School District of Osceola County, FL

Lincoln Marti Charter Schools(Osceola Campus)

2020-21 Schoolwide Improvement Plan

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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: 2/26/2017

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	36%
2019-20 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
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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	%

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	

School Board Approval

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SIP Authority

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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, position title, and job duties/responsibilities 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.

Demographic Information

Principal start date
Sunday 2/26/2017, S IR Alin Albert Torres

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school
4

Demographic Data

2020-21 Status (per MSID File)	Active
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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.	

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	23	14	8	0	0	0	0	0	0	0	0	0	64
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	

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	

Date this data was collected or last updated

Tuesday 9/15/2020

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	
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

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	

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	
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

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	

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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	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%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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 IReady, the lowest achievement was 3rd grade in Reading: Reading Comprehension Literature and Informational and Vocabulary. In Math: Geometry and Numbers and Operation. Lack of reading foundational/comprehension and analytical skills is impacting students' ability to read and comprehend grade-level text. Students have exhibited difficulty reading with sufficient accuracy and fluency needs to support comprehension of text both in reading and math.

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

After evaluating the data from IRead the greatest decline from the prior year was in 3rd-grade math, from 50% proficiency to 25% of proficiency.

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 had the largest gap in the school in all measures comparable to state and/or district averages.

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

After reviewing I Ready, the component that showed the most improvement was Reading for First grade. From 8% in the first diagnostic to 83% in the final diagnostic for students On or above grade. 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. In addition, the school offered extended learning day tutoring.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Two areas of potential concern are ELA and Math 3rd grade

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. Literacy

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Lincoln-Marti Charter Osceola Campus instructional goal for 2020-2021 school year is to increase academic achievement by improving core instruction in all content areas.
Measurable Outcome:	The measurable outcome the school plans to achieve is an overall increase in student performance and achievement in ELA, Math, Literacy, and Science proficiency by 5%.
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 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.
Rationale for Evidence-based Strategy:	Alignment means many things in the world of education. La Marca, Redfield, Winter, and Despriet (2000) point out that the dictionary defines “to align” as “to bring into a straight-line; to bring parts or components into proper coordination; to bring into agreement, close cooperation” (p. 1). In a classroom setting, instructional alignment refers to agreement between a teacher’s objectives, activities, and assessments so they are mutually supportive (Tyler, 1949). On a schoolwide level, curricular alignment refers to the degree to which the curriculum across the grades builds and supports what is learned in earlier grades (Tyler, 1949).

Action Steps to Implement

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Lincoln Marti Charter School will increase academic achievement by improving the core instruction of Math. To increase students' proficiency levels on the Math 2021 Florida Standards Assessments.
Measurable Outcome:	In the spring of 2021, the percentage of students proficient in grades 3-4 will increase from 5% as measured by the FSA.
Person responsible for monitoring outcome:	Alexandra Plaza Torres (alexandra.plazatorres@osceolaschools.net)
Evidence-based Strategy:	Differentiated instruction
Rationale for Evidence-based Strategy:	For people to function in this global society, mathematics play an integral role in basic knowledge. People need to have a complex understanding of numbers and procedures that are used in daily activities. “All students must have a solid grounding in mathematics to function effectively in today’s world” (Ball et al., 2005, p. 1056) .When differences in students’ abilities are significant, educators must make accommodations and differentiate instruction to make teaching and learning more successful (Tomlinson, 2000). When children do not learn the way we teach then we must teach the way they learn (Kellough, 1999).

Action Steps to Implement

1. Administrators and teachers will meet monthly to analyze and evaluate the areas of growth that need to be impacted. Teachers will plan including differentiation instruction to support the students.
2. The coordinator of the MTSS will have a data chat with the teachers to monitor the progress of the tiered students.
3. The Esol coordinator will review the progress of the students in ESOL.
4. Tutoring program will be provided for the students to improve their academic achievement and proficiency levels.

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

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	All staff will make a commitment to learning and implementing social-emotional learning skills/strategies. Rationale Students will gain an understanding of how to use social-emotional learning skills to improve their problem solving, self-regulation, and internalizing skills.
Measurable Outcome:	The decrease in the number of students that go through the discipline referrals for behavior in 3%. Students empower each other to make positive academic and social decisions at school
Person responsible for monitoring outcome:	Alexandra Plaza Torres (alexandra.plazatorres@osceolaschools.net)
Evidence-based Strategy:	Second Step Program
Rationale for Evidence-based Strategy:	Children who are socially and emotionally competent have more friends and more connections with positive peers, and are less likely to be rejected, isolated, or bullied. Children with friends are happier and more successful in school. [Collaborative for Academic, Social, and Emotional Learning. (2007). Background on social and emotional learning (SEL). Chicago: University of Illinois at Chicago.

Action Steps to Implement

1. All grade level teachers implement a thirty-minute lesson on social-emotional learning once a week
2. Designate a section of the classroom for social-emotional read-aloud books
3. Tie instructional themes within the classroom to social-emotional learning (i.e. character traits)
4. Students will set goals around social-emotional learning
5. Mindfulness breathing exercises will be implemented to help students with test anxiety or daily stress
6. All teachers will share classroom social-emotional learning activities in the classroom.

