

Miami-Dade County Public Schools

Lincoln Marti Charter School (Hialeah Campus)



2017-18 Schoolwide Improvement Plan

Lincoln Marti Charter School (Hialeah Campus)

3500 W 84TH ST, Hialeah, FL 33018

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-12	Yes	40%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	97%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

**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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 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](#):

- **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 Charter School (Hialeah Campus)

DA Region and RED	DA Category and Turnaround Status
Southeast - 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 Hialeah Charter Schools mission is to provide the best quality education and instill in our students values that will make them better citizens, better workers and better human beings.

b. Provide the school's vision statement.

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

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 the student is registered at the school. Through the enrollment process and completion of different questionnaires by parents/guardians the school gathers information about different aspects of the student's culture.

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

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

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

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

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

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

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.

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

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

*Attendance below 90 percent

*One or more suspensions

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

with a School-Parent-Student Compact which states the School's responsibility, students' responsibilities and parents' responsibilities. This compact reflects on the importance of students being present on a daily basis, the importance of having ongoing communication with teachers, and on the importance of abiding by the school's policies and/or procedures.

***Course Failure**

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

***Level 1 in Standardized Assessments**

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

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	0	2	4	3	3	8	4	4	3	2	0	34	
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1	
Course failure in ELA or Math	0	1	0	4	1	1	2	2	1	0	0	0	0	12	
Level 1 on statewide assessment	0	1	5	6	7	18	17	28	16	13	8	7	0	126	

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	6	2	5	7	6	10	24	13	12	0	6	0	91	

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

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

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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/469256>.

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.

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

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
Siboret, Yaimy	Principal
Fernandez, Melissa	Assistant Principal
Perez, Claudia	School Counselor
Vera, Ann-Michelle	Teacher, ESE
Gonzalez, Yanisleidys	Teacher, K-12
Rodriguez, Maidelis	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.

Tier 1(Leadership Team)

-Administrators-The principal and assistant principal will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

-Melissa Fernandez – ESOL Coordinator; Role and responsibility - Attend regular meetings, carry out SIP planning with a focus on the ESOL population, ACCESS/CELLA and LEP compliance issues, and participate in the MTSS problem solving process.

-Melissa Fernandez – Reading Coach; Role and Responsibility - In charge of implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based research in reading instruction; maintain high fidelity implementation of reading instruction, attend regular meetings, and participate in the MTSS problem solving process.

- Claudia Perez – Counselor; Role and responsibility - Attend regular meetings, carry out SIP planning with a focus on the social and behavioral needs aspect of the school operation, Rtl implementation and compliance, and participate in the MTSS problem solving process.

- Ann Michelle Vera – ESE Teacher; Role and responsibility - Attend regular meetings, carry out SIP planning with a focus on the social and behavioral needs aspect of the school operation, Rtl implementation and compliance, and participate in the MTSS problem solving process.

-Yanisleidys Gonzalez – Teacher; Role and responsibility - Attend regular meetings, carry out SIP planning with a focus on the operational and functional aspect of school operations and participate in the MTSS problem solving process.

- Gisela Sanz -Teacher; Role and responsibility - Attend regular meetings, carry out SIP planning with a focus on the academic progress of the students, needs of the teachers including mentoring and guidance, and participate in the MTSS problem solving process.

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

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 monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

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

using the Tier 2 problem solving process after each OPM.

Tier 2

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

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

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

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

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

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

Title I, Part A

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

include Supplemental Educational Services and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

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

Title VI, Part B – NA

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors,

and/or TRUST Specialists.

• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program. TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Yaimy Fernandez	Principal
Vilina De los Cuetos	Parent
Lisbet Arocha	Parent
Ricardo Gonzalez	Business/Community
Karla Reinoso	Student
Marisol Francisco	Parent
Lisbet Arocha	Parent
Gisela Sanz	Teacher
Maidelis Rodriguez	Teacher
Yanisleidys Gonzalez	Teacher
Claudia Perez	Education Support Employee
Ana Falcon	Parent
Edgar Morfa	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

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

a. Evaluation of last year's school improvement plan

An EESAC meeting was held on May 19, 2017 prior to the end of the school year to evaluate and review the 2016-2017 School Improvement Plan. The strategies implemented for the 2016-2017 SIP were discussed and its impact was evaluated. Parents provided input on the implemented strategies and their thoughts on its effectiveness. In addition, parents also provided new potential strategies that could be implemented in the 2017-2018 SIP. On September 29, 2017 the first EESAC meeting for the 2017-2018 school year was held to review bylaws, discuss the new goals, barriers and strategies for the current SIP. On this same date the SAC chair and other members were elected.

