# Lincoln Marti Schools (International Campus)



# 2017-18 Schoolwide Improvement Plan

# Lincoln Marti Schools (International Campus)

103 E LUCY ST, Florida City, FL 33034

www.lincolnmarticharterschoos.com

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2016-17 Title I School** | **2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Combination School KG-8 | Yes | 74% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | Yes | 96% |

## School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| Grade | B | D | C* | 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

## Table of Contents

## 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,](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 two 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:](Rule 6A-1.099811, Florida Administrative Code:)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

## DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Lincoln Marti Schools (International Campus)

| DA Region and RED | DA Category and Turnaround Status |
|---|---|
| Southeast - [LaShawn Russ-Porterfield](LaShawn Russ-Porterfield) | - N/A |

# I. Part I: Current School Status

## A. Supportive Environment

### 1. School Mission and Vision

#### a. Provide the school's mission statement.

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

#### 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.

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

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

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

**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.**

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

**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.**

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

## 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

**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 | 0 | 1 | 2 | 3 | 0 | 1 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 11 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 3 | 7 | 10 | 5 | 8 | 0 | 0 | 0 | 0 | 0 | 33 |

*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 | 0 | 2 | 5 | 2 | 8 | 10 | 9 | 3 | 0 | 0 | 0 | 0 | 0 | 39 |

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

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

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**
Yes

*1. PFEP Link*
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/469403.

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

**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, teachers, and community representatives are all involved in the School Advisory Council (SAC) for one purpose which is to support the school and student academic achievement. The school holds a variety of monthly meetings where parents are invited to take part and learn ways in which they can help

their children succeed academically. Additionally, the SAC's business representative donates plants and ecological resources for schools science experiments and student projects.The school responds to the needs of our diverse population families.Many families have limited educational backgrounds; therefore, we have monthly parental workshops where teachers invite the parents to learn about what their children are currently learning in school. The school sends home flyers to advise parents of the parental workshops as well as Black board connect messages. The school currently utilizes the Blackboard connect system in order to be able to communicate with parents on a daily basis and inform them of pertinent information such as upcoming events, tutoring dates and Saturday Academy dates. In addition, the school participates in the Heiken Children's Vision program where students who fail the eye examination are provided with complimentary eyeglasses. Being a Title I school, Parent-Student-School compacts have been distributed in order to monitor the academic achievement and maintain ongoing communication with parents, and stakeholders. Parents are also actively involved in creating the school's yearly Parental Involvement Plan (PIP) in order to work cohesively towards student academic performance.

## C. Effective Leadership

### 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 |
| Llorente, Marielys | Assistant Principal |
| Febres, Yelitza | Teacher, K-12 |
| Groso, Alexandra | Administrative Support |
| Morales, Johanna | Teacher, ESE |
| hernandez, sandra | Teacher, K-12 |
| Perez, Claudia | School Counselor |
| Cruz, Liana | 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 MTSS/RtI meetings, ensure consistency of follow-up action steps and allocate resources.

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

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

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

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

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

Yelitza Febres, Teacher; will work cohesively with our Reading Lead Teacher to determine teaching strategies; attend regular meetings, carry out SIP planning with the focus on Reading.

Marielys Llorente, Assistant Principal; will monitor students' Writing data and support teachers by providing Writing strategies to promote Writing across the curriculum, carry out SIP planning with the focus on Writing.

Liana Cruz, Teacher; will monitor the students' data and monitor their progress, attend regular meetings, carry out SIP Planning with the focus on Mathematics.

***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 development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

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

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response

3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions are needed to implement the SIP strategies that are closely examined, planned, and monitored through the MTSS Tier 1. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately twice per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.


Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. The school will schedules 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.

## 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 |
| Alexandra Groso | Teacher |
| Yelitza Febres | Teacher |
| Carolina Bustos | Student |
| Ligia Ariza | Business/Community |
| Esther Esquijarosa | Parent |
| Ana Mendieta | Parent |
| Doris Ching | Parent |
| Isaura Galindo | Parent |
| Liana Cruz | Teacher |
| Wendy Salabarria | Student |
| Edelys Bravo | Parent |
| Maribel Gonzalez | Teacher |
| Laura Mijares | Teacher |
| Yesenia Ortega | Teacher |

## b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

An EESAC meeting was held on May 12, 2017 to evaluate the 2016-2017 School Improvement Plan. All strategies implemented for the 2016-2017 SIP were discussed and parents were asked for their input on effective implemented strategies. Additionally, parents also gave their input for new possible strategies to implement for the 2016-2017 SIP. On the May 12, 2017 EESAC meeting; our the school principal and the SAC chair discussed the school's End-Of-Year Documentation. The EESAC members understood and the End-Of-Year reflection was approved by the board.

