

Miami-Dade County Public Schools

Lincoln Marti Schools (International Campus)



2018-19 Schoolwide Improvement Plan

Lincoln Marti Schools (International Campus)

103 E LUCY ST, Florida City, FL 33034

www.lincolnmarticharterschoos.com

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	96%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	D	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.

2018-19 DA Category and Statuses for Lincoln Marti Schools (International 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 Charter School International Campus mission is to provide the best quality education and instill in our students values that will make them better citizens, better workers and better human beings.

b. Provide the school's vision statement.

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

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

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

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

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

3. Early Warning Systems

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	1	0	1	1	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	1	2	2	0	0	0	1	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	3	9	12	10	6	10	0	0	0	0	50

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	9	3	4	7	8	4	6	0	0	0	0	41

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

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, 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/680732>.

2. Description

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

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

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

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Sanchez, Barbara	Principal
Llorente, Marielys	Assistant Principal
Groso, Alexandra	Administrative Support
Morales, Johanna	Teacher, ESE
Cruz, Liana	Teacher, K-12
Gonzalez, Maribel	Teacher, K-12
Laing, Monepha	Teacher, K-12

b. Duties

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

Barbara Sanchez, Principal will schedule and facilitate regular MTSS/Rtl meetings, ensure consistency of follow-up action steps and allocate resources.

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

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

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

Alexandra Grosó, ESOL Coordinator; will monitor that all students are receiving ESOL interventions;

attend regular meetings, carry out SIP planning with the focus on the ELL subgroup. Participate in the MTSS/RtI problem solving meetings.

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

Victoria Hernandez, Interventionist, will provide the interventions for the students in the MTSS/RtI Tiers 2 and 3. She will work cohesively with the administration and school psychologist in order to monitor and analyze data to adjust interventions as necessary.

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

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

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and to monitor academic and behavioral data to evaluate progress towards those goals at least three times per year by:

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

Tier 2

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

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

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

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

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

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

Title I, Part A

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Barbara Sanchez	Principal
Alexandra Groso	Teacher
Carolina Bustos	Student
Ligia Ariza	Business/Community
Esther Esquijarosa	Parent
Ana Mendieta	Parent
Doris Ching	Parent
Isaura Galindo	Parent
Liana Cruz	Teacher
Wendy Salabarría	Student
Edelys Bravo	Parent
Maribel Gonzalez	Teacher
Laura Mijares	Teacher
Yesenia Ortega	Teacher
Silvia Angulo	Teacher

b. Duties

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

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

a. Evaluation of last year's school improvement plan

An EESAC meeting was held on May 17, 2018 to evaluate the 2017-2018 School Improvement Plan. All strategies implemented for the 2018-2019 SIP were discussed and parents were asked for their input on effective implemented strategies. Additionally, parents also gave their input for new possible strategies to implement for the 2018-2019 SIP. On the May 17, 2018 EESAC meeting; the school principal and the SAC chair discussed the school's End-Of-Year Documentation. The EESAC members understood and the End-Of-Year reflection was approved by the board.

b. Development of this school improvement plan

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

The ESSAC team is responsible for the following:

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

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

The EESAC must advise the principal in the development of the school's budget. A portion of the school's budget is an allocation of \$5.00 for every FTE in the school, made directly to the EESAC.

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

The 2017-2018 EESAC funds were solely used for students' incentive, approximately \$5.00 per student (\$1,565) were utilized to promote students' motivation through incentives.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Sanchez, Barbara	Principal
Llorente, Marielys	Assistant Principal
Groso, Alexandra	Administrative Support
Morales, Johanna	Teacher, ESE
Laing, Monepha	Teacher, K-12
Gonzalez, Maribel	Teacher, K-12

b. Duties

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

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, 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, the school creates the Master Schedule to ensure that grade level common planning is reflected in order for teachers to collaborate with one another to positively impact instruction and create higher levels of lesson plans across all grade levels. Additionally, the school has a Mentor-Mentee program to assist and guide novice teachers as they transition into our school's culture.

