

Miami-Dade County Public Schools

Lincoln Marti Charter School (Hialeah Campus)



2022-23 Schoolwide Improvement Plan

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Lincoln Marti Charter School (Hialeah Campus)

3500 W 84TH ST, Hialeah, FL 33018

www.lincolnmarticharterschoos.com

Demographics

Principal: Barbara Sanchez

Start Date for this Principal: 10/27/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	4%
2021-22 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	2021-22: A (65%) 2018-19: B (56%) 2017-18: 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	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	Yes	4%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

School Board Approval

N/A

SIP Authority

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

Provide the school's vision statement.

At Lincoln-Marti Charter School Hialeah Campus we believe that the quality of any nation, state, city, community and family must be judged by the preparation and advancement of the individuals who comprise them.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Clavijo, Idelmis	Principal	Oversee the school's day-to-day operations, including handling disciplinary matters, conducting classroom observations, managing a budget, and hiring teachers and other personnel. Develops and monitors the SIP. Logistics, schedules, teacher and staff evaluations, and public relations are also major responsibilities.
Garcia, Mirelis	Assistant Principal	Supports in the principal overseeing all functions of the school, including handling discipline matters and leading schoolwide instruction through classroom walkthroughs, feedback, and professional development. Assists the principal in developing and monitoring the implementation of the SIP.
Pol, Marlen	Teacher, K-12	Lead teacher: provides academic support to teachers. Assists the administration in bi-weekly leadership team meeting topics and development of the agenda
Fontela, Yamel	Teacher, K-12	Lead teacher: provides academic support to teachers. Assists the administration in bi-weekly leadership team meeting topics and development of the agenda
Ruiz, Yindira	School Counselor	The counselor works to maximize students' success: Provides short-term counseling to students, referral for long-term support, collaborate with families/teachers/administration and community for students' success, and helps individual students academically plan their goals.

Demographic Information

Principal start date

Wednesday 10/27/2021, Barbara Sanchez

Number of teachers with a 2022 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.*

14

Number of teachers with a 2022 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.*

14

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

208

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	16	20	16	26	12	15	22	21	25	11	7	4	13	208
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	1	1
One or more suspensions	0	0	0	0	0	0	1	2	0	0	0	0	0	3
Course failure in ELA	0	0	0	2	0	0	0	1	0	0	1	0	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	5	6	6	9	8	5	8	0	0	48
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	4	7	4	2	5	0	7	0	0	32
Number of students with a substantial reading deficiency	0	0	1	0	0	0	0	0	0	0	0	0	0	1

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
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

Friday 8/26/2022

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	23	15	22	16	18	26	17	24	24	19	16	16	7	243
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	1	0	0	1	0	0	0	5	3	1	1	0	0	12
Course failure in Math	1	0	0	1	1	0	1	1	1	0	2	1	0	9
Level 1 on 2019 statewide FSA ELA assessment	1	0	9	1	9	10	6	17	15	12	0	12	5	97
Level 1 on 2019 statewide FSA Math assessment	1	1	3	1	11	15	2	18	13	10	15	12	2	104
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	1	0	1	1	7	9	2	17	13	8	3	9	2	73

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	0	0	1	0	0	0	0	0	1	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	23	15	22	16	18	26	17	24	24	19	16	16	7	243
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	1	0	0	1	0	0	0	5	3	1	1	0	0	12
Course failure in Math	1	0	0	1	1	0	1	1	1	0	2	1	0	9
Level 1 on 2019 statewide FSA ELA assessment	1	0	9	1	9	10	6	17	15	12	0	12	5	97
Level 1 on 2019 statewide FSA Math assessment	1	1	3	1	11	15	2	18	13	10	15	12	2	104
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	1	0	1	1	7	9	2	17	13	8	3	9	2	73