*b. Development of this school improvement plan*

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

The ESSAC team is responsible for the following:

Schedule and conduct meetings on quarterly basis;
Review all applicable student performance data;
Determine the students' needs and prioritize them;
Recommend strategies to improve areas of need;
Decide how to measure results;
Assist in the preparation and evaluation of the School Improvement Plan;
Meet all District and State timelines; and
Document data analysis and SIP reviews in the EESAC minutes.

*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.

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

The 2016-2017 EESAC funds were solely used for students' incentive, approximately $5.00 per student ($1,595) were utilized to promote students' motivation through incentives.

***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 |
| Llorente, Marielys | Assistant Principal |
| hernandez, sandra | Teacher, K-12 |
| Febres, Yelitza | Teacher, K-12 |
| Groso, Alexandra | Administrative Support |

**b. Duties**

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

The major initiatives of the Literacy Leadership Team will be to maintain all subject areas abreast of reading interventions strategies and through the data analysis focus on the areas of weaknesses and/ or deficiencies. The interdisciplinary approach to learning will be implemented throughout all content areas to promote literacy within the school. The school establishes the D.E.A.R.A.W (Drop Everything and Read and Write) program on a daily basis from 8:00 am - 8:30 am.

## D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(7)(A)(iii)(IV).

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

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

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

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

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

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

Mentor Name: Liana Cruz Mentee Assigned: Yesenia Ortega

## 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 purchased all of the core instructional programs and materials recommended by the District, which are aligned to the Florida Standards. Core Instructional programs purchased are as follows: Reading Wonders (K-5), Go Math FL 2015 Edition (K-5), Science Fusion (K-5) , Social Studies MC-Graw Hill (K-5) INSIDE instructional materials for ELL and Intensive Reading students, Language Arts HMH Collections (6th & 7th), Interactive Earth Science (6th & 7th) and Mc-Graw Hill Reflections US. History (6), Mc-Graw Hill Reflections Civics (7th). 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 man websites recommended to be utilized by teachers to become more knowledgeable on the new Florida Standards. For the extended learning day different resources aligned to the Florida Standards have been purchased from Triumph Learning. Some of these resources are: Florida Standards Instruction Coach, Florida Standards Performance Coach, Florida Standards Support Coach,and Practice Coach Plus. The students will also use the i-Ready Supplemental program that is currently aligned to the new standards to enhance their English Language Arts and Mathematics skills. The school has purchased both the I-READY online component and the instructional books.

#### 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 gather and analyze data obtained from state and district assessments in order to group the students based on their strengths and weaknesses. Teachers promote Differentiated Instruction throughout student centered activities in order to target the students' individual needs. Teachers are continuously monitoring and updating the center rotation groups based on classroom and district assessments. Students earning a level 1 or 2 on the Reading and/or Mathematics 2017 FSA administration, are receiving 30 minutes of Intensive courses of intervention additional from the required Reading and or Mathematics course. Tutoring is provided on a daily basis to all Kindergarten-7th Grade students, utilizing supplemental materials aligned to the Florida Standards. These daily tutoring sessions are provided to reteach and/or re enforce specific skills taught throughout the day in Reading, Mathematics, Writing and Science. Early Bird tutoring has been implemented since the beginning of the school year for all Third-Seventh Grade students, focusing on Reading, Mathematics, Writing and Science skills needed to prepare students for the ELA/ Mathematics Florida Standards Assessment and Science FCAT 2.0 (5th). Push in and pull out interventions are also provided to students not meeting grade level expectations in the areas of Reading, Mathematics and Writing.The school will also offer Saturday Academy tutoring projected to commence January 2018, free at no cost for all Third-Seventh Grade students. The school will also provide a Winter and Spring Break Camp for all Third-Seventh Grade students.