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

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	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.
Measurable Outcome:	To increase the number of students' knowledge of scientifically thinking skills related to Science benchmarks in 5%.
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:	Hattie and Timperley (2007) identified these phases as feed-up, feedback. Note that checking for understanding is an important link between feed-up and the feedback students receive as well as the future lessons teachers plan. (CFU) is any method used to inform the teacher about the student's current level of knowledge and understanding? An effective teacher does not just check for understanding at the conclusion of a lesson or unit of instruction. Instead, he/she recognizes that checks for understanding serve a multitude of purposes, depending on when they are implemented. When used before a lesson, CFU strategies activate and establish background knowledge. These CFUs also ensure that students have retained the prior knowledge and skills necessary to be successful in the new lesson. The purpose of these CFU strategies is to keep students accountable for creating and retaining new conceptual understandings and being able to communicate these to the teacher.

Action Steps to Implement

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.

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

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.

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

#5. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Profesional Learning Communities Rationale Much of the practical literature on PLCs focuses on the difficulties in building the social and support structures necessary to allow for critical and deep inquiry into practice and the transition toward systemic change, the barriers along the way, and the strong support and guidance needed from principals and teacher leaders. Though these are important factors to consider, PLCs are largely considered one of the most promising educational reform efforts around (Hord & Sommers, 2008; Huffman & Hipp, 2003; Louis & Kruse, 1995; Sergiovanni, 1992; Stoll & Louis, 2007).
Measurable Outcome:	Student learning and academic proficiency will improve by 5% as measured by diagnostic and state assessments throughout the collaborative efforts of the community.
Person responsible for monitoring outcome:	Alexandra Plaza Torres (alexandra.plazatorres@osceolaschools.net)
Evidence-based Strategy:	PLC
Rationale for Evidence-based Strategy:	According to Huffman and Hipp (2003), PLCs are a way of working; “a school’s professional staff members who continuously seek to find answers through inquiry and act on their learning to improve student learning” (p. 4).

Action Steps to Implement

Provide professional learning opportunities for teachers on how to create and effectively conduct PLCs.
Leadership will review SIP goals, monitor assessment data, and adjust strategies as needed.
Ensure that teachers have access to resources/technology that will allow them to engage students in instruction.
Implement effective PLCs that will allow teachers to collaborate and consistently analyze student data
Cultivate a mindset of focus, discipline, and accountability within every staff member and ensure that concrete actions are taken every day toward goals

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

#6. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	ELL Specifically, Hispanic students are the largest non-English speakers (ELLs) in our nation. Not only are Hispanics the largest ELL group, but they also have the lowest academic attainment recorded (Proctor, 2007). Thus, there is a large achievement gap for these students.
Measurable Outcome:	Reduce the achievement gap for ELL students in both reading and math by 5% in students proficient and above by 2020-2021 as measured by standardized state assessments.
Person responsible for monitoring outcome:	Alexandra Plaza Torres (alexandra.plazatorres@osceolaschools.net)
Evidence-based Strategy:	Culturally Responsive Instruction
Rationale for Evidence-based Strategy:	Culture is central to learning. It plays a role not only in communicating and receiving information but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to and celebrates fundamental cultures offers full, equitable access to education for students from all cultures. Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings,1994).

Action Steps to Implement

1. Keep parents apprised of services offered by the school by sending weekly/monthly newsletters (in the home language) informing parents of school activities.
2. Gain cross-cultural skills necessary for successful exchange and collaboration by researching the cultural background of students' families.
3. Teachers will assign students research projects that focus on issues or concepts that apply to their own community or cultural group.
4. Initiate cooperative learning groups (Padron, Waxman, & Rivera, 2002)
5. Have students participate in book clubs or literature circles (Daniels, 2002)

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

#7. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Lincoln Marti Charter School Osceola Campus instructional goal for the 2020-2021 school year is to increase academic achievement by improving core instruction in ELA. Rationale To increase students' proficiency levels on the English Language Arts 2021 Florida Standards Assessments.
Measurable Outcome:	In the spring of 2021, the percentage of students proficient in grades 3 will increase by 5% as measured by the FSA.
Person responsible for monitoring outcome:	Alexandra Plaza Torres (alexandra.plazatorres@osceolaschools.net)
Evidence-based Strategy:	A significant body of research links the close reading of the complex text—whether the student is a struggling reader or advanced—to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness. (Partnership for Assessment of Readiness for College and Careers, 2011, p. 7)
Rationale for Evidence-based Strategy:	Close, analytic reading stresses engaging with a text of sufficient complexity directly, and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention to the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. (PARCC, 2011, p. 7). The best thinkers do monitor and assess their thinking but in the context of processing the thinking of others (Paul & Elder, 2008)

Action Steps to Implement

1. Students will be exposed to grade-level text; the 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 use of computer-based programs such as I-Ready will continue to be used.
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 within the school by collaborating with teachers, holding literacy events, and involving parents and the community in motivating students to read. Then the administration will meet with the teachers quarterly to assess the needs of the school and make recommendations.

