

Miami-Dade County Public Schools

Lincoln Marti Charter School (Little Havana Campus)



2016-17 Schoolwide Improvement Plan

Lincoln Marti Charter School (Little Havana Campus)

970-984 W FLAGLER ST, Miami, FL 33130

www.lincolnmarticharterschoos.com

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Combination School KG-8 | Yes | 77% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | Yes | 99% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | A | C* | A | A |

**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 a monitoring status of "Former F" (see page 4). 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 | 6 |
| Supportive Environment | 6 |
| Family and Community Engagement | 8 |
| Effective Leadership | 9 |
| Public and Collaborative Teaching | 15 |
| Ambitious Instruction and Learning | 16 |
| 8-Step Planning and Problem Solving Implementation | 22 |
| Goals Summary | 22 |
| Goals Detail | 22 |
| Action Plan for Improvement | 25 |
| Appendix 1: Implementation Timeline | 31 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 32 |
| Professional Development Opportunities | 32 |
| Technical Assistance Items | 34 |
| Appendix 3: Budget to Support Goals | 34 |

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Lincoln Marti Charter School (Little Havana Campus)

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To provide the best quality education and instill in our students values that will make them better citizens, better workers and better human beings.

b. 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.

2. School Environment

a. 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 they are registered at the school. Through the registration process and completion of different questionnaires the school is able to learn about different aspects of the learners' cultures. As part of this process, the school also hosts monthly workshops and meetings with the parents, teachers and students to better understand the diversity of the school's population. Moreover, during the monthly meetings teachers are also able to build relationships with the students while learning more about their cultures. The interdisciplinary approach is also incorporated in the Social Studies curriculum to expose students to other cultures. The school strives to ensure that all teachers build and sustain enduring relationships with their students. These relationships are based on trust and honesty, enabling the students to feel safe and respected. Moreover, these components are important in promoting a positive learning environment.

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

Safety is a top priority at our school. Moreover, the administration has implemented a variety of strategies to ensure a safe and supportive school climate that encourages students' safety in all areas of the school. On an annual basis staff members are trained on Emergency and Safety Procedures. All teachers keep a folder in their classrooms with a copy of the Emergency and Safety Procedures to ensure all protocols are properly followed in case of an emergency. Furthermore, to ensure that all students are respected, our school has a zero tolerance policy for bullying. At the beginning of every school year, the guidance counselor trains all teachers on Bullying and Harassment. Teachers are also provided with a copy of School Board Policy 5517.01 against Bullying and Harassment, and related Student Code of Conduct. Furthermore, in the Parent Resource Information Center we have a Bully Box to anonymously report harassment or any bullying incidents. Staff members are also provided with copies of the Code of Ethics that details important information on the discrimination students. Our school also distributes the Discrimination/Harassment Posters to all staff members. In addition, to ensure all students interact safely we have hallway monitors watching bullying "hot spot areas" such as; cafeterias, bathrooms and playgrounds. The school also has a Bullying and Harassment Prevention Team that meets once a month to discuss strategies to implement. A Safety Committee is also in place to discuss any safety concerns and review protocols. In the month of October, our school supports the National Bullying Prevention Month by: having students create banners and posters with anti-bullying messages. The school counselors provide students with instructions on how to access bullying prevention information on the District website. Teachers will

deliver lessons from the Bullying and Violence Prevention Curriculum Manual found on the District website. The school's website will include a link to the District Policy Against Bullying and Harassment. The Leadership Team will plan school-wide activities on anti-bullying.

c. 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.

Our schoolwide behavioral system consists of a support team that addresses behavioral problems. The support team is comprised by: the administration team, lead teachers, and the school counselor. The focus of the behavioral system is to ensure that all behavior problems are targeted onset, avoiding further complications/situations. In order to ensure that distractions are maintained at a minimal level the administration monitors that the teachers are providing bell to bell instruction as well as interactive and engaging lessons. The lessons require high order thinking skills and daily use of technology. Teachers are required to be active and circulating the classrooms in order to avoid students' distractions and ensure that the students are engaged at all times. On an annual basis, teachers review the Students Code of Conduct with all learners; moreover, parents are also provided with a bilingual letter that details where to find the district policy. Parents are also provided with a "Parent Receipt and Acknowledgement Form" that should be reviewed, signed, dated, and returned within the first 5 days of school. Parents are also provided with a link where they can access the Code of Student Conduct. Teachers also establish Clear Behavioral Expectations at the beginning of every school year to make students aware of school rules, consequences and rewards. This allows teachers to promote a positive school climate that supports academic achievement and promotes civility, acceptance of diversity and mutual respect. Staff members and parents are also trained on the Student Code of Conduct to ensure the system is fairly and consistently enforced.

d. 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 and emotional needs of all students are met through a variety of services that are provided by the school counselor. At the beginning of the school year all teachers are provided with a counseling referral form; which includes the students' information and reason(s) for referral. The school counselor monitors the referral(s) process and ensures that all the social emotional needs are effectively met. The counseling groups are implemented based on students' personal needs to aid them in overcoming social barriers. Mentoring services are also provided to support students in increasing their self-esteem, improving their academic skills, attendance and social development while building positive relationships with learners and their peers. The teachers work intentionally to develop students' characters while simultaneously meeting their academics, social and emotional needs.