*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:** 12,000

Kindergarten-5th Grade Students
60 minutes daily, 300 minutes weekly, 1200 minutes monthly, 12000 minutes annually

6th & 7th Grade Students
60 minutes daily, 300 minutes weekly, 1200 minutes monthly, 12000 minutes annually

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

Supplemental Materials:
Kindergarten- I-READY ELA and Math
1st - 7th Grade- I-READY ELA and Math
3rd-7th Grade- I-READY ELA and Math
3rd-7th Grade- Florida Standards Performance Coach: ELA and Math
3rd-7th Grade- Practice Coach PLUS for CCSS: ELA and Math
5th Grade: Florida Coach Science, Florida Buckle Down Science, Florida Coach Jumpstart Science

### *Strategy Rationale*

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

### *Strategy Purpose(s)*

- Core Academic Instruction

- Teacher collaboration, planning and professional development

### *Person(s) responsible for monitoring implementation of the strategy*
Sanchez, Barbara, bsanchez@dadeschools.net

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

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

## 2. Student Transition and Readiness

### a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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

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

Childhood Programs by conducting orientation meetings prior to the commencement of the school year. During these meetings, important information in regards to the school will be shared with parents and family members to aid in the new transition their children will be going through. Additionally, the school will provide an Open House and conduct Parent Conferences as needed throughout the school year. The school will offer parental workshops twice every quarter to provide information to all parents in how to better support their children at home and how to utilize the resources available for Charter schools in Miami-Dade County Public Schools. Articulation meetings will be conducted at the end of the school year with Fifth grade and sixth grade teachers in order to discuss the individual students academic progress during their last school year in elementary. These meetings will support the future sixth and seventh grade teachers in preparation for the elementary-middle school transition. In addition, a parent orientation is always held days before the beginning of the school year, during this meeting administration and teachers meet with parents to discuss school procedures and pertinent information by grade level.

### 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.*

N/A

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

N/A

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

N/A

*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.*

N/A

## II. Needs Assessment
The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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"Â? 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 2017-2018 school improvement goal for Lincoln-Marti Charter Schools International Campus is to increase student achievement by improving core instruction in all content areas.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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 2017-2018 school improvement goal for Lincoln-Marti Charter Schools International Campus is to increase student achievement by improving core instruction in all content areas. `1a`

🔍 G096813

## Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| AMO Reading - All Students | 67.0 |
| AMO Reading - Hispanic | 71.0 |
| AMO Reading - ED | 69.0 |
| AMO Math - All Students | 60.0 |
| FCAT 2.0 Science Proficiency | 59.0 |
| CELLA Writing Proficiency | 33.0 |
| FSA ELA Achievement | 50.0 |
| ELA/Reading Gains | 70.0 |
| ELA Achievement District Assessment | 100.0 |
| FSA Mathematics Achievement | 70.0 |
| Math Gains | 80.0 |
| ELA/Reading Gains District Assessment | |

## Targeted Barriers to Achieving the Goal `3`

- Reading Comprehension skills hinder students' ability to understand informational text.

- Limited access to hands on activities, impact students ability to understand the process of the Scientific inquiry based approach.

- Limited access to technology contributes to students lack of exposure to computer based test skills.

## Resources Available to Help Reduce or Eliminate the Barriers `2`

- Mc-Graw Hill Wonders

- Mc- Graw Hill Wonderworks

- GO Math FL 2015 Common Core Edition

- ELA/Math Practice Coach Plus for the CCSS

- ELA/Math Florida Standards Performance Coach

- Florida Jumpstart

- i-Ready Reading / Mathematics Supplemental program

- Reflex Math

- Science Fusion K-5th

- National Geographic Inside

- McGraw Hill Social Studies K-5th Grade

- HMH Collections 6th & 7th Grade

- Interactive Science 6th & 7th Grade

- Reflections US History 6th Grade

- Reflections Civics 7th Grade

- Mc-Graw Hill Mathematics Course 1 & 2 (6th & 7th Grade)

- Ed Genuity (6th & 7th Grade)

- I-READY Reading / Mathematics Instructional Books

- Reading Plus

- Gizmos

## Plan to Monitor Progress Toward G1. 8

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

**Person Responsible**

Barbara Sanchez

**Schedule**

Biweekly, from 8/21/2017 to 6/7/2018

***Evidence of Completion***

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

## Action Plan for Improvement

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

### Problem Solving Key

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

1 = Problem Solving Step      🔑 S123456 = Quick Key

**G1.** The 2017-2018 school improvement goal for Lincoln-Marti Charter Schools International Campus is to increase student achievement by improving core instruction in all content areas. [1]

🔑 G096813

**G1.B1** Reading Comprehension skills hinder students' ability to understand informational text. [2]

🔑 B260424

**G1.B1.S1** Students will use the S.P.A.D.E close reading strategy throughout all content areas in order to get an in depth understanding of the text(s)and/or Mathematical word problems being analyzed. [4]

🔑 S275828

### Strategy Rationale

To increase students proficiency levels on the English Language Arts and Mathematics 2018 Florida Standards Assessments.