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

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

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

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

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

Mentor Name: Ana Narciso Mentee Assigned: Caridad Rodriguez
Laura Mijares Silvia Angulo

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school has purchased all of the core instructional programs and materials recommended by the District, which are aligned to the Florida Standards. Core Instructional programs purchased are as follows: Reading Wonders (K-5), Go Math FL 2015 Edition (K-5), Science Fusion (K-4), Elevate Science (5th), Social Studies MC-Graw Hill (K-5) INSIDE instructional materials for ELL and Intensive Reading students, Language Arts HMH Collections (6th - 8th), Comprehensive Science (6th & 7th), Mc-Graw Hill US. History (6), Mc-Graw Hill Civics (7th), Mc-Graw Hill World History (8th), HMH Algebra I, Miller & Levine Biology . The teachers are also utilizing supplemental resources and websites to meet the individual needs of students while improving their teaching approaches. CPALMS constitutes one of the main websites recommended to be utilized by teachers to become more knowledgeable with the Florida Standards. For the extended learning day different resources aligned to the Florida Standards have been purchased from Triumph Learning. Some of these resources are: Florida Standards Instruction Coach, Florida Standards Performance Coach, Florida Standards Support Coach, and Practice Coach Plus. The students will also use the i-Ready Supplemental program that is currently aligned to the new standards to enhance their English Language Arts and Mathematics skills. The school has purchased both the I-READY online component and the instructional books.

b. Instructional Strategies

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

Teachers gather and analyze data obtained from state and district assessments in order to group the students based on their strengths and weaknesses. Teachers promote Differentiated Instruction throughout student centered activities in order to target the students' individual needs. Teachers are continuously monitoring and updating the center rotation groups based on classroom and district assessments. Students earning a level 1 or 2 on the Reading and/or Mathematics 2018 FSA administration, are receiving 30 minutes of Intensive courses of intervention additional from the required Reading and or Mathematics course. Tutoring is provided on a daily basis to all Kindergarten-8th Grade students, utilizing supplemental materials aligned to the Florida Standards. These daily tutoring sessions are provided to reteach and/or re enforce specific skills taught throughout the day in Reading, Mathematics, Writing and Science. Early Bird tutoring has been implemented since the beginning of the school year for all Third-Seventh Grade students, focusing on Reading, Mathematics, Writing and Science skills needed to prepare students for the ELA/ Mathematics Florida Standards Assessment and Science SSA and Biology. Push in and pull out interventions are also provided to students not meeting grade level expectations in the areas of Reading, Mathematics and Writing. The school will also offer Saturday Academy tutoring projected to commence January 2019, free at no cost for all Second-Eighth Grade students. The school will also provide a Winter and Spring Break Camp for all Second-Eighth Grade students.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 12,000

Kindergarten-5th Grade Students

60 minutes daily, 300 minutes weekly, 1200 minutes monthly, 12000 minutes annually

6th - 8th Grade Students

60 minutes daily, 300 minutes weekly, 1200 minutes monthly, 12000 minutes annually

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

Supplemental Materials:

Kindergarten- Eighth Grade I-READY ELA and Math

3rd-8th Grade- Florida Standards Performance Coach: ELA and Math , Practice Coach Plus ELA and Math

Science: Florida Coach Science, Florida Coach Jumpstart Science

Strategy Rationale

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

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Sanchez, Barbara, bsanchez@dadeschools.net

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, 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 Schools International Campus will assist with providing young children with a variety of meaningful experiences that will give them the opportunity to develop the necessary skills to be successful in future grade levels. The school will assist in providing a smooth transition from Early Childhood Programs by conducting orientation meetings prior to the commencement of the school year. During these meetings, important information in regards to the school will be shared with

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

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

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

N/A

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

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" 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.** The 2018-2019 school improvement goal for Lincoln-Marti Charter Schools International Campus is to increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. The 2018-2019 school improvement goal for Lincoln-Marti Charter Schools International Campus is to increase student achievement by improving core instruction in all content areas. **1a**

 G100967

Targets Supported **1b**

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

Targeted Barriers to Achieving the Goal **3**

- Reading Comprehension skills hinder students' ability to understand informational text.
- Limited access to hands on activities, impact students ability to understand the process of the Scientific inquiry based approach.
- The lack of vocabulary knowledge is hindering the students' ability to understand informational / literature text.