3. Early Warning Systems

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

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

Grade-level Chairs periodically analyze students' data and report early warning indicators to the Leadership Team and school counselor. The Leadership Team will convene to determine appropriate intervention strategies for students exhibiting two or more early warning indicators. Lincoln Marti Charter Schools, Little Havana consistently meets with the parents of all students that are showing early warning indicators.

Elementary School Indicators

- Students who miss more than 10% of instructional time.
- Students who have referrals that lead to suspension.
- Students score at FSA Level 1 in either ELA or Math.
- Students who are not proficient in reading by Grade 3.
- Students who are retained.

Middle School Indicators

- Students who miss more than 10% of instructional time.
- Students who have referrals that lead to suspension.
- Students score at FSA Level 1 in either ELA or Math.
- Students who fail either ELA or Math.
- Students who fail 2 or more of any course.

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|---|----|----|----|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 2 | 5 | 4 | 2 | 10 | 9 | 5 | 7 | 4 | 0 | 0 | 0 | 0 | 48 |
| One or more suspensions | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Course failure in ELA or Math | 4 | 10 | 6 | 5 | 6 | 1 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 35 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 23 | 16 | 27 | 41 | 27 | 39 | 0 | 0 | 0 | 0 | 173 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|----|---|---|----|----|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 2 | 10 | 8 | 7 | 12 | 17 | 34 | 22 | 26 | 0 | 0 | 0 | 0 | 138 |

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

Students will be provided with an hour of extended learning day to help them improve their academic performance. To support English Language Learners in achieving proficiency levels while mastering grade level standards, teachers will utilize a variety of interactive online resources to target individual needs of learners while exposing them to visual aids. 3rd through 8th grade students will be using the i-Ready program to improve their English Language Arts skills and be able to achieve proficiency levels. 3rd through 8th grade students will also be using Reflex Math to master grade level standards. Students in 5th and 8th grade will be using Gizmos to develop a deeper understanding of challenging concepts through inquiry and exploration. Students will also have the opportunity of participating in the Saturday Academy tutoring starting in January 2017. On the other hand, 2nd grade students that do not achieve 50% or higher on the SAT and 3rd grade students that are not proficient in English Language Arts will have the opportunity of participating in the Summer School Program. Students with excused absences will be given the option of making up the assignments, projects and assessments. To encourage and motivate students' attendance, the school is providing a vast variety of Educational Technology that allows learners opportunities to engage in authentic learning; in addition, it addresses multiple intelligence and can be adapted to students' learning styles.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

2. 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, students, teachers and community partners are involved in the School Advisory Council (SAC) to support the school and student achievement. The school has a Blackboard connect system to communicate with parents in a consistent manner. This allows them to be more involved in the academic achievement of all learners. Our school collaborates with families and community members. We also respond to diverse community interests and needs. The school personnel understands how students and family conditions affect learning. Therefore, the school provides monthly informational parental workshops to inform parents on pertinent information including but not limited to, standardized testing, strategies on how parents can help their children academically at home. Additionally, being a Title I school, Parent-School-Compacts have been distributed in order to monitor the academic achievement and maintain ongoing communication with parents and stake holders. Parents are also actively involved in creating the school's yearly Parental Involvement Plan (PIP) in order to work cohesively towards student academic performance.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

| Name | Title |
|-------------------|---------------------|
| Sanchez, Barbara | Principal |
| Forjans, Licety | Teacher, K-12 |
| Morffi, Estrella | Teacher, K-12 |
| Gonzalez , Teresa | Teacher, K-12 |
| De Paula, Sandra | Instructional Coach |
| Alves, Viviana | Assistant Principal |
| Ramos, Rita | Teacher, K-12 |

b. Duties

1. 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 Rtl meetings, ensure follow up of action steps and allocate resources. Viviana Alves, Assistant Principal, will ensure attendance of all members; Sandra De Paula, Reading Coach, will dis-aggregate and analyze students' data in Kindergarten- Eighth Grade. Licety Forjans, ESOL Coordinator, will ensure that students are provided with ongoing ESOL interventions. Yordanka Hernandez, English Language Arts Teacher, will monitor students' Writing data reports to develop action plans based on students' needs; Rita Ramos Mathematics Teacher will analyze students' data and monitor their progress; Estrella Morffi, Science Teacher will provide the team with different strategies based on students' current proficiency levels; Teresa Gonzalez, Social Studies Teacher will monitor students' current levels and provide ongoing support to achieve proficiency levels.