**Action Step 1** [5]

Provide a professional development to all teachers on Close Reading.

**Person Responsible**

Barbara Sanchez

**Schedule**

On 8/16/2017

***Evidence of Completion***

Power Point Presentation, Sign-in sheets, Handouts

**Action Step 2** [5]

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

**Person Responsible**

Marielys Llorente

**Schedule**

On 8/17/2017

***Evidence of Completion***

Power Point Presentation, Sign-in sheets, Handouts

**Action Step 3** 5

Provide a professional development across all content areas and grade levels on the importance of Building Academic Vocabulary.

**Person Responsible**

Barbara Sanchez

**Schedule**

On 8/18/2017

***Evidence of Completion***

Power Point Presentation, Sign-in sheets, Handouts

**Action Step 4** 5

Provide a Professional Development on developing effective Essential Questions.

**Person Responsible**

Barbara Sanchez

**Schedule**

On 8/15/2017

***Evidence of Completion***

Power Point Presentation, Sign-in sheets, Handouts

**Action Step 5** 5

Our Middle school ELA teachers will participate in an HMH Collections training provided by the district.

**Person Responsible**

Barbara Sanchez

**Schedule**

On 8/16/2017

***Evidence of Completion***

Resources provided by the training

**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 strategies acquired through the Professional Developments.

### Person Responsible

Barbara Sanchez

### Schedule

Daily, from 8/21/2017 to 6/7/2018

### *Evidence of Completion*

Classroom walk through check lists, Teachers lesson plans

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

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

### Person Responsible

Barbara Sanchez

### Schedule

Biweekly, from 8/22/2017 to 6/7/2018

### *Evidence of Completion*

Leadership Team Meeting Agendas and sign-in sheets.

**G1.B2** Limited access to hands on activities, impact students ability to understand the process of the Scientific inquiry based approach. 2

🔍 B260425

**G1.B2.S1** Students will engage in Scientific higher order thinking questions and collaborative group discussions and/or projects. 4

🔍 S275831

### Strategy Rationale

To increase students critical thinking skills related to Science concepts/benchmarks which will result in student achievement on the Science state-wide assessment.

**Action Step 1** 5

The school will equip a Science lab where students can conduct both hands on experiments and participate in virtual science labs through GIZMOS.

#### Person Responsible

Barbara Sanchez

#### Schedule

Weekly, from 9/4/2017 to 6/7/2018

#### *Evidence of Completion*

Walk through observations, Lab reports

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

Administration will conduct walk-throughs and classroom observation to monitor the implementation of Scientific higher order thinking discussions and both hands on and virtual Science experiments.

#### Person Responsible

Marielys Llorente

#### Schedule

Weekly, from 9/4/2017 to 6/7/2018

#### *Evidence of Completion*

Classroom walk through observations and science lab reports

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

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

### Person Responsible

Barbara Sanchez

### Schedule

Biweekly, from 9/5/2017 to 6/7/2018

### *Evidence of Completion*

Leadership Team Meeting Agendas and sign-in sheets.

**G1.B3** Limited access to technology contributes to students lack of exposure to computer based test skills.
2

🔍 B260426

**G1.B3.S1** Students will be exposed to computer based testing skills through the usage of the I-READY and Reading Plus program and computerized topic assessments provided by the school district. 4

🔍 S275833

### Strategy Rationale

To increase student familiarity with computer based test skills which will result in higher proficiency results on the Florida Standards Computer Based Assessments.

**Action Step 1** 5

Students will be assigned a minimum of 3 hours a week in the Computer labs in order to become familiarized with computer based testing skills.

#### Person Responsible

Barbara Sanchez

#### Schedule

Daily, from 8/21/2017 to 6/7/2018

#### *Evidence of Completion*

Computer lab schedules

**Action Step 2** 5

Students in 3rd-7th grade will have their own tablets to work on the I-READY / Reading Plus program in their classrooms.

#### Person Responsible

Barbara Sanchez

#### Schedule

Daily, from 8/21/2017 to 6/7/2018

#### *Evidence of Completion*

I-READY & Reading Plus Usage reports, Classroom walk throghs

## Action Step 3 `5`

Provide a professional development to all teachers on understanding the I-READY program for instructional planning and differentiated instruction.

