Lincoln Marti Charter Schools(Osceola Campus)

2019-20 Schoolwide Improvement Plan

Table of Contents

Lincoln Marti Charter Schools(Osceola Campus)

2244 FORTUNE RD, Kissimmee, FL 34744

www.lincoln-marti.com/charters/

Demographics

Principal: S IR Alin Albert Torres

Start Date for this Principal: 2/26/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	36%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	No	%

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

School Grades History

Year

Grade

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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	Job Duties and Responsibilities
Plaza Torres, Alexandra	Principal	Alexandra Plaza Torres, Principal will schedule and facilitate regular MTSS meetings, ensure consistency of follow-up action steps and allocates resources. Will ensure the attendance of all members and 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.
Franceschi, Janice	Teacher, K-12	Will be 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.
Mercado, Liza	Teacher, K-12	The 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 ELA and Math.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	32	26	11	4	5	0	0	0	0	0	0	0	0	78
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	3	0	0	0	0	0	0	0	0	3
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

FTE units allocated to school (total number of teacher units)

5

Date this data was collected or last updated

Monday 9/16/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	56%	61%	0%	56%	57%
ELA Learning Gains	0%	57%	59%	0%	59%	57%
ELA Lowest 25th Percentile	0%	55%	54%	0%	54%	51%
Math Achievement	0%	52%	62%	0%	50%	58%
Math Learning Gains	0%	55%	59%	0%	55%	56%
Math Lowest 25th Percentile	0%	49%	52%	0%	52%	50%
Science Achievement	0%	49%	56%	0%	47%	53%
Social Studies Achievement	0%	75%	78%	0%	71%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	32 (0)	26 (0)	11 (0)	4 (0)	5 (0)	0 (0)	0 (0)	0 (0)	0 (0)	78 (0)
Attendance below 90 percent	0 (1)	0 (2)	0 (0)	0 (0)	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 (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)	3 (0)	0 (0)	0 (0)	0 (0)	0 (0)	3 (0)
	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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

				ELA		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	0%	51%	-51%	58%	-58%
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	0%	54%	-54%	62%	-62%
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
ELL											
HSP											
FRL											
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	77
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	77
Total Components for the Federal Index	1
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	77
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	77
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	77
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

After evaluating the data from I Ready, the lowest achievement was in Math: Measurement and Algebra. In Reading: Phonics, Vocabulary and Reading Comprehension. Kinder B was the lowest. Third-grade data was the lowest in the school in all measures (iReady, and FSA).

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Third-grade data also had the greatest decline in the school in all measures (iReady, and FSA). The reading foundational/comprehension skills and analytical skills are impacting students' ability to read grade-level text with purpose and understanding. They also have difficulty reading with sufficient accuracy and fluency which are needed to support comprehension of the text. Due to difficulties in reading comprehension, students struggle interpreting math word problems and impacting the students' ability to reason abstractly and quantitatively.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Third-grade data was the largest gap in the school in all measures comparable to state and/or district averages(iReady, and FSA).

Which data component showed the most improvement? What new actions did your school take in this area?

Attendance below 90%. We had meetings with the parents and made them aware of the importance of attendance to school and its impact in academic achievement.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two areas of potential concern are ELA and Math third grade.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Ela instruction
2. Math instruction
3. Literacy
4. Science

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Lincoln Marti Charter School Osceola Campus instructional goal for the 2019-2020 school year is to increase academic achievement by improving core instruction in all content areas.
Rationale	To increase students proficiency levels on the English Language Arts 2020 Florida Standards Assessments.

State the measurable outcome the school plans to achieve	In the spring of 2020, the percentage of students proficient in grades 3-4 will increase from ___57___% to __77____% as measured by the FSA.
Person responsible for monitoring outcome	Alexandra Plaza Torres (alexandra.plazatorres@osceolaschools.net)
Evidence-based Strategy	Students will be exposed to the foundational reading skills. They will be trained to read a complex text through application of Close Reading strategies. In addition, students will be exposed to grade level academic vocabulary through the use of Marzano's vocabulary list. Students will be exposed to grade-level text engaged in a supportive writing environment by using daily writing journals and interactive writing journals developing a variety of writing strategies, techniques, and skills appropriate to their academic levels.
Rationale for Evidence-based Strategy	Increase reading fluency/comprehension and knowledge of academic vocabulary. Reading foundational/comprehension skills and analytical skills are impacting students' ability to read grade-level text with purpose and understanding. Students have difficulty reading with sufficient accuracy and fluency which are needed to support comprehension of the text. The students will use the following resources: Reading Wonders, Performance Coach Florida, I Ready, Reading Plus, CPalms. The evidence will be collected with student data collection form, student data chats, student grouping forms, assessment results.