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2 and Tier 3 SST

Barbara Sanchez, Principal; Viviana Alves, Assistant Principal; Claudia Perez, Counselor; Sandra De Paula Reading Coach; Licety Forjans, ESOL Coordinator; Science Teacher; Yordanka Hernandez, Language Arts Teacher; Rita Ramos, Mathematics Teacher; Estrella Morffi, Science Teacher; and Teresa Gonzalez, Social Studies Teacher. The members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

2. 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 developments 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 regularly (monthly is suggested) 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 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, 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.

Title I, Part C- Migrant

Lincoln-Marti Charter School, Little Havana 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 Dropout Prevention Programs.

Title II

The district uses supplemental funds for improving basic educational needs as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs such as Reading, Gifted, and ESOL
- 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 learners (ELL) and immigrant students by providing funds to implement and provide:

- Reading and supplementary instructional materials
- Waterford Connection and KidBiz (hardware and software) for the development of language and literacy skills in reading, mathematics, and science.

Title X- Homeless

- The Homeless Assistance Programs seeks to ensure a successful educational experience for homeless children by collaborating with parent, schools, and the community.
 - Project Upstart, Homeless Children & Youth Program assist with the identification enrollment, attendance, and transportation of homeless students.
 - 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 as their status of homeless- and are provided with entitlements.
- Projects Upstart provides a homeless sensitivity an awareness campaign throughout all the schools.

Supplemental Academic Instruction (SAI)

Lincoln Marti Charter School will receive funding from the 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 the TRUST specialist.
- Training for technical assistance for elementary and middle school teachers, administrators, counselors/TRUST specialist.

Nutrition Programs

1. Lincoln Marti Charter Schools Adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education, as per state stature is taught through physical education.
3. The School Food Service, school breakfast, school lunch and aftercare snacks, follows the Healthy Food and Beverage Guidelines as adopted in the Districts Wellness Policy.

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding

available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|-------------------|----------------------------|
| Barbara Sanchez | Principal |
| Licety Forjans | Teacher |
| Ileana Kattengell | Teacher |
| Yamila Aguiar | Business/Community |
| Carmen Melendez | Parent |
| Ilsia Castellon | Teacher |
| Dinia Silva | Parent |
| Yusdeivy Perez | Parent |
| Sandra De Paula | Teacher |
| Christian Banegas | Student |
| Manuel Gil | Parent |
| Viviana Alves | Education Support Employee |
| Leidys Gonzalez | Parent |
| Vanessa Reyes | Student |
| Ivon Corcho | Teacher |
| Rita Ramos | Teacher |
| Jennisbel Bosch | Education Support Employee |
| Giselle Gutierrez | Parent |
| Mariangel Benitez | Student |

b. Duties

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

a. Evaluation of last year's school improvement plan

An EESAC meeting was conducted on May 11, 2016 to review last year's School Improvement Plan. All strategies and effectiveness implementation of these were reviewed and discussed in the meeting. In addition, parents also gave their input for new possible strategies to implement for the 2016-2017

SIP. On the May 11, 2016 EESAC meeting, the school principal and the SAC chair discussed the school's End of Year documentations , the EESAC members agreed with the Mid-Year reflection and it was approved by the board.

b. Development of this school improvement plan

The EESAC is the sole body responsible for developing and monitoring final decision making at the school relating to the implementation of the School Improvement Plan. The School Improvement Plan must address issues relative to core academic areas (English Language Arts, Mathematics, Writing, and Science), parental involvement, suspensions, attendance, and dropout prevention/graduation, along with budget, professional development training opportunities, instructional materials, staffing, student support services, and the ongoing monitoring of the EESAC. The EESAC must give the final approval of the School Improvement Plan, the Mid-Year Review, and the End-of-Year Review. In addition, the EESAC should receive regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments.

Some EESACs form subcommittees to monitor each of the objectives in the School Improvement Plan. The subcommittees can include members of the EESAC as well as other non-members who are familiar with the various aspects of the programs.

c. 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. The school will receive EESAC funds, approximately a total of \$3890.00 (\$5 per student for a total of 778 students) will be solely used for students' incentives in academic performance.