### Person Responsible

Barbara Sanchez

### Schedule

On 10/2/2017

### *Evidence of Completion*

Power Point Presentation, Sign-in sheets

## Action Step 4 `5`

ELA Teachers will participate in a Reading Plus training.

### Person Responsible

Barbara Sanchez

### Schedule

On 9/21/2017

### *Evidence of Completion*

Sign in sheets/ Resources provided by the presenter

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

Teachers will monitor the I-READY weekly usage reports to monitor the students usage and progress. Teachers will conduct student-teacher data chats to discuss the students strengths and/ or weaknesses. In addition, teachers will assign individual student lessons according to their Reading and Mathematics proficiency levels.

### Person Responsible

Barbara Sanchez

### Schedule

Weekly, from 8/21/2017 to 6/7/2018

### *Evidence of Completion*

I-READY Reports, Teacher-Student Data Chats

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

I-READY classroom reports will be analyzed during Leadership team meetings in order to monitor students progress and make suggestions in order to maximize the I-READY program's effectiveness.

### Person Responsible

Marielys Llorente

### Schedule

Biweekly, from 8/21/2017 to 6/7/2018

### *Evidence of Completion*

Leadership Team Meeting Agendas and sign-in sheets.

## IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| **2018** | | | | | |
| G1.B1.S1.A4 A370789 | Provide a Professional Development on developing effective Essential Questions. | Sanchez, Barbara | 8/15/2017 | Power Point Presentation, Sign-in sheets, Handouts | 8/15/2017 one-time |
| G1.B1.S1.A1 A370786 | Provide a professional development to all teachers on Close Reading. | Sanchez, Barbara | 8/16/2017 | Power Point Presentation, Sign-in sheets, Handouts | 8/16/2017 one-time |
| G1.B1.S1.A5 A370790 | Our Middle school ELA teachers will participate in an HMH Collections training provided by the... | Sanchez, Barbara | 8/16/2017 | Resources provided by the training | 8/16/2017 one-time |
| G1.B1.S1.A2 A370787 | Provide a professional development to all Fourth-Seventh grade ELA teachers on how to understand... | Llorente, Marielys | 8/17/2017 | Power Point Presentation, Sign-in sheets, Handouts | 8/17/2017 one-time |
| G1.B1.S1.A3 A370788 | Provide a professional development across all content areas and grade levels on the importance of... | Sanchez, Barbara | 8/18/2017 | Power Point Presentation, Sign-in sheets, Handouts | 8/18/2017 one-time |
| G1.B3.S1.A4 A370796 | ELA Teachers will participate in a Reading Plus training. | Sanchez, Barbara | 9/21/2017 | Sign in sheets/ Resources provided by the presenter | 9/21/2017 one-time |
| G1.B3.S1.A3 A370795 | Provide a professional development to all teachers on understanding the I-READY program for... | Sanchez, Barbara | 10/2/2017 | Power Point Presentation, Sign-in sheets | 10/2/2017 one-time |
| G1.MA1 M399121 | Administration and Leadership team will monitor for progress toward meeting the core instructional... | Sanchez, Barbara | 8/21/2017 | Daily use of Writing Journals, Assessment results, Classroom observations, Leadership Team Meeting Agendas and sign-in sheets, Administrative data chats. | 6/7/2018 biweekly |
| G1.B1.S1.MA1 M399115 | Classroom assessment data will be analyzed during Leadership team meetings in order to monitor... | Sanchez, Barbara | 8/22/2017 | Leadership Team Meeting Agendas and sign-in sheets. | 6/7/2018 biweekly |
| G1.B1.S1.MA1 M399116 | Administration will conduct walk throughs and classroom observations to monitor the implementation... | Sanchez, Barbara | 8/21/2017 | Classroom walk through check lists, Teachers lesson plans | 6/7/2018 daily |
| G1.B2.S1.MA1 M399117 | Classroom assessment data will be analyzed during Leadership team meetings in order to monitor... | Sanchez, Barbara | 9/5/2017 | Leadership Team Meeting Agendas and sign-in sheets. | 6/7/2018 biweekly |
| G1.B2.S1.MA1 M399118 | Administration will conduct walk-throughs and classroom observation to monitor the implementation... | Llorente, Marielys | 9/4/2017 | Classroom walk through observations and science lab reports | 6/7/2018 weekly |
| G1.B2.S1.A1 A370792 | The school will equip a Science lab where students can conduct both hands on experiments and... | Sanchez, Barbara | 9/4/2017 | Walk through observations, Lab reports | 6/7/2018 weekly |
| G1.B3.S1.MA1 M399119 | I-READY classroom reports will be analyzed during Leadership team meetings in order to monitor... | Llorente, Marielys | 8/21/2017 | Leadership Team Meeting Agendas and sign-in sheets. | 6/7/2018 biweekly |
| G1.B3.S1.MA1 M399120 | Teachers will monitor the I-READY weekly usage reports to monitor the students usage and progress.... | Sanchez, Barbara | 8/21/2017 | I-READY Reports, Teacher-Student Data Chats | 6/7/2018 weekly |
| G1.B3.S1.A1 A370793 | Students will be assigned a minimum of 3 hours a week in the Computer labs in order to become... | Sanchez, Barbara | 8/21/2017 | Computer lab schedules | 6/7/2018 daily |
| G1.B3.S1.A2 A370794 | Students in 3rd-7th grade will have their own tablets to work on the I-READY / Reading Plus program... | Sanchez, Barbara | 8/21/2017 | I-READY & Reading Plus Usage reports, Classroom walk throghs | 6/7/2018 daily |