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

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

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

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
Siboret, Yaimy	Principal
Sanz, Gisela	Teacher, K-12
Fernandez, Melissa	Assistant Principal
Gonzalez, Yanisleidys	School Counselor
Perez, Claudia	Teacher, ESE
Rodriguez, Maidelis	Teacher, K-12
Vera, Ann-Michelle	Teacher, ESE

b. Duties

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

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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, our school provides a variety of strategies characterized by mutual cooperation, congeniality, camaraderie, and professionalism. This collaboration involves developing and agreeing upon a set of common goals, sharing responsibility of

obtaining these goals and working together to achieve these goals using each other's expertise. Through collaboration, teachers obtain a clear objective and a shared commitment to the team goal. At Lincoln Marti Charter Hialeah Campus the general education and special area teachers share all responsibilities, including curriculum responsibilities and evaluation. Additionally, grade level meetings are being conducted every other week where teachers have the possibility to share new learning approaches and instruction strategies. Teamwork is continuously encouraged in order for collaboration to succeed.

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

Lincoln Marti Charter School Hialeah Campus provides information on current openings on the school's website as well as in different newspapers and online sources. The new personnel go through an interview process to ensure that they meet the performance standards related to the position(s). Once new teachers are recruited based on the years of experience in the field of education, a mentoring program is implemented. New teachers also become part of a Professional Learning Community to be actively engaged in the learning process. Highly qualified teachers, certified-in-field, and effective teachers receive annual incentives based on their achievements. In addition, all the teachers receive training on how to complete their DPGT and IPEGS. Teachers regularly receive professional development activities throughout the school year. In addition, teachers are encouraged to complete online professional development courses hosted by educational websites like CPalms and Beacon Educator, in order to improve their teaching strategies and approach.

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

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

The following mentoring assignments have been given:

Yuneisy Vazquez, new teacher, will be mentored by Rosa Fonseca
Idelmis Clavijo, new teacher, will be mentored by Yanisleidys Gonzalez
Yuliet Capdezuner, new teacher, will be mentored by Melissa Fernandez
Martha Carbajal, new teacher, will be mentored by Belinda Gonzalez
Yamilette Marzo, new teacher, will be mentored by Yasmin Fernandez
Mirelis Garcia, new teacher, will be mentored by Melissa Fernandez
Ivis Pereira, new teacher, will be mentored by Belinda Gonzalez
Melva Camejo, new teacher, will be mentored by Belinda Gonzalez

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.

Lincoln Marti Charter School Hialeah Campus has ensured to accomplish this goal by purchasing all of the core instructional programs and materials recommended by the District, which are aligned to the Florida Standards. Core Instructional programs purchased are as follows: Reading Wonders (K-5), Houghton Mifflin Collections ELA (6-11), Go Math FL 2015 Edition (K-5), Glencoe Math (6-8), HMH Algebra I/Algebra II/Geometry, Science Fusion (K-5), Fl. Comp. Science (6-8), Miller & Levine Biology, Fl Student Science (9), Social Studies Mc-Graw Hill (K-5), My Reflections (6-8), Glencoe W.

History & Geography (9), Chemistry Prentice Hall (11), US History McGraw Hill (11), INSIDE/EDGE instructional materials for ELL and Intensive Reading students.

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

The instructional programs and materials we are using to deliver instruction provide thoughtful and comprehensive engagement with high-quality literary and informational texts that build knowledge and broaden worldviews. By providing students with the new Florida's standards materials for reading, writing, mathematics and science we are not only improving the standard approach to learning, but also inspiring students to pursue futures in mathematics, science, and technology. Additionally, all books and workbooks purchased by the school that are being currently used in the classrooms are aligned to the Florida Standards. Through the use of all these resources and tools in campus, our students are getting better prepared for the rigors of college and globally competitive careers.