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

- Mc-Graw Hill Wonders
- Mc- Graw Hill Wonderworks
- GO Math FL 2015 Common Core Edition
- ELA/Math Practice Coach Plus for the CCSS
- ELA/Math Florida Standards Performance Coach
- Florida Jumpstart
- i-Ready Reading / Mathematics Supplemental program
- Reflex Math
- Science Fusion K-4th
- National Geographic Inside
- McGraw Hill Social Studies K-5th Grade
- HMH Collections 6th - 8th Grade
- Interactive Science 6th & 7th Grade
- Mc-Graw Hill US History 6th Grade

- Mc-Graw Hill Reflections Civics 7th Grade
- Mc-Graw Hill Mathematics Course 1,2 & 3 (6th,7th & Pre Algebra)
- Ed Genuity (6th - 8th Grade)
- I-READY Reading / Mathematics Instructional Books
- Reading Plus
- Gizmos
- Elevate Science 5th
- Miller & Levine Biology
- HMH Algebra I
- Mc-Graw Hill World History (8th)

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Barbara Sanchez

Schedule

Biweekly, from 8/20/2018 to 6/6/2019

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

G1. The 2018-2019 school improvement goal for Lincoln-Marti Charter Schools International Campus is to increase student achievement by improving core instruction in all content areas. **1**

 G100967

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

 B272222

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

 S288246

Strategy Rationale

To increase students proficiency levels on the English Language Arts and Mathematics 2019 Florida Standards Assessments.

Action Step 1 **5**

Provide a professional development to all teachers on effective Reading strategies.

Person Responsible

Barbara Sanchez

Schedule

On 8/15/2018

Evidence of Completion

Power Point Presentation, Sign-in sheets, Handouts

Action Step 2 **5**

Provide a professional development to all Seventh - Eighth grade ELA teachers on preparing students for the Writing FSA Computer Based Test.

Person Responsible

Marielys Llorente

Schedule

On 8/16/2018

Evidence of Completion

Power Point Presentation, Sign-in sheets, Handouts

Action Step 3 5

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

Person Responsible

Barbara Sanchez

Schedule

On 8/16/2018

Evidence of Completion

Power Point Presentation, Sign-in sheets, Handouts

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

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

Person Responsible

Barbara Sanchez

Schedule

Daily, from 8/20/2018 to 6/6/2019

Evidence of Completion

Classroom walk through check lists, Teachers lesson plans

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

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

Person Responsible

Barbara Sanchez

Schedule

Biweekly, from 8/20/2018 to 6/6/2019


Evidence of Completion

Leadership Team Meeting Agendas and sign-in sheets.

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

 B272223

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

 S288249

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Barbara Sanchez

Schedule

Weekly, from 8/20/2018 to 6/6/2019

Evidence of Completion

Walk through observations, Lab reports

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

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

Person Responsible

Marielys Llorente

Schedule

Weekly, from 8/20/2018 to 6/6/2019

Evidence of Completion

Classroom walk through observations and science lab reports

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

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

Person Responsible

Barbara Sanchez

Schedule

Biweekly, from 8/20/2018 to 6/6/2019


Evidence of Completion

Leadership Team Meeting Agendas and sign-in sheets.

