

School District of Osceola County, FL

Lincoln Marti Charter Schools(Osceola Campus)



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	100%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

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
Mercado, Liza	Teacher, K-12

Duties

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

Alexandra Plaza - Principal will schedule and facilitate regular MTSS meetings, ensure consistency of follow-up action steps and allocates resources. Will ensure attendance of all members and ensure consistency on follow-up action steps. Will monitor that all students are receiving ESOL interventions, attend regular meetings, carry out SIP planning with the focus on the ELL subgroup.

Zilda Figueroa - Teacher; responsible responsible for the implementation of the school's comprehensive core and supplemental reading programs. Disaggregating and analyzing students data to monitor strengths and weaknesses. Participates in the MTSS problem solving meetings.

Liza Mercado - Teacher; will work cohesively with Mrs. Figueroa to determine teaching strategies; attend regular meetings. Will monitor the students' data and monitor their progress, carry out SIP planning with the focus in Writing and Mathematics.

Early Warning Systems

Year 2017-18

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	1	2	0	0	0	0	0	0	0	0	0	0	0	3
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	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Wednesday 9/19/2018

Year 2016-17 - As Reported

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	

Year 2016-17 - Updated

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	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

After evaluating the data from I-Ready, the lowest achievement was in Math: Measurement and Algebra. In Reading: Phonics, Vocabulary and Reading Comprehension . The grades Kinder and First were the lowest.

Which data component showed the greatest decline from prior year?

There wasn't a decline; the scores from the first diagnostic, they either stayed the same or increased.

Which data component had the biggest gap when compared to the state average?

n/a

Which data component showed the most improvement? Is this a trend?

The most improvement was showed by 2nd grade; where some students that scored as Emerging First Grade or even Late Kinder, improved significantly, by the 3rd I-Ready Diagnostic they were classified as Mid 2nd or Late 2nd.

Describe the actions or changes that led to the improvement in this area.

We had parent-teacher meetings to discuss the results, teachers encouraged and motivated the students when they discussed the data chats. We made charts to display the results and how the students were improving.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	58%	60%	0%	54%	55%
ELA Learning Gains	0%	58%	57%	0%	51%	54%
ELA Lowest 25th Percentile	0%	52%	52%	0%	46%	49%
Math Achievement	0%	52%	61%	0%	49%	56%
Math Learning Gains	0%	54%	58%	0%	48%	54%
Math Lowest 25th Percentile	0%	50%	52%	0%	43%	48%
Science Achievement	0%	54%	57%	0%	49%	52%
Social Studies Achievement	0%	71%	77%	0%	74%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	1 (0)	2 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	3 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (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 (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 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018					
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018					
	2017					
Cohort Comparison		0%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018					
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018					
	2017					
Cohort Comparison		0%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018					
	2017					
Cohort Comparison						
08	2018					
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Lincoln Marti Charter School will ensure high levels of learning for all students in literacy.
Rationale	There is a need to expand teacher's knowledge of instructional standards and practices prior to and beyond minimal grade level expectations in order to ensure an increase in the academic achievement for all students in literacy. The school will examine and refine the literacy process to encourage students to read at school and outside.
Intended Outcome	The school will promote literacy within the school by collaborating with teachers, holding literacy events and involving parents and the community to motivate students to read. These strategies will help increase learning gains of all students. All students will benefit from rigorous and relevant instruction to aid students in obtaining grade level expectations. The increase in literacy knowledge will increase in a 30%.
Point Person	Alexandra Plaza Torres (alexandra.plazatorres@osceolaschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. The administration will promote literacy within the school by collaborating with teachers, holding literacy events and involving parents and the community in motivating students to read. Then the administration will meet with the teachers quarterly to assess the needs of the school and make recommendations. 2. Teachers will do interventions weekly to ensure students are being reinforced in struggling areas, specially in Reading and Math. 3. Provide a Professional Development on the Literacy anchor standards in an effort to guide instruction on a daily basis and enhance students' critical thinking skills. The profesional development is scheduled on Professional Study Dates in October. It will be presented by Mrs. Plaza. 4. Conduct I-Ready Trainings and complete required documentation. The I-Ready platform has been updated, this training will be presented by Mrs. Plaza and Mrs. Mercado, I-Ready Coordinator of the School. It will be scheduled for October 16. Afterwards, the teachers will be able to fill the Data Chat Sheets and all the required documents needed to maintain the students, parents and administration with each student information up to date. 5. Conduct classroom visitations to monitor the effectiveness of implementing standards-aligned instruction. By working hand to hand with the teachers during these visits, the teachers will be supported in the classroom on a biweekly basis. The visits will be to observe and obtain feedback of the strategies the teachers are using to improve teaching and to promote academic achievement of students. The visits will be held by Mrs. Plaza and are scheduled every two weeks. 6. Promote and prepare the literacy activity "Pajama Night for Reading"
Person Responsible	Alexandra Plaza Torres (alexandra.plazatorres@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. The administration will be directly involved in the scheduling of the literacy activities. 2. Teachers will document the interventions and the students will sign the worksheets or data chat sheets the teachers use and then they will provide a summary of the interventions to the parents, so they can work together. 3. Administration will conduct walk throughs and classroom observations to monitor the implementation of the strategies acquired through the Professional Developments. As a result, the administration will take notes and have informal discussions with the teachers. 4. Provide feedback and follow-up to teachers following the training on I-Ready Assessments. The administration and the I-Ready coordinator will verify that all the

documentation is ready and up to date. Also, we will provide support to all the teachers to ensure we are working as a team.