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

The allocated funds (\$5 per student for a total of 780 students= \$4000.00)were used for students' incentives to encourage participation in the school's supplementary educational programs.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|-------------------|------------------------|
| Sanchez, Barbara | Principal |
| Alejo, Maria | Teacher, K-12 |
| Forjans, Licety | Teacher, K-12 |
| Morffi, Estrella | Teacher, K-12 |
| Gonzalez , Teresa | Teacher, K-12 |
| De Paula, Sandra | Instructional Coach |
| Alves, Viviana | Assistant Principal |
| Bosch, Yennisbel | Administrative Support |
| Perez, Claudia | School Counselor |
| Ramos, Rita | Teacher, K-12 |
| Corcho, Ivonne | Teacher, K-12 |
| Diaz, Marilyn | Teacher, K-12 |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Lincoln Marti Charter Schools, Little Havana will promote literacy within the school by incorporating English Language Arts strategies. The Leadership Team will focus on data analysis to monitor students' academic levels. The interdisciplinary approach will be incorporated in all Core Subjects and Non-Core Subjects to promote literacy within the school. The school will also establish a D.E.A.R.A.W (Drop Everything and Read and Write) time on daily basis from 8:00am to 8:20am. Administration will also promote literacy within the school by volunteering to read elementary texts to the students. All teachers will have a classroom library that is differentiated by students' levels. Teachers will also promote a literacy rich environment that consists of print word walls, books and English Language Arts materials. Students will also be involved in writing book reviews to be exposed to a variety of texts and genres. Additionally, a mobil library will go around the classes every two weeks to allowing students to borrow weeks. They will be required to write a book report per book read.

D. Public and Collaborative Teaching

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

1. 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 teamwork, congeniality, camaraderie, and professionalism. School leaders prioritize teachers' trust when they give verbal support to collaboration, providing the time and resources for educators to work together. During Grade Level meetings teachers discuss students' data, professional developments, best practices as well as effective instructional strategies. The school Reading Coach receives specialized training to facilitate improvements in low-performing Core Subjects. Also, the Reading Coach aids teachers in collaborating in meaningful ways during Grade level meetings . The Reading Coach plays an important role in increasing the level of trust among staff members. As a Reading Coach, she brings teachers together to examine data and work on specific goals, teachers usually begin to feel less alone, more supported and more capable of collectively tackling the "big issues" that must be addressed throughout the school year.

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

The institution provides current information of openings on the school's website as well as on different newspapers and online sources. The new staff members 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. New teachers also become part of a Professional Learning Community to be actively engaged in the learning process. To retain Highly Qualified Teachers, Certified-in-field, our school provides annual incentives based on their achievements. Teachers are also recognized and receive annual incentives for having perfect attendance throughout the school year.

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

Experienced teachers in the same grade level will mentor new teachers. Teachers with experience in incorporating the interdisciplinary approach, the FCIM, and differentiated instruction will support non-experienced teachers. The mentoring activities will include: grade level meetings, common planning, and co-teaching while implementing different strategies and best practices.

New Teachers/Mentors
Mariela Rodriguez/Tania Perez
Yennisbel Bosh/Maura Tamayo
Ana Paneque/Sandra DePaula
Damaris Payrol/Tania Perez
Miriam Garcia/Yudit Hernandez
Priscila Dominguez/Eneidys Donato
Miriam Sardanas/ Teresa Gonzalez
Laura Batista/Ivon Corcho
Edwina Fernandez/ Yleana Rodriguez

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school has vowed to accomplish this goal by obtaining access to Core instructional programs that include i-Ready, Think Central, Edgenuity, Reflex Math and Gizmos. The school's priority is that every student has critical English Language Arts skills in order to meet the demands of College and Career readiness. 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. New instructional materials that correlate with the Florida Standards have been purchased this school year. These materials deliver instruction, provide thoughtful and comprehensive engagement with high quality literacy and informational text. Teachers will also utilize these texts to build knowledge and broaden students' critical thinking skills. 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.

b. Instructional Strategies

1. 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 will be assessing students periodically to monitor their progress and areas of need. Based on students' needs the teachers will develop monthly focus calendars to expose learners to secondary benchmarks. Teachers will also differentiate instruction while doing rotational centers on a daily basis to provide students with individualized supplemental resources based on their needs. Teachers in grades Kindergarten through 5th will be using the diagnostic placement assessments provided by Wonders to assess current academic levels of learners. Students in grades 6th through 8th were placed in Intensive Reading and/or Intensive Mathematics classes based on their performance levels on state assessments to provide them with additional instruction based on their academic needs. Students in grades 3rd through 8th will also be assessed on their Ready to periodically monitor their progress. Students placed in Tier 2 and Tier 3 interventions will receive 30 to 45 minutes additional time daily with a specialized intervention teacher that will provide them with resources and strategies to achieve proficiency levels. Intervention teachers will monitor students' progress on a weekly basis. All students in Kindergarten through 8th grade will have an extended learning hour on a daily basis. Students in grades 3rd through 8th will also have Saturday Academy starting in January through April. Teachers in all grade levels are incorporating ESOL strategies in their daily lessons to help students become English proficient.

2. 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

The school uses supplemental instructional materials to target the needs of individual learners, while being exposed to different instructional strategies, some of the ELA, Science and Social Studies strategies are : think aloud, think-pair-share, Pause and Wonder, QAR Questions, Writing Questions, Read Alouds, Turn and Talk, Note Taking, Character Sorts, Writing Journals, Buddy Reading, Story Retelling, DRTA, research-based learning, Graphic Organizers and Story Maps, Readers Theater, Stop and Think,modeling, concept maps, and Literature Circles.

