraphrasing in order for them to develop critical thinking, problem solving and analytical skills.				\$0.00
6	G1.B3.S1.A1	The students will be exposed to science concepts that include the scientific inquiry based approach in addition to incorporating writing skills that will allow students to document their findings.				\$0.00
7	G1.B4.S1.A1	Students will be exposed to classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/ civics.				\$0.00
					Total:	\$56,368.00