School District of Osceola County, FL

Lincoln Marti Charter Schools(Osceola Campus)

2017-18 Schoolwide Improvement Plan

Lincoln Marti Charter Schools(Osceola Campus)

2244 FORTUNE RD, Kissimmee, FL 34744

www.lincoln-marti.com/charters/

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	No	0%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	0%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Osceola County School Board on 11/14/2017.

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,](#) 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 Schools(Osceola Campus)

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Lincoln-Marti Charter School Osceola 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 to contribute for the progress of our society.

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.

Lincoln-Marti Charter School Osceola Campus will hold parental workshops throughout the school year. All Kindergarten-2nd grade parents will have the opportunity to engage in their children's learning and progress. The teachers will have open communication with all the parents, so they can have the opportunity to build a relationship with the parents and students. During the parent teacher conferences the teachers will have the opportunity of learning about the population they are impacting. The parents will have the opportunity of meeting other parents and sharing their experiences.

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

At the beginning of each school year, the teachers are trained in Safety and Emergency Procedures; which the teachers maintain copy of the procedures in their classrooms to have immediate access. Students safety is our main priority in our school; therefore; at the beginning of the year the Principal orients the faculty regarding Bullying and Harassment. Furthermore, we are constantly talking to our students and taking immediate intervention when a student complies about any situation. During the daily dismissal we have to make sure that our students stay safe. At that time of the day, the Principal is at the exit door with all students and each teacher is standing in a line with them to make sure we deliver them to their parents or guardians. Any unfamiliar adult that approaches the area is send to the main office to verify their information with the student's emergency card to match it. Parent's are contacted before leaving that this person is here to pick up the child although most of the times the parents contact the school to let us know somebody else is coming for their child..

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 beginning of the year, the Student's Code of Conduct is reviewed with the students. The Parents are given the Lincoln Marti School Manual that includes our policies, standards and procedures. Regarding the teachers, they establish the Classroom Rules and the Behavior systems with all students including Class Rules, Rewards and Consequences. In some cases, as per the parent's requests some students are on a daily behavior system where the Teacher and the Parent(s)

are in constant communication in regards the student's behavior. During lunch hours, the groups come at different times so we make sure that the students have the opportunity of enjoying their lunch peacefully, the Principal is almost most of the times there to verify student conduct. A program of incentives is being established to motivate the students have a positive behavior.

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.

All referrals are reviewed by the Principal and the teacher is in constant communication with her regarding students that might need special care or have a need that has to be addressed immediately. The administrator has a meeting with the student and finds the correct ways to help him/ her. If necessary, the parents will be contacted to request a conference in regards to a specific situation and/or concern. Also, we have the intervention of the Psychologist that attends our school from the District.

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 School Osceola Campus maintains an open line of communication with our parents since the beginning of the school year. During the first week of school the parents are given the Lincoln Marti School Manual which states the schools responsibility, student's and parent's responsibilities. During Grade level meetings; teachers will periodically review student's attendance and data. Any Early indicators will then be reported to our school's Leadership Team 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	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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. This strategies will include mainly targeting Reading, Writing, Math

and Science. The after school program is available in order to support core instruction in the areas of weaknesses.

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?

No

1. PFEP Link

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

2. Description

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

Parents, 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 gathers the SAC for a monthly meeting in which are discussed strategies to help their children with what they are learning at the moment. Our school is formed by a diverse population with different cultures. 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 workshops are announced thru flyers for the parents.

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
Plaza Torres, Alexandra	Principal
Figueroa, Zilda	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.

Alexandra Plaza Torres, Principal will schedule and facilitate regular MTSS meetings, ensure consistency of follow-up action steps and allocate resources, will ensure attendance of all members, monitor the student progress, will monitor that all students are receiving ESOL interventions, carry out SIP planning with the focus on the social and behavioral needs of students and ELL interventions., dis aggregating and analyzing student's data to monitor strengths and weaknesses.

Zilda Figueroa, K-12 Teacher will attend regular meetings, will work with the principal to determine teaching strategies, carry out SIP planning with the focus in Reading and Math.

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.
3. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Responding when grades, subject areas, classes or individual students have not shown a positive performance? (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 interventions.

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 group of targeted students who need additional instructional and/or behavioral support. It will begin when necessary and will include:

1. Review 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 STT Tier 3 Interventions

The SIP summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet these goals.The specific supports and actions are needed to implement the SIP strategies 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. Annua goals are translated into progress monitoring and ongoing progress monitoring measures that can reliable 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. The MTSS Leadership Team extends the intent of the SIP to kindergarten, first and second grade as they contribute extensively to later grades performance and student engagement.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Alexandra Plaza Torres	Principal
Yanira Gonzalez	Teacher
Heidy Aulan	Parent
Yadira Rodriguez	Parent
Rosa Mata	Parent

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

This is our first School Improvement Plan.

