

Miami-Dade County Public Schools

Lincoln Marti Charter School (Hialeah Campus)



2019-20 Schoolwide Improvement Plan

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Lincoln Marti Charter School (Hialeah Campus)

3500 W 84TH ST, Hialeah, FL 33018

www.lincolnmarticharterschoos.com

Demographics

Principal: Barbara Sanchez

Start Date for this Principal: 5/5/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
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)	4%
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: B (56%) 2017-18: B (60%) 2016-17: C (47%) 2015-16: C (46%) 2014-15: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

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-12	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	C	C

School Board Approval

N/A

SIP Authority

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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. 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 Hialeah 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 humans.

Provide the school's vision statement.

At Lincoln-Marti Charter School Hialeah Campus 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
Siboret, Yaimy	Principal	The principal will schedule and facilitate regular leadership and RTI meetings, ensure attendance of team members, ensure follow-up of action steps, allocate resources.
Fernandez, Melissa	Assistant Principal	Attend regular meetings, carry out SIP planning with a focus on the ESOL population, ACCESS, CELL and LEP compliance issues, and participate in the MTSS problem solving process. She will also be responsible for maintaining high fidelity in the implementation of reading instruction.
Garcia, Mirelis	Teacher, K-12	Attend regular meetings, carry out SIP planning with a focus on the functional aspect of the school, RTI implementation and compliance and participate in the MTSS problem solving.
Fontela, Yamel	Teacher, K-12	Attend regular meetings, carry out SIP planning with a focus on the social and behavioral needs aspect of the school operation, RTI implementation and compliance, and participate in the MTSS problem solving.
Pol, Marlen	Teacher, K-12	Attend regular meetings, carry out SIP planning with a focus on the academic progress of the students, needs of the teachers including mentoring and guidance, and participate in the MTSS problem solving process.
Ruiz, Yindira	School Counselor	Attend regular meetings, carry out SIP planning with a focus on the social and behavioral needs aspect of the school operation, RTI implementation and compliance, and participate in the MTSS problem solving process.

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	19	19	23	28	27	24	32	33	34	21	14	14	12	300	
Attendance below 90 percent	0	2	1	1	4	3	9	4	8	8	3	8	6	57	
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	0	0	2	
Course failure in ELA or Math	0	0	0	2	0	1	5	0	1	0	0	0	0	9	
Level 1 on statewide assessment	0	0	0	2	8	14	16	15	21	12	6	13	10	117	

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	1	2	3	8	9	9	10	6	0	8	6	62

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	1	0	3	0	0	0	0	1	1	0	1	0	7	
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)

28

Date this data was collected or last updated

Friday 8/30/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

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

Indicator	Grade Level														Total
Students with two or more indicators															

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	0	1	0	2	4	3	3	8	4	4	7	5	0	41
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	1	1	0	5	2	4	0	0	0	1	0	1	0	15
Level 1 on statewide assessment	0	1	5	6	7	18	17	28	16	13	8	7	0	126

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	1	6	2	5	7	6	10	24	13	12	0	6	0	92