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

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

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

Supplemental Materials for all core subject include:

Practice Coach Plus

Florida Performance Coach

Florida Instruction Coach

Florida Coach Science

Florida Coach Jumpstart Science

Common Core Clinics

Florida EOC Coach

American Literature I-II

W. Literature I-II

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

Strategy Rationale

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

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Siboret, Yaimy, yjfernandez@dadeschools.net

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

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

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, Â§ 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 School Hialeah Campus will assist by providing young children with a variety of meaningful experiences, in environments that give them opportunities to generate knowledge through initiatives shared with supportive adults. We will assist with the transition from early childhood programs to our school by conducting orientation meetings for parents and guardians. Students transitioning from elementary to middle school will gradually be prepared for the academic challenges of middle school. Teachers will include cooperative learning opportunities, teach problem solving and

study skills, encourage participation in extra-curricular activities, and schedule a tour of the middle school classrooms for the students and parents.

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

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, Hialeah Campus offers the opportunity to all students to apply and integrate courses that help them to recognize a relationship between subjects relevant to their futures. Students are encouraged to take elective courses that are aligned within an area that may be relevant to the students' future studies. Additionally, core content departments are encouraged to work in alignment with electives and vocational courses in order for students to see the relationship between concepts being taught and real world experiences and situations. As part of the curriculum all 9th-11th grade students will receive instruction in academic and career planning to help them be prepared for their career development and post-secondary endeavors. The school counselor at Lincoln Marti Charter Schools, Hialeah Campus will meet with students in a whole group and one-to-one setting to discuss subject selection and career choices throughout the school year as well as future goals.

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

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

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

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

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.

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

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" 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

 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** Core Content: Lincoln Marti Charter School Hialeah Campus instructional goal for the 2017-2018 school year is to increase academic achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. Core Content: Lincoln Marti Charter School Hialeah Campus instructional goal for the 2017-2018 school year is to increase academic achievement by improving core instruction in all content areas. 1a

G096827

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Reading foundational/comprehension skills and analytical skills are impacting students' ability to read grade level text with purpose and understanding. Students have difficulty reading with sufficient accuracy and fluency which are needed to support comprehension of the text. In addition, students have limited academic vocabulary and/or struggle determining the meaning of unknown words. Writing skills that include writing mechanics: grammar, sentence structure, and spelling impact students' ability to write effectively. In addition the students struggle to communicate ideas clearly and concisely construct a reasoned, demonstrable argument effectively marshaling evidence and using sources appropriately organizing ideas effectively. Students are unable to synthesize information from the passages or cite specific evidence from the text to support their ideas. The students are unable to exhibit the organizational pattern required to support the writing task; therefore, lacking sequence of ideas or relevance to the main topic. The students demonstrate lack of background knowledge resulting from the non exposure to academically oriented experiences.
- Math skills impact students' ability to reason abstractly and quantitatively. Due to difficulties in reading comprehension, students struggle interpreting math word problems that relate to real world situations.
- Writing skills impact the students' ability to produce clear and coherent writing. They struggle in the development and organization of ideas. Furthermore, the students struggle drawing evidence from literary and informational text to support analysis, reflection, and research.
- Students are exhibiting poor understanding of Social Studies content due to lack of foundational reading skills necessary to comprehend the text. In addition, limited context-specific vocabulary hinders student comprehension, therefore impeding the adequate elaboration of written responses.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Wonders Go Math Science Fusion HMH Collections Glencoe Math HMH Algebra I-II/ Geometry Prentice Hall Science Miller & Levine Biology McGraw Hill Reflections Glencoe W. History Inside Edge Florida Performance Coach Florida Instruction Coach Practice Coach Plus Common Core Clinics Florida EOC Coach Florida Coach Science American Literature I-II W. Literature I-II

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Yaimy Siboret

Schedule

Biweekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

G1. Core Content: Lincoln Marti Charter School Hialeah Campus instructional goal for the 2017-2018 school year is to increase academic achievement by improving core instruction in all content areas. 1