Action Step	
Description	1. Students will be exposed to grade-level text; teacher will focus on teaching strategies that will increase fluency and reading comprehension. Exposure to academic vocabulary will increase as well. In addition, Close reading strategies and the used of computer-based programs such as I-Ready will continue to be used. Students will be exposed to grade-level text engaged in a supportive writing environment by using daily writing journals and interactive writing journals developing a variety of writing strategies, techniques, and skills appropriate to their academic levels. 2. Students will be engaged in interactive activities and strategies to promote deeper levels of thinking and include SQ3R, RAFT, interactive notebooks to develop critical thinking, problem solving and analytical skills. 3. Provide professional development to all teachers on effective Reading Strategies and the Importance of Building Academic Vocabulary. 4. The administration will promote literacy withing 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.

5. 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.

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

#2	
Title	Lincoln Marti Charter School will increase academic achievement by improving core instruction of Math
Rationale	To increase students proficiency levels on the Math 2020 Florida Standards Assessments.

State the measurable outcome the school plans to achieve	In the spring of 2020, the percentage of students proficient in grades 3-4 will increase from ___14___% to __55____% as measured by the FSA.
Person responsible for monitoring outcome	Alexandra Plaza Torres (alexandra.plazatorres@osceolaschools.net)
Evidence-based Strategy	The students will work with: interleaving worked problems and problems to solve is to provide scaffolding through models or examples for students as they proceed through a set of math problems. With CRA, students work with hands-on materials that represent mathematics problems (concrete), pictorial representations of mathematics problems (representational), and mathematics problems with numbers and symbols (abstract). The teacher explicitly bridges the connection between the concrete, representational, and abstract representations of the mathematics problems. A graphic organizer is a tool used to facilitate student understanding of new mathematical concepts. Graphic organizers can help students organize their thinking and connect new information to prior knowledge. They provide visual representation for students to take notes on new mathematical concepts they are learning.
Rationale for Evidence-based Strategy	Increase the level of academic performance in Mathematics by targeting the needs of all students including Ell and Hispanics subgroups. The students will acquire solid conceptual understanding, a high degree or procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom. Lincoln Marti believes that mathematical problem solving is vital in developing logical thinkers and life-long problem solvers. Students need to be able to work with authentic situations and approach problem-solving in various ways. To achieve this, students need a variety of strategies and tools at their disposal. Implementation for the formative assessment process and frequent opportunities for feedback and differentiated instruction continues to be the foundation for increased student achievement as well as our focus on developing the academic vocabulary for all students.

Action Step	
Description	1. Utilize the four steps to problem-solving to provide feedback and differentiate instruction for all students. 2. Develop key vocabulary to build background knowledge for all students. 3. Use mathematical fluency strategies within the school. 4. Use of I Ready Math. 5. Once an assessment has been taken, teachers will determine individual student needs based on errors made. Students will then receive interventions based on those errors to clarify any misconceptions about a particular strategy used. 6. Teachers will track student data by Standard - After a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning. 7. Monitor and Support - During PLC's teachers will continue to view student data and

determine appropriate next steps based on individual student needs. Students will track their own learning through teacher provided success criteria.

8. Teachers will provide individual student data chats while working with students to set goals for themselves, which will be monitored with subsequent data chats.

9. The Math Coach will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data-driven based on data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.

10. Teachers will provide Tier 2 instruction based on grade-level standards and content using data, student by standard tracking, collaborative planning, and data analysis.

11. Teachers will provide Tier 3 instruction based on gaps in mathematics content.

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

#3	
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.

State the measurable outcome the school plans to achieve	The school will promote literacy within the school by collaborating with teachers, holding literacy events 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%.
Person responsible for monitoring outcome	Alexandra Plaza Torres (alexandra.plazatorres@osceolaschools.net)
Evidence-based Strategy	Student-centered classrooms Literacy builds engagement central to learning content; students read, write, talk, and reflect on facts, concepts, and applications; students regularly collaborate and where learning is visible and accountable.
Rationale for Evidence-based Strategy	Students adapt learning to the real world, gaining problem-solving skills and the ability to do a critical analysis of a given set of data. These skills enable the student to adapt to a constantly changing real-world environment. Schools should be designed to enhance student learning.