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	0	0	1	0	0	0	0	0	1	0	0	0	3
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	52%	62%	55%				57%	63%	61%
ELA Learning Gains	64%						56%	61%	59%
ELA Lowest 25th Percentile	45%						53%	57%	54%
Math Achievement	71%	51%	42%				57%	67%	62%
Math Learning Gains	83%						56%	63%	59%
Math Lowest 25th Percentile	68%						58%	56%	52%
Science Achievement	55%	60%	54%				37%	56%	56%
Social Studies Achievement	66%	68%	59%				68%	80%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	57%	60%	-3%	58%	-1%
Cohort Comparison		0%				
04	2022					
	2019	69%	64%	5%	58%	11%
Cohort Comparison		-57%				
05	2022					
	2019	58%	60%	-2%	56%	2%
Cohort Comparison		-69%				
06	2022					
	2019	50%	58%	-8%	54%	-4%
Cohort Comparison		-58%				
07	2022					
	2019	47%	56%	-9%	52%	-5%
Cohort Comparison		-50%				
08	2022					
	2019	59%	60%	-1%	56%	3%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	63%	67%	-4%	62%	1%
Cohort Comparison		0%				
04	2022					
	2019	41%	69%	-28%	64%	-23%
Cohort Comparison		-63%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	81%	65%	16%	60%	21%
Cohort Comparison		-41%				
06	2022					
	2019	70%	58%	12%	55%	15%
Cohort Comparison		-81%				
07	2022					
	2019	33%	53%	-20%	54%	-21%
Cohort Comparison		-70%				
08	2022					
	2019	38%	40%	-2%	46%	-8%
Cohort Comparison		-33%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	52%	53%	-1%	53%	-1%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-52%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	13%	43%	-30%	48%	-35%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	27%	68%	-41%	67%	-40%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	73%	-9%	71%	-7%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	71%	-71%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	63%	-4%	61%	-2%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	21%	54%	-33%	57%	-36%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	50			60							
ELL	46	63	50	72	75	67	48	46			
HSP	54	66	46	71	81	64	57	75	82	79	55
FRL	51	63	43	71	82	65	55	65	81	83	60
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	31	20		23	50						
ELL	44	61	36	43	45	65	16	59	60		
BLK				8	20						
HSP	44	53	34	39	40	60	22	52	41	92	58
FRL	40	48	31	34	38	59	23	48	40		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	33	55		15	30						
ELL	50	52	57	54	55	65	33	57	64		
BLK	56	67		50	38						
HSP	57	54	48	57	57	59	38	65	65		
FRL	56	53	50	55	59	56	37	68	63		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
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	783
Total Components for the Federal Index	12
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	59
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	66

Hispanic Students	
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	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Data analysis reveals that ELA learning gains were greatly affected, specially the lowest 25% proficiency decreased by -8% difference.

2019 ELA learning gain from lowest 25%: 53%.

2022 ELA learning gain from lowest 25%:45%

We also had a decrease in social studies achievement (decrease of 2% are among the lowest in comparison to the previous year's data.

2019 Social studies achievement: 68%

2022 social studies achievement :66%

Positives trends that emerged across grade level according to the 2021-2022 FSA/EOC Data was that Mathematic overall increased in achievement, learning gains and lowest 25th percentile.

2021 Mathematic achievement 37%

2022 Mathematic achievement 71% (increase of 34% in comparison to the previous year data)
2021 Mathematic learning gain 35%
2022 Mathematic learning gain 64% (increase Of 29% in comparison to the previous year data)
2021 Mathematic learning gain from the lowest 25th %: 33%
2022 Mathematic learning gain from the lowest 25th%: 63% (increase of 30% in comparison to the previous year data).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

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

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

Based on progress monitoring data from the 2021-2022, the contributing factor for the need to improve ELA achievement is that approximately 60% of last year's 3rd - 8th grade students were reading below grade level .

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math achievement in 2021-36%, 2022-71% (an increase of 34% in students' achievement) Math lowest 25 percentile 2021-33%, 2022- 68% (an increase of 35%). Science 2021-22%, 2022-55% (an increase of 33%). ELA achievement in 2021- 41%, 2022- 52% (an increase of 11%).

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

Our school provided ongoing support to all students through differentiated instruction and interventions. Continuous usage and monitoring of the following online programs: Iready Math and Reading, Reading Plus, Edgenuity, and Icvics. Ongoing benchmark assessments were utilized to monitor students' progress. In addition, the school offered extended learning day tutoring, Winter Break tutoring, Saturday Academy tutoring and Spring Break Camp tutoring.

