Lincoln Marti Charter School (Little Havana Campus)

2021-22 Schoolwide Improvement Plan

Table of Contents

Lincoln Marti Charter School (Little Havana Campus)

970-984 W FLAGLER ST, Miami, FL 33130

www.lincolnmarticharterschoos.com

Demographics

Principal: Barbara Sanchez   Start Date for this Principal: 8/17/2015

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	1%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students White Students
School Grades History	2018-19: A (79%) 2017-18: A (81%) 2016-17: A (63%)
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	
* 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 Dade 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	94%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	81%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide the best quality education and instill in our students values that will make them better citizens, better workers and better human beings.

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	Position Title	Job Duties and Responsibilities
Sanchez, Barbara	Principal	Guide the school
Diaz, Marilyn	Assistant Principal	Assist the Principal
Forjans, Licety	ELL Compliance Specialist	
Corcho, Ivonne	Teacher, K-12	Teacher
Ramos, Rita	Teacher, K-12	Teacher
Hernandez, Yordanka	Reading Coach	Teacher and Reading Coach

Demographic Information

Principal start date
Monday 8/17/2015, Barbara Sanchez

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.*
1

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.*
0

Total number of teacher positions allocated to the school
41

Total number of students enrolled at the school

651

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	87	72	80	76	60	65	71	66	42	0	0	0	0	619
Attendance below 90 percent	0	6	10	9	11	7	6	3	0	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	2	3	5	7	2	2	5	0	0	0	0	29
Course failure in Math	0	4	4	17	20	11	3	3	1	0	0	0	0	63
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	25	22	12	15	27	20	0	0	0	0	121
Level 1 on 2019 statewide FSA Math assessment	0	0	0	24	17	6	12	11	13	0	0	0	0	83
Number of students with a substantial reading deficiency	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	4	8	11	24	16	16	17	16	0	0	0	0	112

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	1	1	2	0	0	0	0	0	0	0	0	0	0	4
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

Thursday 9/23/2021

2020-21 - 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	68	85	69	79	72	73	74	72	66	0	0	0	0	658
Attendance below 90 percent	0	1	2	2	0	5	1	1	2	0	0	0	0	14
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	26	20	22	26	0	0	0	0	94
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	11	9	8	14	0	0	0	0	42

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	3	9	1	2	10	8	8	12	0	0	0	0	53

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	1	1	2	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	68	85	69	79	72	73	74	72	66	0	0	0	0	658
Attendance below 90 percent	0	1	2	2	0	5	1	1	2	0	0	0	0	14
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	26	20	22	26	0	0	0	0	94
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	11	9	8	14	0	0	0	0	42

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	3	9	1	2	10	8	8	12	0	0	0	0	53

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							Grade Level							
Retained Students: Current Year	1	1	2	0	0	0	0	0	0	0	0	0	0	4
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 Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				64%	63%	61%	67%	62%	60%
ELA Learning Gains				70%	61%	59%	71%	61%	57%
ELA Lowest 25th Percentile				64%	57%	54%	78%	57%	52%
Math Achievement				91%	67%	62%	86%	65%	61%
Math Learning Gains				87%	63%	59%	81%	61%	58%
Math Lowest 25th Percentile				88%	56%	52%	84%	55%	52%
Science Achievement				59%	56%	56%	78%	57%	57%
Social Studies Achievement				96%	80%	78%	94%	79%	77%