Action Step	
Description	1. Teacher teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative Team. 2. Students will be provided Tier 2 instruction based on grade-level standards and content using data, student by standard tracking, collaborative planning, and data analysis. 3. Students will provide Tier 3 instruction based on gaps in literacy foundations: phonics, phonemic awareness and fluency. 4. Professional development will be conducted throughout the year to build shared knowledge of highly effective ELA instruction. Tier 1 Core Instruction will be strengthened by the provision of ongoing professional development provided by the District for all grades K-8. 5. The Leadership Team will determine areas of need through observation and data. Development sessions are data-driven based on data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits. 6. SWD will receive grade-level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable. 7. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs. 8.The teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students. And monitored by the ESOL Compliance Specialist and RCS.

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

#4	
Title	Lincoln Marti Charter School will engage in Scientific higher order thinking questions and collaborative group discussions and/or projects.
Rationale	Lincoln Marti Charter School will increase students' critical thinking skills related to Science concepts-benchmarks which will result in student achievement.

State the measurable outcome the school plans to achieve	To increase the number of students' knowledge of scientifically thinking skills.
Person responsible for monitoring outcome	Alexandra Plaza Torres (alexandra.plazatorres@osceolaschools.net)
Evidence-based Strategy	Teachers will implement the following strategies in the classroom: Questioning to check for understanding Retrieval practice is the attempt to retrieve information from memory Graphic outlines include things such as mind maps, flow-charts, and Venn diagrams.
Rationale for Evidence-based Strategy	y using random sampling regularly, students get used to having to have an answer ready in case you select their name. By asking a small number of questions about the content you have just shared and randomly selecting students to answer them, you can get a reasonable estimate of the class's understanding. This can take many forms in the classroom—low-stakes multiple-choice formative assessment, group discussion, open-ended essay prompts, etc.—and it can occur at the beginning of class, as a transition activity, or to end class. You can use them to help students to summarise what they have learned and understood the interrelationships between the aspects of what you have taught them

Action Step	
Description	1. Individual data chats will be conducted with the leadership team three times during the school year to ensure teachers have guidance pertaining to instructional choices made for individual students. Data chats are also an opportunity for the leadership to be involved in the monitoring of specific students and recognize grade level or content specific trends across the school. 2. Tier 2 Interventions - Once an assessment has been taken, teachers will determine individual student needs based on deficient content. Students will then receive additional resources and support to sharpen their comprehension. 3. Data Tracking Student by Standard - Teachers will tracker essential standards. After a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning. 4. Teachers will track student data by Standard - After a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning. 5. During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs. 6. Teachers will provide individual student data chats while working with students to set goals for themselves, which will be monitored with subsequent data chats. 7. The administration will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through

observation and data. Development sessions are data-driven based off of data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits

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

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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. 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 a 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 responses.
2. Support interventions where there is not an overall positive group response
3. Select students for STT Tier 3 Interventions

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.

Title I, Part A
Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Lincoln Marti Charter School Osceola Campus instructional goal for the 2019-2020 school year is to increase academic achievement by improving core instruction in all content areas.	$4,740.00

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	369-Technology-Related Rentals	0182 - Lincoln Marti Charter Schools(Osceola Campus)	Title, I Part A		$1,740.00
		Notes: I Ready Reading				
	5100	369-Technology-Related Rentals	0182 - Lincoln Marti Charter Schools(Osceola Campus)	Title, I Part A		$2,000.00
		Notes: Reading Plus school wide license				
	5100	520-Textbooks	0182 - Lincoln Marti Charter Schools(Osceola Campus)	Title, I Part A		$1,000.00
		Notes: Triumph learning Florida Practice Coach ELA				
2	**III.A.**	**Areas of Focus: Lincoln Marti Charter School will increase academic achievement by improving core instruction of Math**				**$2,740.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	369-Technology-Related Rentals	0182 - Lincoln Marti Charter Schools(Osceola Campus)	Title, I Part A		$1,740.00
		Notes: I Ready math				
	5100	520-Textbooks	0182 - Lincoln Marti Charter Schools(Osceola Campus)	Title, I Part A		$1,000.00
		Notes: Triumph learning Florida Practice coach math				
3	**III.A.**	**Areas of Focus: Lincoln Marti Charter School will ensure high levels of learning for all students in literacy.**				**$0.00**
4	**III.A.**	**Areas of Focus: Lincoln Marti Charter School will engage in Scientific higher order thinking questions and collaborative group discussions and/or projects.**				**$0.00**
					Total:	**$7,480.00**