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 SIP.

The EESAC team will be responsible of the following:

Schedule and conduct meetings on quarterly basis;
Review all applicable student performance data;
Document data analysis and SIP reviews in the EESAC minutes;
Recommend strategies to improve areas of need;
Assist in the preparation and evaluation of the School Improvement Plan.

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

The EESAC must advice the principal in the development of the school's budget.

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

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
Plaza Torres, Alexandra	Principal
Figueroa, Zilda	Teacher, K-12

b. Duties

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

The major purpose of the Literacy Leadership Team will be to maintain all subject areas with their own interventions for the students success helping them overcoming their deficiencies. We will be establishing the D.E.A.R.A.W. (Drop Everything and Read and Write) program on a daily basis from 8:00 am to 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.

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

Lincoln Marti provides job opportunities 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. 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 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 coteaching while implementing different strategies.

Mentor: Zilda Figueroa, Mentee: Lizaminelly Mercado, Yanira 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.

The school uses the instructional programs and materials recommended by the District which are aligned to the Florida Standards. Such as: Reading Wonders (k-5), Go Math FL 2015 Edition (k-5), Science Fusion (k-5), Social Studies Mc-Graw Hill (k-5). The teachers are also utilizing supplemental resources and websites to meet the individual needs of students while improving their teaching approaches. CPALMS is one of the top websites recommended to be utilized by teachers to become

more knowledgeable on the new Florida Standards. The students also will use the IReady program that is currently aligned to the new standards to enhance their English Language Arts and Mathematical skills.

b. Instructional Strategies

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

All teachers are analyzing data obtained from the district assessments in order to group the students based on their strengths and weaknesses. We use Differentiated Instruction throughout student centered activities in order to target the student's individual needs. Teachers are continuously monitoring and updating the center rotation groups based on classroom and district assessments.

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:

N/A

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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.

The services provided to children coming from VPK will receive are to encourage them to develop the necessary skills to success in school. The school will have orientation meetings before the school year begins for the parents and students to come to school and visit the Kindergarten classroom and have a preview of their soon to be classroom. Every year the school teachers hold meetings to discuss the progress of their children.

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

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 Osceola Campus is to increase student achievement by improving core instruction in ELA and Math.

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 Osceola Campus is to increase student achievement by improving core instruction in ELA and Math. `1a`

🔍 G098910

Targets Supported `1b`

Indicator	Annual Target

Targeted Barriers to Achieving the Goal `3`

- Lack of parental involvement in their child's homework and review of the material each day.

- Limited access to technology contributes to student's lack of exposure to computer based supplemental programs

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

- Mc- Graw Hill Wonders

- Mc- Graw Hill Wondersworks

- Go Math Fl 2015 Common Core Ed.

- I Ready Reading-Mathematics Supplemental Program

- Parental workshops

Plan to Monitor Progress Toward G1. `8`

The administration and leadership team will monitor progress toward meeting the core instructional goals through the continuous review and analysis of classroom data.

Person Responsible

Alexandra Plaza Torres

Schedule

Biweekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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 Osceola Campus is to increase student achievement by improving core instruction in ELA and Math. 1

🔑 G098910

G1.B1 Lack of parental involvement in their child's homework and review of the material each day. 2

🔑 B266260

G1.B1.S1 Our school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of students. 4

🔑 S282193

Strategy Rationale

To increase the involvement of the parents with homework which will result in higher proficiency in academic achievement and help students to gain mastery in academic subjects by enhancing school lessons at home.

Action Step 1 5

Students will be assigned homework a minimum of 4 days per week from the material that has been taught in class.

Person Responsible

Zilda Figueroa

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Student workbooks and notebooks

Action Step 2 5

Workshops for the parents so they can learn how to help their children who are doing homework for their first tiem and may need more direct involvement.

Person Responsible

Alexandra Plaza Torres

Schedule

Quarterly, from 9/6/2017 to 5/31/2018

Evidence of Completion

Sign-in-sheets, resources provided by the presenter

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

Teachers will communicate with parents on a daily basis. They will also correct the homework each day. The parents will need to sign the notebooks and workbooks as evidence of helping their child. In addition, the teachers will hold teacher-parent conferences monthly to analyze the improvement made by each child.

Person Responsible

Zilda Figueroa

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Sign-in-sheets, verification of notebooks and workbooks, teacher, principal and parent chats

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

The collected data will be analyzed during the leadership meetings in order to monitor student's progress and make suggestions to maximize the time parents spend and the strategies being used with this program.