G1.B3 The lack of vocabulary knowledge is hindering the students' ability to understand informational / literature text. 2

 B272224

G1.B3.S1 Students will use the four square graphic organizer to build vocabulary across all grade levels and content areas. 4

 S288251

Strategy Rationale

To improve students' achievement levels on the 2019 Florida Standards Achievements

Action Step(s) Missing for Goal #1, Barrier #3, Strategy #1
Complete one or more action steps for this Strategy or de-select it

V. Professional Development Opportunities

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

G1. The 2018-2019 school improvement goal for Lincoln-Marti Charter Schools International Campus is to increase student achievement by improving core instruction in all content areas.

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

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

PD Opportunity 1

Provide a professional development to all teachers on effective Reading strategies.

Facilitator

Barbara Sanchez, Principal

Participants

All teachers

Schedule

On 8/15/2018

PD Opportunity 2

Provide a professional development to all Seventh - Eighth grade ELA teachers on preparing students for the Writing FSA Computer Based Test.

Facilitator

Marielys Llorente

Participants

Seventh- Eighth grade ELA teachers

Schedule

On 8/16/2018

PD Opportunity 3

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

Facilitator

Barbara Sanchez

Participants

All teachers

Schedule

On 8/16/2018










VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide a professional development to all teachers on effective Reading strategies.	\$0.00
2	G1.B1.S1.A2	Provide a professional development to all Seventh - Eighth grade ELA teachers on preparing students for the Writing FSA Computer Based Test.	\$0.00
3	G1.B1.S1.A3	Provide a professional development across all content areas and grade levels on the importance of Building Academic Vocabulary.	\$0.00
4	G1.B2.S1.A1	The school will equip a Science lab where students can conduct both hands on experiments and participate in virtual science labs through GIZMOS.	\$0.00
Total:			\$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B1.S1.A1  A391046	Provide a professional development to all teachers on effective Reading strategies.	Sanchez, Barbara	8/15/2018	Power Point Presentation, Sign-in sheets, Handouts	8/15/2018 one-time
G1.B1.S1.A2  A391047	Provide a professional development to all Seventh - Eighth grade ELA teachers on preparing students...	Llorente, Marielys	8/16/2018	Power Point Presentation, Sign-in sheets, Handouts	8/16/2018 one-time
G1.B1.S1.A3  A391048	Provide a professional development across all content areas and grade levels on the importance of...	Sanchez, Barbara	8/16/2018	Power Point Presentation, Sign-in sheets, Handouts	8/16/2018 one-time
G1.MA1  M427923	Administration and Leadership team will monitor for progress toward meeting the core instructional...	Sanchez, Barbara	8/20/2018	Daily use of Writing Journals, Assessment results, Classroom observations, Leadership Team Meeting Agendas and sign-in sheets, Administrative data chats.	6/6/2019 biweekly
G1.B1.S1.MA1  M427919	Classroom assessment data will be analyzed during Leadership team meetings in order to monitor...	Sanchez, Barbara	8/20/2018	Leadership Team Meeting Agendas and sign-in sheets.	6/6/2019 biweekly
G1.B1.S1.MA1  M427920	Administration will conduct walk throughs and classroom observations to monitor the implementation...	Sanchez, Barbara	8/20/2018	Classroom walk through check lists, Teachers lesson plans	6/6/2019 daily
G1.B2.S1.MA1  M427921	Classroom assessment data will be analyzed during Leadership team meetings in order to monitor...	Sanchez, Barbara	8/20/2018	Leadership Team Meeting Agendas and sign-in sheets.	6/6/2019 biweekly
G1.B2.S1.MA1  M427922	Administration will conduct walk-throughs and classroom observation to monitor the implementation...	Llorente, Marielys	8/20/2018	Classroom walk through observations and science lab reports	6/6/2019 weekly
G1.B2.S1.A1  A391050	The school will equip a Science lab where students can conduct both hands on experiments and...	Sanchez, Barbara	8/20/2018	Walk through observations, Lab reports	6/6/2019 weekly