Grade Level Data Review - State Assessments
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	2021					
	2019	49%	60%	-11%	58%	-9%
Cohort Comparison						
04	2021					
	2019	68%	64%	4%	58%	10%
Cohort Comparison		-49%				
05	2021					
	2019	53%	60%	-7%	56%	-3%
Cohort Comparison		-68%				
06	2021					
	2019	51%	58%	-7%	54%	-3%
Cohort Comparison		-53%				
07	2021					
	2019	49%	56%	-7%	52%	-3%
Cohort Comparison		-51%				
08	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	44%	60%	-16%	56%	-12%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	80%	67%	13%	62%	18%
Cohort Comparison						
04	2021					
	2019	86%	69%	17%	64%	22%
Cohort Comparison		-80%				
05	2021					
	2019	82%	65%	17%	60%	22%
Cohort Comparison		-86%				
06	2021					
	2019	76%	58%	18%	55%	21%
Cohort Comparison		-82%				
07	2021					
	2019	91%	53%	38%	54%	37%
Cohort Comparison		-76%				
08	2021					
	2019	79%	40%	39%	46%	33%
Cohort Comparison		-91%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	46%	53%	-7%	53%	-7%
Cohort Comparison						
08	2021					
	2019	51%	43%	8%	48%	3%
Cohort Comparison		-46%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	79%	73%	6%	71%	8%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	98%	63%	35%	61%	37%

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

SAT, FSA, Baseline, MYA, I-Ready

Grade 1				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students			76
	Economically Disadvantaged			76
	Students With Disabilities			
	English Language Learners			
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students			75
	Economically Disadvantaged			75
	Students With Disabilities			
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			47
	Economically Disadvantaged			47
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			66
	Economically Disadvantaged			66
	Students With Disabilities			
	English Language Learners			
Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			44
	Economically Disadvantaged			44
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			59
	Economically Disadvantaged			59
	Students With Disabilities			
	English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			38
	Economically Disadvantaged			38
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			51
	Economically Disadvantaged			51
	Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			59
	Economically Disadvantaged			59
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			64
	Economically Disadvantaged			64
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	43	59
	Economically Disadvantaged	42	43	59
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54	53	66
	Economically Disadvantaged	54	53	66
	Students With Disabilities			
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32	34	68
	Economically Disadvantaged	32	34	68
	Students With Disabilities			
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57	61	61
	Economically Disadvantaged	57	61	61
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		93	84
	Economically Disadvantaged		93	84
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	35	58
	Economically Disadvantaged	40	35	58
	Students With Disabilities			
	English Language Learners			11
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	53	66	91
	Economically Disadvantaged	53	66	91
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	40	50
	Economically Disadvantaged	16	40	50
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	5	33		24	21						
ELL	58	66	58	71	50	55	45	85	47		
HSP	61	64	55	70	49	53	50	86	54		
WHT											
FRL	60	63	57	70	48	52	50	85	55		
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	5	38	30	37	54						
ELL	62	70	64	91	86	89	56	93	95		
HSP	64	70	63	91	87	88	59	96	96		
FRL	65	70	64	91	87	89	58	96	96		

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
ELL	62	72	78	89	83	95	71	96	100		
BLK	83			92							
HSP	66	70	78	87	82	85	77	96	94		
FRL	66	70	79	87	81	86	81	94	94		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	61
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	63
Total Points Earned for the Federal Index	605
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	60
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	
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	60
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	84
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

There has been an overall drop in scores and levels in all tested subject areas: ELA, Science, Math and Social Studies. The biggest decline was in English Language Arts. Proficiency scores in ELA were 48%. Math Proficiency was at 69% overall, which always tends to be our higher data.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Data must be improved in ELA, Math, Science and Social Studies. Proficiency levels and learning gains must be improved along all subject areas, especially in ELA.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Due to the pandemic we were not able to offer many services we normally offer, like extra tutoring camps. We will need to implement intervention in other manners. Students will have to attend school regularly in person, last year COVID affected this attendance and the test scores. The latest data shows that student struggled overall due to lack of attendance, if compared to the previous school year. Students will need to attend school regularly to catch up and improve their scores.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Data stayed constant through the school year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

N/A

What strategies will need to be implemented in order to accelerate learning?

