Lincoln Marti Schools (International Campus)

2022-23 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: 7/8/2013

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	3%
2021-22 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	2021-22: A (79%) 2018-19: A (78%) 2017-18: A (71%)
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-8	Yes	3%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	97%

School Grades History

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

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 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
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
Sanchez, Barbara	Principal	
Llorente, Marielys	Assistant Principal	
Morales, Johanna	ELL Compliance Specialist	
Cruz, Liana	Teacher, K-12	
Ruiz, Yindira	School Counselor	
Gonzalezpardo, Aixa	Teacher, K-12	

Demographic Information

Principal start date
Monday 7/8/2013, 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.*
12

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.*
8

Total number of teacher positions allocated to the school
18

Total number of students enrolled at the school
257

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

Identify the number of instructional staff who joined the school during the 2022-23 school year.
0

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	24	34	20	38	38	27	28	33	9	0	0	0	0	251
Attendance below 90 percent	0	4	2	6	9	6	5	5	1	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	1	2	0	0	0	0	0	0	0	0	0	6
Course failure in Math	0	3	1	6	2	0	0	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA ELA assessment	0	1	4	6	6	1	2	4	2	0	0	0	0	26
Level 1 on 2022 statewide FSA Math assessment	0	5	4	1	2	3	4	4	1	0	0	0	0	24
Number of students with a substantial reading deficiency	0	3	1	8	6	1	2	0	2	0	0	0	0	23

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	3	2	4	5	3	4	8	2	0	0	0	0	31

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	2	3	0	6	0	0	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	

Date this data was collected or last updated
Wednesday 8/31/2022

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	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	

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	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	

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	68%	62%	55%				81%	63%	61%
ELA Learning Gains	71%						79%	61%	59%
ELA Lowest 25th Percentile	76%						77%	57%	54%
Math Achievement	79%	51%	42%				92%	67%	62%
Math Learning Gains	79%						77%	63%	59%
Math Lowest 25th Percentile	69%						79%	56%	52%
Science Achievement	79%	60%	54%				65%	56%	56%
Social Studies Achievement	94%	68%	59%				85%	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	79%	60%	19%	58%	21%
Cohort Comparison		0%				
04	2022					
	2019	57%	64%	-7%	58%	-1%
Cohort Comparison		-79%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	74%	60%	14%	56%	18%
Cohort Comparison		-57%				
06	2022					
	2019	78%	58%	20%	54%	24%
Cohort Comparison		-74%				
07	2022					
	2019	84%	56%	28%	52%	32%
Cohort Comparison		-78%				
08	2022					
	2019	77%	60%	17%	56%	21%
Cohort Comparison		-84%				

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	85%	67%	18%	62%	23%
Cohort Comparison		0%				
04	2022					
	2019	97%	69%	28%	64%	33%
Cohort Comparison		-85%				
05	2022					
	2019	88%	65%	23%	60%	28%
Cohort Comparison		-97%				
06	2022					
	2019	89%	58%	31%	55%	34%
Cohort Comparison		-88%				
07	2022					
	2019	88%	53%	35%	54%	34%
Cohort Comparison		-89%				
08	2022					
	2019	73%	40%	33%	46%	27%
Cohort Comparison		-88%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	67%	53%	14%	53%	14%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-67%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	59%	43%	16%	48%	11%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	73%	3%	71%	5%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	63%	37%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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
ELL	56	70	82	83	85	80	57				
BLK	81	64		69	73						
HSP	66	72	86	80	80	81	78	100	91		
FRL	68	70	76	79	79	69	80	94	94		

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		

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	76
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	50
Total Points Earned for the Federal Index	759
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%	0

English Language Learners	
Federal Index - English Language Learners	70
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	72
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	79
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	76
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?

Positive trends that emerged across grade levels according to the 2021-2022 FSA /EOC Data was that Mathematics overall increased in Achievement, Learning Gains and Lowest 25th Percentile.

2022 FSA Mathematics Achievement : 79% 2021 FSA Mathematics Achievement: 66% + 13% points
2022 FSA Mathematics Learning Gains: 79% 2021 FSA Mathematics Learning Gains: 35% + 44% points
2022 FSA Mathematics Lowest 25th Percentile: 79% 2021 FSA Mathematics Learning Gains: 35% +32% points

2022 Science Achievement: 79% 2021 Science Achievement: 52% +27% points
2022 Social Studies Achievement: 94% 2021 Social Studies Achievement: 76% +18% points

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

Although our school obtained over 68% in every School Grade Component on the 2022 state assessments, there is always room for improvement. Our ELA Data was the following:

2022 ELA Achievement : 68% 2021 ELA Achievement Achievement: 72% - 4% points
2022 ELA Learning Gains: 71% 2021 FSA ELA Learning Gains: 69% + 2% points
2022 FSA ELA Lowest 25th Percentile: 76% 2021 FSA Mathematics Learning Gains: 78% - 2% points

The greatest need for improvement is in the area of ELA Achievement.