5. Analyze and implement teacher-driven instruction. Administration will analyze walk-through feedback to determine additional school-based needs and inform next steps towards implementation of standards-aligned instruction. The administration will focus on providing additional support to teachers and clarifying doubts they might have.

6. The administration will invite parents and prepare the activity to promote reading skills so parents can read with their children at home.

Person Responsible Alexandra Plaza Torres (alexandra.plazatorres@osceolaschools.net)

Activity #2	
Title	Lincoln Marti Charter School will ensure high levels of learning for all students in Math.
Rationale	There is a need to expand teacher's knowledge of instructional standards and practices prior to and beyond minimal grade level expectations in order to ensure an increase in the academic achievement for all students in Math.
Intended Outcome	Increase learning gains of all students, lowest quartile, and subgroups. All students will benefit from rigorous and relevant instruction to increase learning gain of all students to aid students in obtaining grade level expectations. The knowledge in math will increase in a 30%.
Point Person	Alexandra Plaza Torres (alexandra.plazatorres@osceolaschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide a Professional Development on the Mathematics anchor standards in an effort to guide instruction on a daily basis and enhance students' critical thinking skills. The profesional development is scheduled on Professional Study Dates in October. It will be presented by Mrs. Plaza. 2. Conduct I-Ready Trainings and complete required documentation. The I-Ready platform has been updated, so this training will be presented by Mrs. Plaza and Mrs. Mercado, I-Ready Coordinator of the School. It will be scheduled for October 16. Afterwards, the teachers will be able to fill the Data Chat Sheets and all the required documents needed to maintain the students, parents and administration with each student information up to date. 3. Conduct classroom visitations to monitor the effectiveness of implementing standards-aligned instruction. By working hand to hand with the teachers during these visits, the teachers will be supported in the classroomm, on a biweekly basis. The visits will be to observe and obtain feedback of the strategies the teachers are using to improve teaching and to promote academic achievement of students. The visits will be held by Mrs. Plaza. They are scheduled every two weeks. 4. Prepare and promote the activity "Fun Family Night with Math"
Person Responsible	Alexandra Plaza Torres (alexandra.plazatorres@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Administration will conduct walk throughs and classroom observations to monitor the implementation of the strategies acquired through the Professional Developments. As a result the administration will take notes and have informal discussions with the teachers. 2. Provide feedback and follow-up to teachers following the training on I-Ready Assessments. The administration and the I-Ready coordinator will verify that all the documentation is ready and up to date. Also, we will provide support to all the teachers to ensure we are working as a team. 3. Analyze and implement data-driven instruction. Administration will analyze walk-through feedback to determine additional school-based needs and inform next steps towards implementation of standards-aligned instruction. The administration will focus on providing additional support to teachers and clarifying doubts they might have. 4. Administration will prepare and promote the activity to help parents understand mathematical concepts that their children are working with, so they are prepared to help them at home.
Person Responsible	Alexandra Plaza Torres (alexandra.plazatorres@osceolaschools.net)

Activity #3	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met.
Rationale	By focusing the work of PLC teams to address standards expectations, unit/lesson planning, data analysis and intervention needs we ensure a continuous growth for all students. Our goal is to provide continuous academic growth for all students.
Intended Outcome	The school will be able to regularly examine the learning expectations of the standards, review formative and summative assessment data and continuously adjust instruction accordingly. The ultimate goal is to promote academic achievement to increase by 35%.
Point Person	Alexandra Plaza Torres (alexandra.plazatorres@osceolaschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Implement PLC guiding questions to focus collaborative efforts on understanding learning expectations, lesson planning aligned to standards, analysis of student data and the teacher's response to intervention needs. Mrs. Figueroa, teacher, will maintain the PLC minutes, progress monitoring data and other reports of the monthly meetings. 2. Focus collaborative efforts on implementation of new professional learning resulting in collective growth for the team and the school as a whole. 3. Create a master schedule of PLC meeting dates. 4. Conduct PLC walk-throughs to all classrooms and provide feedback.
Person Responsible	Alexandra Plaza Torres (alexandra.plazatorres@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Participate in collaborative team meetings and monitor the minutes, reports and other documentation pertaining to the implementation of the guiding questions. 2. Participate in the meetings and discuss with teachers their reflection about their learning and how are they implementing it to their classes. 3. Evidenced in the records of the team meetings. 4. Participate in the walk-thoughts and provide specific feedback that reinforces the expectation of maintaining a student-centered focus during team discussions. This will be monitored by the administration at every monthly meeting.
Person Responsible	Alexandra Plaza Torres (alexandra.plazatorres@osceolaschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

their children succeed academically. Many families have limited educational backgrounds; therefore, we have daily contact with parents where teachers explain to the parents to learn about what their children

are currently learning in school. Being a Title I school, Parent-Student-School compacts have been distributed in order to monitor the academic achievement and maintain ongoing communication with parents, and stakeholders. Parents are also actively involved in creating the school's yearly Parental Involvement Plan (PIP) in order to work cohesively towards student academic performance.

PFEP Link

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

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.

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.

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. Annual goals are translated into progress monitoring and ongoing progress monitoring measures 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. 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.

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

Part V: Budget	
Total:	\$110.00