Person Responsible	[no one identified]

#8. Other specifically relating to Schoolwide Post Secondary Culture for all Students	
Area of Focus Description and Rationale:	We need to provide strategies for encouraging early awareness, knowledge, and skills that lay the foundation for the academic rigor and social development needed for college and career readiness. Rationale Elementary students fall into Super's growth stage (Super, 1990) of career development (birth to age 14). This stage is characterized by the development of capacity, attitudes, interests, and needs associated with self-concepts.
Measurable Outcome:	Lincoln Marti students will increase their awareness and knowledge of going to college approach to 10%.
Person responsible for monitoring outcome:	Alexandra Plaza Torres (alexandra.plazatorres@osceolaschools.net)
Evidence-based Strategy:	Project-Based Learning - Studies of project-based programs show that students go far beyond the minimum effort, make connections among different subject areas to answer open-ended questions, retain what they have learned, apply learning to real-life problems, have fewer discipline problems, and have lower absenteeism (Curtis, 2002). Academic Planning for College and career readiness: the goal of advancing students'planning, preparation, and participation in rigorous academic programs that connect college and career aspirations and goals.
Rationale for Evidence-based Strategy:	During the elementary years, students are at a crucial period when career beliefs and aspirations are being developed (Mariani, Berger, Koerner, & Sandlin, 2016). One study cited a large number of participants aged 9-10 who believed they already made decisions related to career aspirations (Seligman, Weinstock, & Heflin, 1991). Interventions focused on college and career readiness have gained traction in the literature, noting the importance related to the development of a college-going mindset and in-depth career exploration as early as elementary school (Knight, 2015; Mariani et al., 2016).

Action Steps to Implement

Throughout the integration of the curriculum across subjects;
1.Kindergarten students will be able to describe what they like to do;
2.First-grade students will be able to identify workers in various settings;
3.Second-grade students will be able to describe the skills needed to complete a task at home or school;
4.Third-grade students will be able to define what the term future means;
5. Community business and family outreach will be made to build relationships to support and contribute to student development by providing real-world relationships, relevant learning opportunities, and rigorous expectations.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

LMCS leadership team will be involved in the data chat process with the students to evaluate and provide guidance to all students on how to improve their scores and develop strategies for achieving proficiency.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Lincoln Marti Charter School team believes that students learn best when they know that team members genuinely care about them and believe in their ability to succeed. At LMCS we will:
1.Develop key vocabulary and build background knowledge for all students. - The climate and culture of our school is the foundation that makes learning possible. Many of our students come to us with deficits in the area of social skills and understanding of terms such as respect, responsibility, fairness, trustworthiness, citizenship, etc. We know we need to build a common language for understanding school and classroom expectations so that we can communicate expectations and help students gain acceptable responses in everyday situations. This will in turn make our academic workflow more smooth throughout the day.
“Research shows there is a great impact of connecting students’ background knowledge and learning experiences to the content being taught, and the importance of explicitly teaching academic vocabulary. Explicitly linking a lesson’s key content and language concepts to students’ background knowledge and experiences enable them to forge connections between what they know and what they are learning. Connecting past content and language learning to a new lesson’s content and language concepts assist students in understanding that previous learning connects to current learning.” (Echevarria, Vogt, & Short, 2013)
2. Promote positive relationships with students, staff & families - “Quality relationships with students are especially important when you have young people who feel disconnected from school. Often, they have a variety of behaviors that interfere with their social-emotional development and academic achievement. By improving the quality of your interactions with these students, you can help them engage in more appropriate behaviors and reduce the frequency and severity of their disruptive actions” (Well Managed Classroom, 2007).
“The quality of your interactions not only affects the individual relationships you have with students but also can influence students’ perceptions of their peers” (Well Managed Classroom, 2007). “A safe classroom atmosphere provides the conditions for students to take risks and make mistakes, without fear of humiliation, and without fear that a teacher or classmates will think less of them for doing so” (Chapman & Vagle, Motivating Students, 2011).
3. Encourage, recognize, and praise desirable behaviors at school - “As teachers, we find it all too easy to spend our time looking for what is wrong, pointing out errors, and focusing on mistakes. However, an

effective teacher looks for opportunities to find people doing things right and knows how to praise those people so they'll keep on doing things right" (Whitaker, What Great Teachers Do Differently, 2004).To be effective, praise must be authentic, specific, immediate, clean, and private (Bissell, 1992). "Your most powerful tool in preventing emotionally intense behavior is consistent teaching and recognition of a student's efforts. Clearly communicating your expectations and following up with praise and Corrective Teaching show your concern and fairness, and help build strong relationships with students" (The Well-Managed Classroom, 2007).

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
5	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	$0.00
7	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
8	III.A.	Areas of Focus: Other: Schoolwide Post Secondary Culture for all Students	$0.00
		Total:	$0.00