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

The contributing factors for the need to improve ELA Achievement is that approximately 50% of last year's 3rd Grade students were Reading below grade level. Based on Progress monitoring data from the 2021-2022 school year 50% of students entered 3rd Grade Reading 1 or 2 grade levels below, although significant progress was made, 6 students were retained in this grade level as they didn't meet any of the 3rd Grade Good Cause criterias.

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

All of the Mathematics school grade components overall showed the most improvement on the 2022 FSA / EOC Assessments:

2022 FSA Mathematics Achievement : 79% 2021 FSA Mathematics Achievement: 66% + 13% points
2022 FSA Mathematics Learning Gains: 79% 2021 FSA Mathematics Learning Gains: 35% + 44% points
2022 FSA Mathematics Lowest 25th Percentile: 79% 2021 FSA Mathematics Learning Gains: 35% +32% points

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

Teachers utilized with consistency and fidelity the I-Ready Progress Monitoring Program in addition to the IXL program which helped students build their Mathematics fluency. Teachers also administered the Mathematics Topic Assessments provided by the District on the Performance Matters platform.

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

Continue to assess students through the Progress Monitoring Program (I-Ready) and the FAST assessments. Administer Topic Assessments in Mathematics, Science and Social Studies.

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.

B.E.S.T. Standards Overview
F.A.S.T Assessments Overview

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

The school will follow the MDCPS curriculum implementation (Newly adopted Textbooks) and administer the Progress Monitoring assessments.

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.**	As the B.E.S.T. Standards are in full implementation for the 2022-2023 school year, our SIP goal is to ensure our teachers are provided with sufficient guidance on the new standards in order to deliver their lessons in a highly effective manner. Our ultimate goal is to equip students with the necessary knowledge, strategies and tools in order for them to succeed on the new F.A.S.T assessments.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The school's overall achievement goals is to obtain at least 70% of Proficiency on the F.A.S.T on both the ELA and Mathematics assessments.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The students will be administered the I-Ready Diagnostic Assessment three times during the school year in addition to the F.A.S.T (three times during the school year as well). Various methods of Progress Monitoring tools will be utilized to monitor the student's academic progress. These assessments include: Standards Mastery ELA/Math (I-Ready) and Topic Assessments (Mathematics) through Performance Matters.
Person responsible for monitoring outcome:	Barbara Sanchez (bsanchez@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Ongoing progress monitoring through the I-Ready Program. Administering ELA and Mathematics Standards Assessments through the Standards Mastery checks (I-Ready). District Topic Tests (Performance Matters).
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Implementing these progress monitoring assessments have proven effective in previous school years. Therefore, our plan is to continue administering these progress monitoring assessment tools in order to Differentiate the students' instruction and maximize the delivery of the content.

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- including completion of lessons (passing rates), standards mastery passing rates. Administrative - teacher data chats will be conducted at the conclusion of each diagnostic assessment. Interventions will be provided to qualifying students.

Person Responsible	Marielys Llorente (928560@dadeschools.net)

The administration will thoroughly analyze the data obtained from the 3 F.A.S.T. assessments administered throughout the school year. Administrative - teacher data chats will be conducted at the conclusion of each Progress Monitoring assessment. Interventions will be provided to qualifying students.

Person Responsible   Marielys Llorente (928560@dadeschools.net)

#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.**	The Science Proficiency on the 2022 SSA was 79%, and although we met the previous SIP goal of obtaining 65% or higher; our 2022-2023 Science SIP Goal is to maintain and/or surpass the 2022 SSA Proficiency results.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The following is the Science goal for this school year: maintain or increase the SSA proficiency.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Students will be academically monitored throughout the different assessment. These include: Baseline, Topic Assessments, and Science Mid Year Assessment.
Person responsible for monitoring outcome:	Marielys Llorente (928560@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Maintain or surpass SSA Proficiency Achievement levels.

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

Person Responsible   Marielys Llorente (928560@dadeschools.net)

#3. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The Social Studies Proficiency on the 2022 SSA was 94%, and although we surpassed our Civics Proficiency goal; our 2022-2023 Social SIP Goal is to maintain and/or surpass the 2022 Civics EOC Proficiency results.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The following is the Social Studies goal for this school year: maintain or increase the Civics EOC proficiency.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be academically monitored throughout different assessments. These include Baseline, Mini Civics tests, and the Civics Mid-Year Assessment.
Person responsible for monitoring outcome:	Marielys Llorente (928560@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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 qualifying students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Maintain or surpass the Civics Proficiency Achievement levels.

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.

No action steps were entered for this area of focus

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.

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 school culture and environment.

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