Lincoln Marti Schools (International Campus)

2021-22 Schoolwide Improvement Plan

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Lincoln Marti Schools (International Campus)

103 E LUCY ST, Florida City, FL 33034

www.lincolnmarticharterschoos.com

Demographics

Principal: Barbara Sanchez

Start Date for this Principal: 7/18/2013

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)	3%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Black/African American Students Hispanic Students
School Grades History	2018-19: A (78%) 2017-18: A (71%) 2016-17: B (60%)
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	96%

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.

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

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	
Llorente, Marielys	Assistant Principal	
Groso, Alexandra	ELL Compliance Specialist	
Laing, Monepha	Teacher, K-12	
Cruz, Liana	Teacher, K-12	

Demographic Information

Principal start date
Thursday 7/18/2013, 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.*

0

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
21

Total number of students enrolled at the school
239

Identify the number of instructional staff who left the school during the 2020-21 school year.
0

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

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	31	17	37	36	21	27	28	19	23	0	0	0	0	239
Attendance below 90 percent	0	2	9	0	3	1	2	1	2	0	0	0	0	20
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	2	1	0	0	1	0	0	0	0	4
Course failure in Math	0	0	0	1	3	2	4	0	1	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	3	7	1	1	0	0	0	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	3	3	1	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	0	3	0	0	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	3	0	0	0	0	0	1	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
Wednesday 9/15/2021

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	15	40	47	23	31	34	25	26	17	0	0	0	0	258
Attendance below 90 percent	0	2	3	0	0	0	0	0	1	0	0	0	0	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	1	0	0	0	2	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	6	0	0	5	7	5	2	0	0	0	0	25
Level 1 on 2019 statewide Math assessment	0	0	5	0	0	3	1	1	1	0	0	0	0	11

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	2	0	0	2	1	1	1	0	0	0	0	7

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	4	4	0	0	3	0	0	0	0	0	0	0	11
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	15	40	47	23	31	34	25	26	17	0	0	0	0	258
Attendance below 90 percent	0	2	3	0	0	0	0	0	1	0	0	0	0	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	1	0	0	0	2	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	6	0	0	5	7	5	2	0	0	0	0	25
Level 1 on 2019 statewide Math assessment	0	0	5	0	0	3	1	1	1	0	0	0	0	11

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	2	0	0	2	1	1	1	0	0	0	0	7

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	4	4	0	0	3	0	0	0	0	0	0	0	11
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				81%	63%	61%	70%	62%	60%
ELA Learning Gains				79%	61%	59%	68%	61%	57%
ELA Lowest 25th Percentile				77%	57%	54%	61%	57%	52%
Math Achievement				92%	67%	62%	84%	65%	61%
Math Learning Gains				77%	63%	59%	77%	61%	58%
Math Lowest 25th Percentile				79%	56%	52%	61%	55%	52%
Science Achievement				65%	56%	56%	62%	57%	57%
Social Studies Achievement				85%	80%	78%	88%	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	79%	60%	19%	58%	21%
Cohort Comparison						
04	2021					
	2019	57%	64%	-7%	58%	-1%
Cohort Comparison		-79%				
05	2021					
	2019	74%	60%	14%	56%	18%
Cohort Comparison		-57%				
06	2021					
	2019	78%	58%	20%	54%	24%
Cohort Comparison		-74%				
07	2021					
	2019	84%	56%	28%	52%	32%
Cohort Comparison		-78%				
08	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	77%	60%	17%	56%	21%
Cohort Comparison		-84%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	85%	67%	18%	62%	23%
Cohort Comparison						
04	2021					
	2019	97%	69%	28%	64%	33%
Cohort Comparison		-85%				
05	2021					
	2019	88%	65%	23%	60%	28%
Cohort Comparison		-97%				
06	2021					
	2019	89%	58%	31%	55%	34%
Cohort Comparison		-88%				
07	2021					
	2019	88%	53%	35%	54%	34%
Cohort Comparison		-89%				
08	2021					
	2019	73%	40%	33%	46%	27%
Cohort Comparison		-88%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	67%	53%	14%	53%	14%
Cohort Comparison						
08	2021					
	2019	59%	43%	16%	48%	11%
Cohort Comparison		-67%				

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	76%	73%	3%	71%	5%

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	100%	63%	37%	61%	39%

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.

I-READY, FSA /EOC

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20	53	65
	Economically Disadvantaged	20	53	65
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20	24	59
	Economically Disadvantaged	20	24	59
	Students With Disabilities			
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	16	24
	Economically Disadvantaged	25	16	24
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19	14	40
	Economically Disadvantaged	19	14	40
	Students With Disabilities			
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	43	44
	Economically Disadvantaged	23	43	44
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28	31	39
	Economically Disadvantaged	28	31	39
	Students With Disabilities			
	English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34	60	65
	Economically Disadvantaged	34	60	65
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17	32	64
	Economically Disadvantaged	17	32	64
	Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	48	54
	Economically Disadvantaged	44	48	54
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	70	71
	Economically Disadvantaged	37	70	71
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			38
	Economically Disadvantaged			38
	Students With Disabilities			
	English Language Learners			

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32	48	62
	Economically Disadvantaged	32	48	62
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	57	50
	Economically Disadvantaged	40	57	50
	Students With Disabilities			
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52	72	86
	Economically Disadvantaged	52	72	86
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	57	71
	Economically Disadvantaged	43	57	71
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			76
	Economically Disadvantaged			76
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	75	65	80
	Economically Disadvantaged	75	65	80
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	55	67	72
	Economically Disadvantaged	55	67	72
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			56
	Economically Disadvantaged			56
	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
ELL	65	69	67	63	38	30	38				
BLK	71			64							
HSP	71	71	81	66	34	41	50	78	58		
FRL	72	69	78	67	35	37	52	76	58		
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	74	76	77	89	74	78	52	75			
BLK	83			92							
HSP	82	80	77	93	78	79	65	85	69		
FRL	81	80	77	92	77	81	64	85	67		

	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	61	57	52	80	78	61					
BLK	67	67		73	50						
HSP	71	69	58	86	81	61	61	85			
FRL	69	70	64	84	77	67	60	86			

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	0
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	606
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	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	
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	68
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	62
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	61
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?