Some of the Mathematics strategies that will be incorporated are: Problem Solving Process, Visual Vocabulary, Reasoning abstractly and Quantitatively, demonstrations and modeling, constructing viable arguments and critique the reasoning of others, interactive lecture demonstrations, guided discovery problems,process-oriented guided inquiry approach, high quality problem sets, apply math in other content areas, think-practice-integrate, make connections, graphic organizers, and think-pair-shair.

Supplemental Materials that will be used for the Extended Learning Day:

1st-8th Grade Florida Standards Coach Math

1st-8th Grade Florida Standards Coach ELA

3rd-8th Grade Florida Standards Performance Coach Math

3rd-8th Grade Florida Standards Performance Coach ELA

3rd-8th Grade Florida Standards Support Coach-Math

3rd-8th Grade Florida Standards Support Coach-ELA

3rd-8th Grade Florida Standards Instruction Coach ELA

3rd-8th Grade Florida Standards Instruction Coach-Math

3rd-8th Grade Crosswalk Coach Plus Math

3rd-8th Grade Crosswalk Coach Plus ELA

3rd-8th Grade Skills Coach Write It Out!

5th and 8th Grade Florida Buckle Down Science

5th and 8th Grade Florida Coach Jumpstart Science

5th and 8th Grade Florida Coach Standards Based Instruction Gold Edition Science

Strategy Rationale

Research shows that extending instructional time for the students who need it most can improve students' learning and effectively close the achievement gap for students that are performing below grade level and/or not meeting grade level standards. Supplemental Resources aligned with the new Florida Standards will be used to expose students to additional instructional strategies and best practices based on their individual needs.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

The school will plan an annual Open House to provide parents with important information regarding the transition process to Kindergarten. The school also sends flyers with reminders and important information regarding Kindergarten. The students will transition smoothly within their familiar environment by rotating through centers with an alternate underlying purpose of focusing on differentiated instruction. The students will also continue to explore and work with hands on activities to enhance the long term learning experience. The instruments that will determine the placement of students throughout the year will be the data collected from formative assessments, FLKRS, CELLA, and student progress reports. Parents and students of 5th grade transitioning to Middle School will be provided with an overview of the Middle School curriculum and schedule to better prepare learners through the process. School Counselor will schedule end of year meetings with the students to help them form a realistic expectation of what Middle School will be like and provide a positive and successful first impression. Articulation meetings to plan collaboratively will also be scheduled between 5th and 6th grade teachers to provide academic and developmental assistance to support students in transitioning successfully. 8th grade students transitioning to High School will be involved in Career Orientation meetings with the school counselor to determine career interests before choosing their elective classes. Group meetings with the school counselor will be held to explore High School transition issues and concerns. Middle School and High School teachers from Lincoln Marti Charter Schools, Little Havana and Charter High School of the Americas will meet to discuss academic and developmental assistance to better support learners through the transition process. Orientation meetings will be held in the summer to aid Middle School students in transitioning to High School. Families will be able to meet the High School teachers and familiarize themselves with the graduation requirements and school campus.

b. College and Career Readiness

1. 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, Little Havana offers students a variety of elective courses based on their major area of interests. Many of these courses focus on job skills. Integration of the core academic classes into the career path academies allows instructors to ensure that the content relates to real world experiences. The counselor also meets with the students to explore career options and to determine personal interests and goals.

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

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. As part of the Middle School curriculum, students receive instruction in academic and career planning. During the subject selection process, counselors meet with the students and offer guidance.

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

The Math-in-CTE professional development model that our school is implementing is not a curriculum; instead, it is a process, organized around a set of five core principles, through which CTE and math teachers working in teams learn how to enhance the math that naturally occurs in their CTE curricula. Math-in CTE professional development always begins with curriculum mapping. In this process, CTE teachers examine the CTE concepts they teach, then work with math teacher partners to identify embedded math intersections and create a curriculum map. Once the map is complete, the CTE and math teacher teams select from within it one or more CTE concepts and related math concepts to develop into CTE lesson plans. Moreover, by integrating career and technical education in Math students are exposed to a variety of instructional practices and strategies that supports them in achieving Math proficiency levels.

CTE teachers can facilitate the learning processes by scaffolding instruction with literacy strategies. During Literacy-in-CTE professional development sessions, CTE teachers learned to integrate effective models of reading interventions in the context of their CTE courses. This integration is meant to complement the CTE learning that is already embedded and authentic in the CTE curriculum. Teachers adapt their current lesson plans by integrating research-proven literacy strategies to help students learn and are challenged to help their students take responsibility for their own learning. By collaboratively sharing their adapted lessons, CTE teachers also develop a community of practice among teachers of similar content as well as across CTE fields.

4. 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.