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

The strategies that need to be implemented are on-going progress monitoring, interventions and small group instructions. The students identified by the early warning system will receive interventions based on their specific academic needs in order to target the areas of weakness. These strategies may include push in and pull-out interventions by the Reading and Math Coach and lead teacher in the subject area. Early bird tutoring monitored by mentor teachers and the Reading Coach will also be implemented as outlined in the Reading, Math, Writing, Science, Chemistry, and US History Action Plan. On the other hand, teachers are encouraged to work in centers and small groups to implement differentiated instruction strategies as well as reteaching benchmarks as outlined in the instructional focus calendars.

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 receive adequate training through professional development opportunities that will be offered throughout the school year. The professional development will be tailed to the current data.

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

Additional services will include Early Bird Tutoring, pull-out interventions, small group instructions, extended learning tutoring and academic camps.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The main area of focus for the 2022-2023 is to increase ELA students' achievement. As our school continue implement the B.E.S.T Standards for the 2022-2023 one of our goals is to ensure the teachers are provided with sufficient guidance on the new standards in order to deliver their instructions with a clear focus, a strategic framework, an effective practices and goals for improving student achievement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The following are goals for this school year: Increase ELA overall proficiency from 52% to 65% and increase ELA lowest 25% learning gains from 45% to 50%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The school will administer the I-Ready Diagnostic assessment three times during the year. Students will be assessed by grade level tests 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:

Mirelis Garcia (mgmedgar@yahoo.es)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Ongoing progress monitoring through the I-Ready program. Consistent assessment of the Reading standards through Standards Mastery, District Topic tests, and adaptive progress monitoring.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The lowest domains on the FSA were ELA proficiency and ELA learning gains in the lowest 25% subgroup.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The administration will monitor the usage of the I-ready program. review Topic Assessment results and PMs data. Administrative- teacher data chats will be conducted at the conclusion of each diagnostic assessment. Intervention will be provided to the students

Person Responsible

Mirelis Garcia (mgmedgar@yahoo.es)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Another area of focus for the 2022-2023 SIP is to increase Science proficiency on the Statewide Standards.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The following are the goals for this school year: increase Science overall proficiency from 55% to 60% .

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The school will administer the baseline assessment, midyear assessment. Teachers will be assessing students utilizing the district topic assessment found on performance Matter.

Person responsible for monitoring outcome:

Mirelis Garcia (mgmedgar@yahoo.es)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Ongoing consistent progress monitoring through the district topic test (Performance Matter). Data will be collected periodically at the end of each lesson/unit. Data will be disaggregated and analyzed with the students and the future goals will be set

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The lowest domains on the Statewide Standards were Science proficiency. Target areas of need in order to increase students' academic achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible

Mirelis Garcia (mgmedgar@yahoo.es)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

n/a

Grades 3-5: Measureable Outcome(s)

n/a

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

n/a

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

n/a

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

The school culture is what influences everything that goes on inside a school. Having a positive school culture does not happen overnight—it takes practice. Lincoln-Marti Charter Hialeah Campus have the agency to build relationships with teachers/students/parents and include student voices to create policies and practices that promote student learning and a positive and safe school environment.

Lincoln-Marti Charter Hialeah Campus 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 culture describes the attitudes, norms, traditions, and beliefs of staff and students that are identified as a part of the school experience.

Hialeah Campus goal is to ensure all students are provided with a challenging education and routines that has clear rules, practices, feedback loops, and data plans that help educators deliver instruction in a positive environment.

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

Educational Staffs play the main role in implementing the quality system and achieving the quality objectives. They are directly responsible of the product of the school (students). Every school improvement is measured and analyzed by students' results. Trust plays an important role especially inter relationship teacher-student, teacher with colleagues, teacher-parents. This inter disciplinary relation helps the school to work well and to achieve its goals because each stakeholder depends on the other and this is the way to create a better school.

The leadership team comprised of school, 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 are the product of the school! our role is to use several ways of teaching concerning the academic part and the social one. Involving parents in school activities in a meaningful way to help foster positive feelings between the school and the parents.