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	57%	63%	61%	44%	59%	57%
ELA Learning Gains	56%	61%	59%	45%	59%	57%
ELA Lowest 25th Percentile	53%	57%	54%	50%	55%	51%
Math Achievement	57%	67%	62%	49%	62%	58%
Math Learning Gains	56%	63%	59%	45%	60%	56%
Math Lowest 25th Percentile	58%	56%	52%	41%	52%	50%
Science Achievement	37%	56%	56%	44%	53%	53%
Social Studies Achievement	68%	80%	78%	53%	75%	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	9	10	11	12	
Number of students enrolled	19 (0)	19 (0)	23 (0)	28 (0)	27 (0)	24 (0)	32 (0)	33 (0)	34 (0)	21 (0)	14 (0)	14 (0)	12 (0)	300 (0)
Attendance below 90 percent	0 ()	2 ()	1 ()	1 ()	4 ()	3 ()	9 ()	4 ()	8 ()	8 ()	3 ()	8 ()	6 ()	57 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)	0 (0)	0 (0)	0 (0)	2 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	2 (0)	0 (0)	1 (0)	5 (0)	0 (0)	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	9 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	2 (0)	8 (0)	14 (0)	16 (0)	15 (0)	21 (0)	12 (0)	6 (0)	13 (0)	10 (0)	117 (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	57%	60%	-3%	58%	-1%
	2018	46%	61%	-15%	57%	-11%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	69%	64%	5%	58%	11%
	2018	72%	60%	12%	56%	16%
Same Grade Comparison		-3%				
Cohort Comparison		23%				
05	2019	58%	60%	-2%	56%	2%
	2018	53%	59%	-6%	55%	-2%
Same Grade Comparison		5%				
Cohort Comparison		-14%				
06	2019	50%	58%	-8%	54%	-4%
	2018	48%	53%	-5%	52%	-4%
Same Grade Comparison		2%				
Cohort Comparison		-3%				
07	2019	47%	56%	-9%	52%	-5%
	2018	37%	54%	-17%	51%	-14%
Same Grade Comparison		10%				
Cohort Comparison		-1%				
08	2019	59%	60%	-1%	56%	3%
	2018	44%	59%	-15%	58%	-14%
Same Grade Comparison		15%				
Cohort Comparison		22%				
09	2019	28%	55%	-27%	55%	-27%
	2018	9%	54%	-45%	53%	-44%
Same Grade Comparison		19%				
Cohort Comparison		-16%				
10	2019	25%	53%	-28%	53%	-28%
	2018	25%	54%	-29%	53%	-28%
Same Grade Comparison		0%				
Cohort Comparison		16%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	63%	67%	-4%	62%	1%
	2018	56%	67%	-11%	62%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	41%	69%	-28%	64%	-23%
	2018	91%	68%	23%	62%	29%
Same Grade Comparison		-50%				
Cohort Comparison		-15%				
05	2019	81%	65%	16%	60%	21%
	2018	76%	66%	10%	61%	15%
Same Grade Comparison		5%				
Cohort Comparison		-10%				
06	2019	70%	58%	12%	55%	15%
	2018	44%	56%	-12%	52%	-8%
Same Grade Comparison		26%				
Cohort Comparison		-6%				
07	2019	33%	53%	-20%	54%	-21%
	2018	15%	52%	-37%	54%	-39%
Same Grade Comparison		18%				
Cohort Comparison		-11%				
08	2019	38%	40%	-2%	46%	-8%
	2018	22%	38%	-16%	45%	-23%
Same Grade Comparison		16%				
Cohort Comparison		23%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	52%	53%	-1%	53%	-1%
	2018	48%	56%	-8%	55%	-7%
Same Grade Comparison		4%				
Cohort Comparison						
08	2019	13%	43%	-30%	48%	-35%
	2018	20%	44%	-24%	50%	-30%
Same Grade Comparison		-7%				
Cohort Comparison		-35%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	27%	68%	-41%	67%	-40%
2018	29%	65%	-36%	65%	-36%
Compare		-2%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	73%	-9%	71%	-7%
2018	63%	72%	-9%	71%	-8%
Compare		1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	71%	-71%	70%	-70%
2018	30%	67%	-37%	68%	-38%
Compare		-30%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	59%	63%	-4%	61%	-2%
2018	33%	59%	-26%	62%	-29%
Compare		26%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	21%	54%	-33%	57%	-36%
2018	0%	54%	-54%	56%	-56%
Compare		21%			

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
SWD	33	55		15	30						
ELL	50	52	57	54	55	65	33	57	64		
BLK	56	67		50	38						
HSP	57	54	48	57	57	59	38	65	65		
FRL	56	53	50	55	59	56	37	68	63		
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
SWD	7	36		8	30						
ELL	36	53	52	47	52	47	25	53			
BLK	25	65		29	44						
HSP	55	64	62	57	59	53	50	65	91		
FRL	49	60	52	48	56	47	38	53			

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
SWD	14	33		15	18						
ELL	38	45	44	45	44	48	36				
BLK	11	41		22	40						
HSP	48	46	48	52	45	45	47	53	55		
FRL	44	44	53	47	44	43	46	50	55		

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)	TS&I
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	557
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	54
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 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	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
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	55
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.