Students are provided with numerous High School level courses on the areas of Science and Mathematics. This allows students to take more advanced courses upon entering High School and making them eligible for IB and AP classes. Students are also offered the opportunity to complete courses through Florida Virtual School when they have other interests beyond the school's program.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 2016-2017 school improvement goal for Lincoln-Marti Charter Schools Little Havana 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. The 2016-2017 school improvement goal for Lincoln-Marti Charter Schools Little Havana Campus is to increase student achievement by improving core instruction in all content areas. 1a

G087639

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 60.0 |
| CELLA Writing Proficiency | 32.0 |
| Algebra I EOC Pass Rate | 92.0 |
| CELLA Listening/Speaking Proficiency | 43.0 |
| CELLA Reading Proficiency | 33.0 |
| AMO Reading - All Students | |
| AMO Reading - African American | |
| AMO Reading - Hispanic | |
| AMO Reading - ELL | |
| AMO Reading - SWD | |
| AMO Reading - ED | |
| AMO Math - All Students | |
| AMO Math - African American | |
| AMO Math - Hispanic | |
| AMO Math - ELL | |
| AMO Math - SWD | |
| AMO Math - ED | |

Targeted Barriers to Achieving the Goal 3

- Writing fluency is impacting the students' ability to cite and find evidence to support their writing and organizing/structuring their ideas in a logical progression. Grade level vocabulary impedes English Language Learners to elaborate on specific topics which hinders them from developing well written and coherent responses.
- Reading comprehension skills are impacting the students ability to interpret informational text.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Daily Writing Journals, Inquiry Based Journals, Graphic Organizers, Story Maps, Writing Rubrics, Sentence Starters, Marginal Notes, Writer's Workshops, Summarizing, Picture Notes, Power Notes, Observation Entries, Question Answer Relationships (QARs).
- Write it Out!
- Write Source
- Common Core Coach English Language Arts
- Common Core Coach Mathematics
- Florida Standards Support Coach English Language Arts
- Common Core Support Coach Mathematics
- Florida Standards Performance Coach English Language Arts
- Florida Standards Performance Coach Mathematics

- Practice Coach Plus English Language Arts
- Practice Coach Plus Mathematics
- Buckle Down English Language Arts
- Buckle Down Mathematics
- Florida Coach Science
- Jumpstart Science
- Common Core Coach Algebra I
- Houghton Mifflin Go Math Common Core K-5
- Glencoe Math 6th-8th
- HMH Algebra I
- Science Fusion K-5th
- Science Fusion 8th Grade
- Prentice Hall Florida Comprehensive Science 6th and 7th Grade
- McGraw Hill Wonders K-5th Grade
- National Geographic Inside levels A - D
- McGraw Hill Social Studies K-5th Grade
- McGraw Hill Social Studies World History
- McGraw Hill Civics
- McGraw Hill U.S History
- Reflex Math
- i-Ready
- HMH Collections 6th - 8th grade

Plan to Monitor Progress Toward G1. 8

On a weekly basis, students will be assessed to monitor for progress toward meeting the school goal. The Leadership Team will discuss students' academic progress by reviewing students' data.

Person Responsible

Viviana Alves

Schedule

Biweekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Leadership Team Meeting agendas and sign-in sheets

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 2016-2017 school improvement goal for Lincoln-Marti Charter Schools Little Havana Campus is to increase student achievement by improving core instruction in all content areas. 1

G087639

G1.B1 Writing fluency is impacting the students' ability to cite and find evidence to support their writing and organizing/structuring their ideas in a logical progression. Grade level vocabulary impedes English Language Learners to elaborate on specific topics which hinders them from developing well written and coherent responses. 2

B232965

G1.B1.S1 Students will be exposed to a daily instructional writing routine besides their 30 minutes writing period required by Miami-Dade Schools District. Also, students will be motivated to write about current worldwide issues using informational texts. Furthermore, students will guide and organize their writing based on the FSA writing rubric. Graphic organizers will be used to help students cite and find evidence to logically structure their writing. 4

S245922

Strategy Rationale

To increase students' proficiency levels on the English Language Arts and Mathematics 2017 Florida Standard Assessments.

Action Step 1 5

Students will be involved in daily pre-writing activities. They will be using graphic organizers to organize their ideas and brainstorm on a variety of topics. Learners will also be involved in peer review activities to aid in the development of their writing. Students will have writing journals and/or folders to practice their writing skills on a daily basis. They will also utilize different strategies to enhance their writing skills while considering multiple perspectives in order to write for different audiences.

Person Responsible

Barbara Sanchez

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Writing journals and/or folders, rubrics, research projects, graphic organizers, and 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.

Person Responsible

Viviana Alves

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Differentiated Instruction/Centers

Action Step 3 5

Students will be involved in writing activities in the Science classes. They will be conducting investigations, developing lab reports, research projects and elaborating daily journal responses. Students will demonstrate understanding of scientific concepts by writing their observations, reflections, questions, predictions and conclusions. Students will also develop vocabulary skills through daily writing practice.