# V. Professional Development Opportunities

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

**G1.** The 2017-2018 school improvement goal for Lincoln-Marti Charter Schools International Campus is to increase student achievement by improving core instruction in all content areas.

**G1.B1** Reading Comprehension skills hinder students' ability to understand informational text.

**G1.B1.S1** Students will use the S.P.A.D.E close reading strategy throughout all content areas in order to get an in depth understanding of the text(s)and/or Mathematical word problems being analyzed.

### PD Opportunity 1

Provide a professional development to all teachers on Close Reading.

#### Facilitator

Barbara Sanchez, Principal

#### Participants

All teachers

#### Schedule

On 8/16/2017

### PD Opportunity 2

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

#### Facilitator

Marielys Llorente

#### Participants

Fourth-Seventh grade ELA teachers

#### Schedule

On 8/17/2017

### PD Opportunity 3

Provide a professional development across all content areas and grade levels on the importance of Building Academic Vocabulary.

#### Facilitator

Barbara Sanchez

#### Participants

All teachers

#### Schedule

On 8/18/2017

### PD Opportunity 4

Provide a Professional Development on developing effective Essential Questions.

#### Facilitator

Barbara Sanchez

#### Participants

All Teachers

#### Schedule

On 8/15/2017

**G1.B3** Limited access to technology contributes to students lack of exposure to computer based test skills.

**G1.B3.S1** Students will be exposed to computer based testing skills through the usage of the I-READY and Reading Plus program and computerized topic assessments provided by the school district.

### PD Opportunity 1

Provide a professional development to all teachers on understanding the I-READY program for instructional planning and differentiated instruction.

#### Facilitator

Barbara Sanchez

#### Participants

All teachers

#### Schedule

On 10/2/2017

# 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 | Provide a professional development to all teachers on Close Reading. | $0.00 |
| 2 | G1.B1.S1.A2 | Provide a professional development to all Fourth-Seventh grade ELA teachers on how to understand and interpret the Florida Standards Assessment Writing rubrics. | $0.00 |
| 3 | G1.B1.S1.A3 | Provide a professional development across all content areas and grade levels on the importance of Building Academic Vocabulary. | $0.00 |
| 4 | G1.B1.S1.A4 | Provide a Professional Development on developing effective Essential Questions. | $0.00 |
| 5 | G1.B1.S1.A5 | Our Middle school ELA teachers will participate in an HMH Collections training provided by the district. | $0.00 |
| 6 | G1.B2.S1.A1 | The school will equip a Science lab where students can conduct both hands on experiments and participate in virtual science labs through GIZMOS. | $0.00 |
| 7 | G1.B3.S1.A1 | Students will be assigned a minimum of 3 hours a week in the Computer labs in order to become familiarized with computer based testing skills. | $0.00 |
| 8 | G1.B3.S1.A2 | Students in 3rd-7th grade will have their own tablets to work on the I-READY / Reading Plus program in their classrooms. | $0.00 |
| 9 | G1.B3.S1.A3 | Provide a professional development to all teachers on understanding the I-READY program for instructional planning and differentiated instruction. | $0.00 |
| 10 | G1.B3.S1.A4 | ELA Teachers will participate in a Reading Plus training. | $0.00 |
| | | Total: | $0.00 |