Data analysis reveals that ELA learning gains (decrease of 6 pts) and Science achievement (decrease of 8 pts) are among the lowest in comparison to the previous year's data. Lack of reading foundational/comprehension and analytical skills are impacting students ability to read and comprehend grade-level text. Students have exhibited difficulty reading with the sufficient accuracy and fluency need to support comprehension of text both in reading and science.

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

The greatest decline was demonstrated in Science in comparison to the previous year's data. A total of an 8% decrease in percentage points in grade 5 and 8th. Overall, when compared to prior years, the Science data has been significantly low when compared at the District and State level. Students have demonstrated difficulty understanding the basic science concepts and analytical skills necessary to incorporate the scientific inquiry-based approach.

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.

When comparing our school's data for the 2018-2019 school year, the greatest gap when compared to the state average was in Science grades 5 and 8. The state at 56% and our school at 37%, there was a total difference of 19% when compared to the state. As explained before, students have demonstrated difficulty understanding the basic science concepts and analytical skills necessary to incorporate the scientific inquiry-based approach.

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

ELA achievement in 2018-51%, 2019-57% (an increase of 6 pts) Math lowest 25th percentile 2018-51%, 2019-58% (an increase of 7 pts) and Social Studies 2018-63%, 2019-68% (an increase of 5 pts). Our school provided ongoing support to all students through differentiated instruction and interventions. Continuous usage and monitoring of the following online programs: iReady Math and Reading, Reading Plus, Edgenuity, and iCivics. Ongoing benchmark assessments were utilized to monitor student progress. In addition, the school offered extended learning day tutoring, Winter Break tutoring, Saturday Academy tutoring and Spring Break Camp tutoring.

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

Attendance below 90 percent= 57 students
Level 1 on a statewide assessment= 117 students

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

1. Increasing proficiency levels in ELA and Math
2. Increasing learning gains
3. Increasing Science achievement levels in grades 5 and 8
4. Increasing Social Studies achievement levels in grades 7 (Civics) and 11 (U.S. History)
5. Decreasing the number of students with attendance below 90 percent

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Increase academic achievement in all content areas
Rationale	Lincoln-Marti Charter Hialeah Campus instructional goal for the 2019-2020 school year is to increase academic achievement by improving core instruction in all content areas.

State the measurable outcome the school plans to achieve

The measurable outcome the school plans to achieve is an overall increase in student performance and achievement in ELA, Math, Science, and Social Studies.

Person responsible for monitoring outcome

Yaimy Siboret (yjfernandez@dadeschools.net)

Evidence-based Strategy

Students will be exposed to the foundational reading skills. They will be trained to read complex text through the application of close reading strategies. In additions, students will be exposed to grade-level academic vocabulary through the use of Marzano's vocabulary. Expose students to a variety of mathematical concepts that will build a strong foundation of conceptual understanding, procedural skills, and fluency as well as application. Students will use a variety of science concepts and skills involving the scientific method. The students will be required to plan, monitor, analyze, and observe while documenting the scientific process. Increase student exposure to classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.

Rationale for Evidence-based Strategy

Increase reading fluency/comprehension and knowledge of academic vocabulary. Increase student writing skills; enabling students to produce clear and coherent writing that provides supporting evidence from literary and informational text. Students will be engaged in interactive activities and strategies that promote deeper levels of thinking (close reading) and include SQR, RAFT, and Paraphrasing in order for them to develop critical thinking, problem-solving and analytical skills. Expose students to Science concepts that include the scientific inquiry-based approach in addition to writing skills that will allow students to documents their findings. Strengthen the student's abilities to read, interpret and describe graphs, charts, maps, timelines, political cartoons and other graphic representations in social studies.