Person Responsible

Viviana Alves

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Science Lab Sign-In Sheet/Science Journals

Action Step 4 5

Teachers will participate in a Professional Development on how to effectively implement Marzano's vocabulary.

Person Responsible

Viviana Alves

Schedule

On 10/3/2016

Evidence of Completion

Power Point/Printed Resources/ Sign-In Sheets

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

Administration and the Reading Coach will conduct daily walkthroughs to monitor for fidelity of implementation. A classroom checklist will be used as a tool during the walkthroughs to monitor daily use of writing journals and descriptive feedback being provided to all learners.

Person Responsible

Viviana Alves

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Writing journals and/or folders, Rubrics, classroom checklist(s)

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

During grade level biweekly meetings, teachers will discuss students' academic progress and writing improvement. Teachers will analyze data from weekly assessments in order to discuss and incorporate writing best practices in daily lessons.

Person Responsible

Viviana Alves

Schedule

Biweekly, from 9/5/2016 to 6/8/2017

Evidence of Completion

Agendas and sign-in sheets of grade level meetings and students' data from weekly assessments

G1.B2 Reading comprehension skills are impacting the students ability to interpret informational text. **2**

 B232966

G1.B2.S1 Reading Comprehension skills will be taught across the curriculum. Teachers will be trained on how to effectively implement close reading strategies to develop students' comprehension skills. In order to build students' vocabulary, teachers will implement Marzano's vocabulary within their lessons.

4

 S245923

Strategy Rationale

To increase students' proficiency levels on the English Language Arts and Mathematics 2017 Florida Standard Assessments.

Action Step 1 **5**

Students will utilize graphic organizers in daily lessons to organize their ideas on a variety of social studies/history concepts and/or events. Students will be involved in debates to express their views points and consider counter arguments. Learners will use writing journals to elaborate on specific topics and demonstrate understanding of social studies concepts and events.

Person Responsible

Viviana Alves

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Teachers' lesson plans, writing journals, class assignments

Action Step 2 **5**

Teachers will participate in a Backward Design Professional Development.

Person Responsible

Viviana Alves

Schedule

On 8/30/2016

Evidence of Completion

Sign-In Sheets/Agendas/Power Points

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

Administration will conduct daily walkthroughs to monitor for fidelity of implementation. A classroom checklist will be used as a tool during the walkthroughs to monitor daily use of writing journals and descriptive feedback being provided to all learners.

Person Responsible

Viviana Alves

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Walkthrough Checklist/Instructional Observation Form

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

During biweekly grade level meetings, teachers will discuss students' academic progress and improvement in elaborating written responses in their social studies journals. Teachers will analyze data from weekly assessments to discuss and incorporate best practices in daily social studies lessons.

Person Responsible

Viviana Alves

Schedule

Biweekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Agendas and sign-in sheets of grade level meetings and students' data from weekly assessments

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|------------------|-------------------------------|--|--------------------|
| 2017 | | | | | |
| G1.B2.S1.A2 A318538 | Teachers will participate in a Backward Design Professional Development. | Alves, Viviana | 8/30/2016 | Sign-In Sheets/Agendas/Power Points | 8/30/2016 one-time |
| G1.B1.S1.A4 A318536 | Teachers will participate in a Professional Development on how to effectively implement Marzano's... | Alves, Viviana | 10/3/2016 | Power Point/Printed Resources/ Sign-In Sheets | 10/3/2016 one-time |
| G1.MA1 M331867 | On a weekly basis, students will be assessed to monitor for progress toward meeting the school... | Alves, Viviana | 8/22/2016 | Leadership Team Meeting agendas and sign-in sheets | 6/8/2017 biweekly |
| G1.B1.S1.MA1 M331863 | During grade level biweekly meetings, teachers will discuss students' academic progress and writing... | Alves, Viviana | 9/5/2016 | Agendas and sign-in sheets of grade level meetings and students' data from weekly assessments | 6/8/2017 biweekly |
| G1.B1.S1.MA1 M331864 | Administration and the Reading Coach will conduct daily walkthroughs to monitor for fidelity of... | Alves, Viviana | 8/22/2016 | Writing journals and/or folders, Rubrics, classroom checklist(s) | 6/8/2017 weekly |
| G1.B1.S1.A1 A318533 | Students will be involved in daily pre-writing activities. They will be using graphic organizers to... | Sanchez, Barbara | 8/22/2016 | Writing journals and/or folders, rubrics, research projects, graphic organizers, and lesson plans. | 6/8/2017 daily |
| G1.B1.S1.A2 A318534 | Students will use concept maps on a daily basis to organize their ideas on a variety of... | Alves, Viviana | 8/22/2016 | Differentiated Instruction/Centers | 6/8/2017 daily |
| G1.B1.S1.A3 A318535 | Students will be involved in writing activities in the Science classes. They will be conducting... | Alves, Viviana | 8/22/2016 | Science Lab Sign-In Sheet/Science Journals | 6/8/2017 weekly |
| G1.B2.S1.MA1 M331865 | During biweekly grade level meetings, teachers will discuss students' academic progress and... | Alves, Viviana | 8/22/2016 | Agendas and sign-in sheets of grade level meetings and students' data from weekly assessments | 6/8/2017 biweekly |
| G1.B2.S1.MA1 M331866 | Administration will conduct daily walkthroughs to monitor for fidelity of implementation. A... | Alves, Viviana | 8/22/2016 | Walkthrough Checklist/Instructional Observation Form | 6/8/2017 daily |
| G1.B2.S1.A1 A318537 | Students will utilize graphic organizers in daily lessons to organize their ideas on a variety of... | Alves, Viviana | 8/22/2016 | Teachers' lesson plans, writing journals, class assignments | 6/8/2017 daily |