The area most affected according to the 2020-2021 data was Mathematics. We had a 26% proficiency decrease from the 2019 FSA Mathematics to the 2021 FSA Mathematics. 2019 Proficiency: 92% 2021 Proficiency: 66% The Mathematics learning gains and lowest 25% learning gains were also greatly affected. Mathematics learning gains and lowest 25% both had a -42% difference- 2019 Mathematics learning gains: 77%. 2021 Mathematics learning gains: 35%.

We also had a decrease in Science proficiency of -13%. 2019 Science Proficiency: 65%, 2021 Science Proficiency: 52%.

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

According to the latest data we need to increase the overall Mathematics Proficiency in addition to Mathematics learning gains and lowest 25% Mathematics learning gains.

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

Last year due to the pandemic we had an average of 50% - 51% of students attending school physically which had a significant negative impact in the Mathematics and Science Proficiency data. The latest data reflect the statistics - the students who remained at home (or mostly at home) scored the lowest on the standardized assessments versus the students' who mainly attended school physically.

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

The data that remained above 70% and was least negatively impacted according to the 2021 data were: ELA Achievement (72%) , Social Studies Achievement (76%) , ELA Lowest 25% Learning Gains (78%).

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

The school continued using I-READY as a Diagnostic and Progress Monitoring tool in addition to Reading Plus. Civics- Topic assessments through performance matters were administered to monitor for standards mastery. Resources from the MDCPS portal and addition to Floridastudents.org assisted students in understanding the CIVICS standards being taught.

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

Students are all physically back in school, this will assist students' in overcoming learning gaps especially in Mathematics.

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.

N/A

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

Intervention pull outs and tutoring camps.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Due to the pandemic and having 50% of students in remote-learning during the 2020-2021 school year the 2021-2022 SIP goal is to Increase Mathematics Proficiency, Mathematics learning gains and lowest 25% in Mathematics on the 2022 FSA Mathematics Assessments.
Measurable Outcome:	The following are the goals for this school year: increase Mathematics overall proficiency from 66% to 75%, increase Mathematics learning gains from 35% to 60%, increase Mathematics lowest 25% learning gains from 37% to 62%.
Monitoring:	The students will be administered the I-READY Diagnostic assessment three times during the year. Students will be assessed by the grade level mathematics standards using the Standards Mastery assessments in the I-READY program. Lastly, teachers will be assessing students utilizing the district topic assessments found on Performance matters.
Person responsible for monitoring outcome:	Barbara Sanchez (bsanchez@dadeschools.net)
Evidence-based Strategy:	Ongoing progress monitoring through the I-READY Program. Consistent assessment of the Mathematics standards through Standards Mastery (I-Ready). District Topic Tests (Performance Matters).
Rationale for Evidence-based Strategy:	The lowest domains on the FSA were Mathematics proficiency, Mathematics learning gains and Mathematics learning gains in the lowest 25% subgroup.

Action Steps to Implement

The administration will monitor the usage of the I-Ready program. Administrative - teacher data chats will be conducted at the conclusion of each diagnostic assessment. Interventions will be provided to the students.

Person Responsible	Marielys Llorente (928560@dadeschools.net)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Due to the pandemic and having 50% of students in remote-learning during the 2020-2021 school year the 2021-2022 SIP goal is to increase Science Proficiency on the SSA.
Measurable Outcome:	The following is the Science goal for this school year: increase Science Proficiency from 52% to 65% on the SSA.
Monitoring:	Students will be academically monitored throughout the different assessments. These include: Baseline, Topic Assessments and Science Mid Year Assessment.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Ongoing progress monitoring through the different assessments. Students will be exposed to more hands on experiments in addition to virtual experiments through GIZMOS.
Rationale for Evidence-based Strategy:	The lowest proficiency achieved in the core content areas was Science.

Action Steps to Implement

The administration will monitor the data obtained throughout the school year. Administrative - teacher data chats will be conducted at the conclusion of each assessment. Interventions will be provided to the students.

Person Responsible   Marielys Llorente (928560@dadeschools.net)

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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.

N/A

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 International Campus mission is to provide the best quality education and instill in our students values that will make them better citizens, better workers and better human beings.

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. Including being a high performing school and being part of the Florida Tax Watch school leadership recognition for the 2019-2020 school year.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

			5043 - Lincoln Marti Schools (International Campus)	Title, I Part A			$0.00
			Notes: I-READY				
2	**III.A.**	**Areas of Focus: Instructional Practice: Science**					**$10,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
			5043 - Lincoln Marti Schools (International Campus)	Title, I Part A		$10,500.00	
			Notes: EDGENUITY- SCIENCE				
						Total:	**$10,500.00**