Person Responsible

Alexandra Plaza Torres

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Leadership team meetings agendas and sign-in-sheets

G1.B2 Limited access to technology contributes to student's lack of exposure to computer based supplemental programs 2

🔍 B266261

G1.B2.S1 Students will be exposed to computer-based educational programs such as I-Ready. 4

🔍 S282194

Strategy Rationale

To increase student familiarity with computer-based educational programs which will result in increased learning.

Action Step 1 5

Students will be assigned a minimum of 2.5 hours weekly on their computers to become familiarized with the skills required by the program.

Person Responsible

Alexandra Plaza Torres

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Student reports from I-Ready

Action Step 2 5

Provide professional development to all teachers on understanding I-Ready for instructional planning and differentiated instruction.

Person Responsible

Alexandra Plaza Torres

Schedule

On 10/16/2017

Evidence of Completion

Sign-in-sheets, resources provided by the presenter

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

Teachers will monitor I-Ready weekly usage reports to gauge the student 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

Alexandra Plaza Torres

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

I-Ready reports, teacher-student data chats

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

I-Ready classrooms 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

Alexandra Plaza Torres

Schedule

Biweekly, from 8/10/2017 to 5/31/2018

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.B2.S1.A2 A380810	Provide professional development to all teachers on understanding I-Ready for instructional...	Plaza Torres, Alexandra	10/16/2017	Sign-in-sheets, resources provided by the presenter	10/16/2017 one-time
G1.MA1 M413285	The administration and leadership team will monitor progress toward meeting the core instructional...	Plaza Torres, Alexandra	8/10/2017	Assessment results, classroom observations, leadership team meeting agendas and sign in sheets, administrative data chats.	5/31/2018 biweekly
G1.B1.S1.MA1 M413281	The collected data will be analyzed during the leadership meetings in order to monitor student's...	Plaza Torres, Alexandra	8/10/2017	Leadership team meetings agendas and sign-in-sheets	5/31/2018 monthly
G1.B1.S1.MA1 M413282	Teachers will communicate with parents on a daily basis. They will also correct the homework each...	Figueroa, Zilda	8/10/2017	Sign-in-sheets, verification of notebooks and workbooks, teacher, principal and parent chats	5/31/2018 monthly
G1.B1.S1.A1 A380807	Students will be assigned homework a minimum of 4 days per week from the material that has been...	Figueroa, Zilda	8/10/2017	Student workbooks and notebooks	5/31/2018 daily
G1.B1.S1.A2 A380808	Workshops for the parents so they can learn how to help their children who are doing homework for...	Plaza Torres, Alexandra	9/6/2017	Sign-in-sheets, resources provided by the presenter	5/31/2018 quarterly
G1.B2.S1.MA1 M413283	I-Ready classrooms reports will be analyzed during leadership team meetings in order to monitor...	Plaza Torres, Alexandra	8/10/2017	Leadership team meeting agendas and sign-in-sheets	5/31/2018 biweekly
G1.B2.S1.MA1 M413284	Teachers will monitor I-Ready weekly usage reports to gauge the student usage and progress....	Plaza Torres, Alexandra	8/10/2017	I-Ready reports, teacher-student data chats	5/31/2018 weekly
G1.B2.S1.A1 A380809	Students will be assigned a minimum of 2.5 hours weekly on their computers to become familiarized...	Plaza Torres, Alexandra	8/10/2017	Student reports from I-Ready	5/31/2018 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 Osceola Campus is to increase student achievement by improving core instruction in ELA and Math.

G1.B1 Lack of parental involvement in their child's homework and review of the material each day.

G1.B1.S1 Our school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of students.

PD Opportunity 1

Workshops for the parents so they can learn how to help their children who are doing homework for their first tiem and may need more direct involvement.

Facilitator

Mrs. Alexandra Plaza

Participants

All parents

Schedule

Quarterly, from 9/6/2017 to 5/31/2018

G1.B2 Limited access to technology contributes to student's lack of exposure to computer based supplemental programs

G1.B2.S1 Students will be exposed to computer-based educational programs such as I-Ready.

PD Opportunity 1

Provide professional development to all teachers on understanding I-Ready for instructional planning and differentiated instruction.

Facilitator

Alexandra Plaza

Participants

Teachers

Schedule

On 10/16/2017

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	Students will be assigned homework a minimum of 4 days per week from the material that has been taught in class.	$0.00
2	G1.B1.S1.A2	Workshops for the parents so they can learn how to help their children who are doing homework for their first tiem and may need more direct involvement.	$0.00
3	G1.B2.S1.A1	Students will be assigned a minimum of 2.5 hours weekly on their computers to become familiarized with the skills required by the program.	$0.00
4	G1.B2.S1.A2	Provide professional development to all teachers on understanding I-Ready for instructional planning and differentiated instruction.	$0.00
		Total:	$0.00