V. Professional Development Opportunities

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

G1. The 2016-2017 school improvement goal for Lincoln-Marti Charter Schools Little Havana Campus is to increase student achievement by improving core instruction in all content areas.

G1.B1 Writing fluency is impacting the students' ability to cite and find evidence to support their writing and organizing/structuring their ideas in a logical progression. Grade level vocabulary impedes English Language Learners to elaborate on specific topics which hinders them from developing well written and coherent responses.

G1.B1.S1 Students will be exposed to a daily instructional writing routine besides their 30 minutes writing period required by Miami-Dade Schools District. Also, students will be motivated to write about current worldwide issues using informational texts. Furthermore, students will guide and organize their writing based on the FSA writing rubric. Graphic organizers will be used to help students cite and find evidence to logically structure their writing.

PD Opportunity 1

Teachers will participate in a Professional Development on how to effectively implement Marzano's vocabulary.

Facilitator

Viviana Alves

Participants

All social studies and reading teachers

Schedule

On 10/3/2016

G1.B2 Reading comprehension skills are impacting the students ability to interpret informational text.

G1.B2.S1 Reading Comprehension skills will be taught across the curriculum. Teachers will be trained on how to effectively implement close reading strategies to develop students' comprehension skills. In order to build students' vocabulary, teachers will implement Marzano's vocabulary within their lessons.

PD Opportunity 1

Teachers will participate in a Backward Design Professional Development.

Facilitator

National Academic Educational Partners (NAEP)

Participants

All teachers

Schedule

On 8/30/2016

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|--|-------------|---|---|-----------------|-----|-------------|
| 1 | G1.B1.S1.A1 | Students will be involved in daily pre-writing activities. They will be using graphic organizers to organize their ideas and brainstorm on a variety of topics. Learners will also be involved in peer review activities to aid in the development of their writing. Students will have writing journals and/or folders to practice their writing skills on a daily basis. They will also utilize different strategies to enhance their writing skills while considering multiple perspectives in order to write for different audiences. | | | | \$13,777.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 5025 - Lincoln Marti Charter School Little Havana | Title I, Part A | | \$13,777.00 |
| <i>Notes: I-READY Reading and Mathematics licenses</i> | | | | | | |
| 2 | 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. | | | | \$8,714.27 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 5025 - Lincoln Marti Charter School Little Havana | Title I, Part A | | \$8,714.27 |
| <i>Notes: Florida School Book Depository</i> | | | | | | |
| 3 | G1.B1.S1.A3 | Students will be involved in writing activities in the Science classes. They will be conducting investigations, developing lab reports, research projects and elaborating daily journal responses. Students will demonstrate understanding of scientific concepts by writing their observations, reflections, questions, predictions and conclusions. Students will also develop vocabulary skills through daily writing practice. | | | | \$95,048.25 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 5025 - Lincoln Marti Charter School Little Havana | Title I, Part A | | \$95,048.25 |
| <i>Notes: Triumph Learning tutoring curriculum materials</i> | | | | | | |
| 4 | G1.B1.S1.A4 | Teachers will participate in a Professional Development on how to effectively implement Marzano's vocabulary. | | | | \$0.00 |
| 5 | G1.B2.S1.A1 | Students will utilize graphic organizers in daily lessons to organize their ideas on a variety of social studies/history concepts and/or events. Students will be involved in debates to express their views points and consider counter arguments. Learners will use writing journals to elaborate on specific topics and demonstrate understanding of social studies concepts and events. | | | | \$33,212.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |

Dade - 5025 - Lincoln Marti Charter School Little Havana - 2016-17 SIP
Lincoln Marti Charter School (Little Havana Campus)

| | | | | | | |
|----------|--------------------|---|---|--------------|---------------|---------------------|
| | | | District-Wide | General Fund | | \$33,212.00 |
| | | | <i>Notes: Core instructional materials for Social Studies</i> | | | |
| 6 | G1.B2.S1.A2 | Teachers will participate in a Backward Design Professional Development. | | | | \$0.00 |
| | | | | | Total: | \$150,751.52 |