G096827

G1.B1 Reading foundational/comprehension skills and analytical skills are impacting students' ability to read grade level text with purpose and understanding. Students have difficulty reading with sufficient accuracy and fluency which are needed to support comprehension of the text. In addition, students have limited academic vocabulary and/or struggle determining the meaning of unknown words. Writing skills that include writing mechanics: grammar, sentence structure, and spelling impact students' ability to write effectively. In addition the students struggle to communicate ideas clearly and concisely construct a reasoned, demonstrable argument effectively marshaling evidence and using sources appropriately organizing ideas effectively. Students are unable to synthesize information from the passages or cite specific evidence from the text to support their ideas. The students are unable to exhibit the organizational pattern required to support the writing task; therefore, lacking sequence of ideas or relevance to the main topic. The students demonstrate lack of background knowledge resulting from the non exposure to academically oriented experiences. 2

B260458

G1.B1.S1 Students will be exposed to the foundational reading skills. They will be trained to read complex text through application of Close Reading strategies. In addition, students will be exposed to grade level academic vocabulary through the use of Marzano's vocabulary list. Students will be exposed to grade-level text engaged in a supportive writing environment by using daily writing journals and interactive writing journals developing a variety of writing strategies, techniques, and skills appropriate to their academic levels. 4

S275866

Strategy Rationale

Increase reading fluency/comprehension and knowledge of academic vocabulary. Increase student writing skills; enabling students to produce clear and coherent writing that provides evidence from literary and informational text.

Action Step 1 5

The students will be exposed to grade-level text; teacher will focus on teaching strategies that will increase fluency and reading comprehension. Exposure to academic vocabulary will increase as well. In addition, Close reading strategies and the use of computer-based programs such as i-Ready will continue to be used. Students will be exposed to grade-level text engaged in a supportive writing environment by using daily writing journals and interactive writing journals developing a variety of writing strategies, techniques, and skills appropriate to their academic levels.

Person Responsible

Yaimy Siboret

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Student-generated work, exit slip questions, and formative assessment results

Action Step 2 5

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

Person Responsible

Yaimy Siboret

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Mini assessments, exit slips, and student generated work.

Action Step 3 5

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

Person Responsible

Yaimy Siboret

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

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

Action Step 4 5

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

Person Responsible

Yaimy Siboret

Schedule

Weekly, from 9/12/2016 to 6/1/2018

Evidence of Completion

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

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

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

Person Responsible

Yaimy Siboret

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

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

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

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

Person Responsible

Yaimy Siboret


Schedule

Biweekly, from 8/28/2017 to 6/1/2018


Evidence of Completion

Leadership Literacy Team Meeting agenda and sign-in sheets.

G1.B2 Math skills impact students' ability to reason abstractly and quantitatively. Due to difficulties in reading comprehension, students struggle interpreting math word problems that relate to real world situations. 2

 B260459

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

 S275867

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Yaimy Siboret

Schedule

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

Evidence of Completion

Mini assessments, exit slips, and student generated work.

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

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

Person Responsible

Yaimy Siboret

Schedule

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

Evidence of Completion

Mini assessments, student generated work, and math journals.

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

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

Person Responsible

Yaimy Siboret


Schedule

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

Evidence of Completion

Mini assessments, student generated work, and math journals.

G1.B3 Writing skills impact the students' ability to produce clear and coherent writing. They struggle in the development and organization of ideas. Furthermore, the students struggle drawing evidence from literary and informational text to support analysis, reflection, and research. 2

 B260460

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

 S275868

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Yaimy Siboret

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Yaimy Siboret

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Yaimy Siboret

Schedule

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

Evidence of Completion

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

G1.B4 Students are exhibiting poor understanding of Social Studies content due to lack of foundational reading skills necessary to comprehend the text. In addition, limited context-specific vocabulary hinders student comprehension, therefore impeding the adequate elaboration of written responses. 2

B260461

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

S275869

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Yaimy Siboret

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Yaimy Siboret

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Yaimy Siboret

Schedule

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

Evidence of Completion

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