We will need to try to implement tutoring camps with pandemic restrictions and more intervention for lower students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will be given professional developments based on best practices to give them extra teaching techniques to add to their teacher tool boxes.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

More tutoring and interventions will be provided to students as needed. As well as programs such as Tier I, II and III intervention as needed.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Due to the low data results, we must focus on ELA instructional practices. The students' lack of academic vocabulary to comprehend the complexity of texts and test questions, plus the lack of attendance in person due to the pandemic were heavy factors in this low data.
Measurable Outcome:	By March 2022, students will pass with a rate of 70% on their final FSA ELA assessments.
Monitoring:	The administration will monitor teacher and student data chats every time there is a district assessment or other assessment types. We will also use electronic resources such as I Ready, Edgenuity, Gizmos, and IXL.
Person responsible for monitoring outcome:	Marilyn Diaz (945279@dadeschools.net)
Evidence-based Strategy:	The evidence is going to be Baselines, unit/district test, MYA. Use of Marzano vocabulary lists.
Rationale for Evidence-based Strategy:	These are all tests given throughout the year, which help track progress of the student.

Action Steps to Implement

Administration will monitor student data chats and charts alongside the teachers. Monitor students in the I-Ready program and diagnosis. Provide Reading intervention as needed.

Person Responsible	Marilyn Diaz (945279@dadeschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Data dropped in Mathematics due to the pandemic and students not being in person all the time.
Measurable Outcome:	By the end of year assessments, data will increase by 10%.
Monitoring:	Students data will be tracked from last testing season into this school year. Teachers will use data charts to track the different I-Ready windows, MYA and any other beneficial data to track the student's progress.
Person responsible for monitoring outcome:	Marilyn Diaz (945279@dadeschools.net)
Evidence-based Strategy:	The evidence being used is the different forms of data collected from each student by each teacher.
Rationale for Evidence-based Strategy:	By tracking student data on a chart, we can see the students improvement or decline over the whole school year.

Action Steps to Implement

As students take different assessments, their data will be kept in the data chats and gradebook. This data will be turned into the administration in specified time spans. Data will be analyzed to make sure the student is making constant progress and does not regress.

Person Responsible	Marilyn Diaz (945279@dadeschools.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Data in science at the end of the school year dropped from previous testing years.
Measurable Outcome:	Student testing data will increase by 5% by the time the students take the EOC.
Monitoring:	Student data will be tracked from Baseline, to MYA to another other tractable data in-between.
Person responsible for monitoring outcome:	Marilyn Diaz (945279@dadeschools.net)
Evidence-based Strategy:	Teachers will keep track of the students data collected on data charts.
Rationale for Evidence-based Strategy:	By constantly tracking the student data, we can see the improvement or decline and take actions to remedy any issues in time.

Action Steps to Implement

As students take different assessments, their data will be kept in the data chats and gradebook. This data will be turned into the administration in specified time spans. Data will be analyzed to make sure the student is making constant progress and does not regress.

Person Responsible	Marilyn Diaz (945279@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

We have no major behavior issues or discipline issues.

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.

Lincoln-Marti Charter School Little Havana 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.

The school strongly believes that the main factor on promoting academic success is by consistently having ongoing communication with all stakeholders when it comes to school-wide data and school improvement strategies. Our utmost goal is to ensure all students are provided with a challenging education which will prepare them to be successful in the real world.

Since our school is a Title I school we conduct physical and/or remotely parent / student workshops on a monthly basis focusing on important topics including but not limited to: Accessing the electronic grade book portal, Code of Student conduct, statewide assessments, Reading strategies, Truancy, migrant resources etc.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The leadership team comprised of school principal, assistant principal, counselor and lead teachers will focus on maintaining and enhancing a positive school culture. Our utmost goal is to provide a safe, nurturing and encouraging atmosphere while exposing all students to a rigorous academic curriculum. Students in our school are cognizant that they aren't just a 'number' and know that each of us part of the leadership team have an open door policy for our students. Maintaining ongoing parent communication is vital, thus the school's data (both academically and incident wise) during the last 5 school years reflect that the school has high expectations from every student as the school has earned various recognitions based on statewide data.

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: ELA**	**$0.00**
2	III.A.	**Areas of Focus: Instructional Practice: Math**	**$0.00**
3	III.A.	**Areas of Focus: Instructional Practice: Science**	**$0.00**
		Total:	**$0.00**