Action Step

Description

1. Continuously monitor student progress through the analysis of informal and formal assessments.
2. Provide ongoing professional development opportunities for teachers tailored to areas of need and best practices.
3. Closely monitor to ensure fidelity.
4. Provide teachers with ongoing support to ensure successful implementation.

Person Responsible

Yaimy Siboret (yjfernandez@dadeschools.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).

The remaining schoolwide improvement priorities will be addressed as follows: attendance below 90 percent/level 1 on statewide assessment; the leadership team and truancy team will meet regularly to discuss possible cases of students with 3 or more unexcused absences, the school counselor and administration will meet with parents and hopefully decrease or eliminate absences. In the event unexcused absences continue the truancy procedures will be followed. Parental workshops will be offered to parents, informing them of the importance of student attendance, how they can support from home, homelearning support, testing updates and other important and resourceful information. Extended learning day tutoring, Winter Break tutoring, Saturday Academy tutoring and Spring Break Camp tutoring will continue to be offered to support struggling students.

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.

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

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.

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Lincoln Marti Charter School Hialeah Campus will assist by providing young children with a variety of meaningful experiences, in environments that give them opportunities to generate knowledge through initiatives shared with supportive adults. We will assist with the transition from early childhood programs

to our school by conducting orientation meetings for parents and guardians. Students transitioning from elementary to middle school will gradually be prepared for the academic challenges of middle school. Teachers will include cooperative learning opportunities, teach problem-solving and study skills, encourage participation in extra-curricular activities, and schedule a tour of the middle school classrooms for the students and parents. There are several pre-transition steps that can help students make the transition from Middle to High School more smoothly and successfully. In our school, the middle school students take career leadership classes in which they create e-portfolios, Weebly websites, and research documents. The students are prepared to become more independent and knowledgeable of their interests through support from the teachers, parents, and counselors. We create plenty of opportunities for the students to develop new skills and interests based on their academic goals for the future. If stress or any emotional factors arise, the counselor will work with the students individually or in small groups to help them cope with the transition process. Our goal is to implement transition strategies that benefit students both academically and socially. Teachers and administration will provide a workshop for parents in order to get them involved in the transition process and learn how they can make this shift easier for their children with careful planning and preparation. Policies, procedures, and curriculum are explained and discussed during orientation meetings. Parent-Teacher handbooks are provided to parents as a resource guide for the school year.

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

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

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

Gather ongoing progress monitoring for all interventions and analyze that data using the Tier 2 problem-solving process after each OPM. Tier 2 The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem-solving meetings occur regularly to

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

SIP summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored.

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

Lincoln Marti Charter Schools, Hialeah Campus offers the opportunity to all students to apply and integrate courses that help them to recognize a relationship between subjects relevant to their futures. Students are encouraged to take elective courses that are aligned within an area that may be relevant to the students' future studies. Additionally, core content departments are encouraged to work in alignment

with electives and vocational courses in order for students to see the relationship between concepts being taught and real world experiences and situations. As part of the curriculum, all 9th-12th grade students will receive instruction in academic and career planning to help them be prepared for their career development and post-secondary endeavors. The school counselor at Lincoln Marti Charter Schools, Hialeah Campus will meet with students in a whole group and one-to-one setting to discuss the subject selection and career choices throughout the school year as well as future goals.

Part V: Budget

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

1	III.A.	Areas of Focus: Increase academic achievement in all content areas				\$65,759.93
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		519-Technology-Related Supplies	5007 - Lincoln Marti Charter School (Hialeah Campus)	Title, I Part A		\$65,759.93
			<i>Notes: The budget is utilized for the purchase of the online programs (Reading Plus, iReady, IXL, Edgenuity) and the supplemental curriculum that is used for differentiated instruction (Curriculum Associates).</i>			
Total:						\$65,759.93