Lincoln Marti Charter School (Hialeah Campus) School

2023-24

Schoolwide Improvement Plan (SIP)

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Lincoln Marti Charter School (Hialeah Campus)

3500 W 84TH ST, Hialeah, FL 33018

www.lincolnmarticharterschoos.com

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Clavijo, Idelmis	Principal	Direct and manage instructional program and supervise operations and personnel at campus level. Oversee the school's day-to-day operations, including handling disciplinary matters, conducting classroom observations, managing a budget, and hiring teachers and other personnel. Provide leadership to ensure high standards of instructional service.
Garcia, Mirelis	Assistant Principal	Under the direction of the Principal, the AP assists the principal in planning, coordinating and directing the activities and programs related to curriculum, staff, and students. The AP also observes and evaluates teachers and provides viable feedback to assist in providing instruction. In addition, the AP handles discipline, schedules, testing and is knowledgeable about all educational programs that the school adheres to.
Pol, Marlen	Teacher, K-12	Ms. Pol serves as a teacher leader for the primary teachers and prepares and plans with teachers for effective instruction that supports all learners. She specifically focuses on working and supporting the Elementary school teachers with school-wide information, planning and activities.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

It is essential to engage a variety of stakeholders in the development, planning, implementation, and evaluation of the School Improvement Plan to ensure that it is comprehensive and effective. School leadership team, faculty, staff, and students are involved in the development of the SIP. Students' performance data is used to create academic goals for improvement. In addition, interventions based on school improvement goals, a narrative description of the school, community, and educational programs, statement of mission, vision, and beliefs, and finally feedback from staff and parents/students school Climate Survey will be used to create climate goals to ensure the school community are all having a positive experience.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school leadership team will monitor progress throughout the year

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	4%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	2	0	0	5	0	0	1	8
Level 1 on statewide ELA assessment	0	8	14	8	1	5	10	8	13	67
Level 1 on statewide Math assessment	0	8	14	6	1	4	0	4	5	42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	16	28	14	2	9	10	12	19	110

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	1	2	0	3
Course failure in ELA	0	0	0	2	0	0	0	1	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	1	5	6	6	9	8	48
Level 1 on statewide Math assessment	0	0	0	3	4	7	4	2	5	32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	1	0	0	0	0	0	0	1

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	1	2	0	3
Course failure in ELA	0	0	0	2	0	0	0	1	0	3
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	1	5	6	6	9	8	35
Level 1 on statewide Math assessment	0	0	0	3	4	7	4	2	5	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	1	0	0	0	0	0	0	1

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	48	61	53	52	62	55	41		
ELA Learning Gains				64			49		
ELA Lowest 25th Percentile				45			32		
Math Achievement*	70	63	55	71	51	42	36		
Math Learning Gains				83			38		
Math Lowest 25th Percentile				68			61		
Science Achievement*	69	56	52	55	60	54	22		
Social Studies Achievement*	89	77	68	66	68	59	50		
Middle School Acceleration	26	75	70	82	61	51	39		
Graduation Rate	29	76	74	79	53	50	92		
College and Career Acceleration		73	53	55	78	70	58		
ELP Progress	59	62	55	63	75	70	46		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	434
Total Components for the Federal Index	8

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	29

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	783
Total Components for the Federal Index	12
Percent Tested	99
Graduation Rate	79

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL	46			
AMI				
ASN				
BLK				
HSP	55			
MUL				
PAC				
WHT				
FRL	25	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	55			
ELL	59			
AMI				
ASN				
BLK				
HSP	66			
MUL				
PAC				
WHT				
FRL	65			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	48			70			69	89	26	29		59
SWD												
ELL	33			60			41				5	59
AMI												
ASN												
BLK												
HSP	48			69			71	88	31		8	60
MUL												
PAC												
WHT												
FRL											1	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	52	64	45	71	83	68	55	66	82	79	55	63
SWD	50			60								
ELL	46	63	50	72	75	67	48	46				63
AMI												
ASN												
BLK												
HSP	54	66	46	71	81	64	57	75	82	79	55	61
MUL												
PAC												
WHT												
FRL	51	63	43	71	82	65	55	65	81	83	60	62

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	41	49	32	36	38	61	22	50	39	92	58	46
SWD	31	20		23	50							
ELL	44	61	36	43	45	65	16	59	60			46
AMI												
ASN												
BLK	0	0		8	20							
HSP	44	53	34	39	40	60	22	52	41	92	58	45
MUL												
PAC												
WHT												
FRL	40	48	31	34	38	59	23	48	40			47

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	*	54%	*	50%	*
05	2023 - Spring	52%	56%	-4%	54%	-2%
07	2023 - Spring	36%	50%	-14%	47%	-11%
08	2023 - Spring	36%	51%	-15%	47%	-11%
09	2023 - Spring	25%	51%	-26%	48%	-23%
04	2023 - Spring	25%	58%	-33%	58%	-33%
06	2023 - Spring	33%	50%	-17%	47%	-14%
03	2023 - Spring	27%	52%	-25%	50%	-23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	52%	58%	-6%	54%	-2%
07	2023 - Spring	68%	48%	20%	48%	20%
03	2023 - Spring	41%	63%	-22%	59%	-18%
04	2023 - Spring	25%	64%	-39%	61%	-36%
08	2023 - Spring	64%	59%	5%	55%	9%
05	2023 - Spring	76%	58%	18%	55%	21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	46%	40%	6%	44%	2%
05	2023 - Spring	60%	50%	10%	51%	9%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	56%	6%	50%	12%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	52%	15%	48%	19%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	65%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	68%	5%	66%	7%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	66%	*	63%	*

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

In the 2023 school performance assessment, the data component that displayed the lowest performance was in the domain of 3rd and 9th grade English Language Arts, where only 33% of students achieved proficiency. This outcome points towards potential areas of improvement within the curriculum.

A critical contributing factor to last year's low performance could be attributed to the following reasons:

High Number of ELL Students: The presence of a significant proportion of English Language Learners (ELL) students, who make up a substantial portion of the student body, may have influenced the overall performance in English Language Arts. ELL students often face unique language-related challenges that can impact their comprehension and mastery of academic standards, particularly in subjects like English Language Arts.

Deficiencies in Targeted Data-Driven Instruction: The absence of comprehensive and targeted data-driven instruction might have played a role. If the instruction did not take into account students' individual performance data, it could lead to difficulties in addressing specific learning gaps and ensuring mastery of the required standards. This could result in some students struggling to grasp the material effectively.

To further elaborate on trends, it would be crucial to analyze performance data over multiple years to identify patterns and trajectories. If this decline in performance is consistent over a few years, it could indicate systemic challenges that need to be addressed, such as the need for more specialized support for ELL students or an enhancement of data-driven instructional strategies.

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

In the 2022-2023 state performance data, the data component that experienced the most significant decline compared to the prior year was English Language Arts. There was a notable 4% decrease in proficiency, dropping from 52% to 47%. Additionally, Mathematics proficiency also witnessed a decline of 6%, falling from 71% to 65%.

A potential factor contributing to these declines is:

Teacher Experience and Classroom Management: It's possible that the decline in performance could be linked to factors related to teacher experience and classroom management. Teachers with less experience might face challenges in effectively delivering the curriculum and adapting instructional methods to cater to varying student needs. Classroom management difficulties could lead to disruptions and reduced engagement, potentially impacting students' ability to absorb and retain the material.

Addressing these factors could involve providing targeted support and professional development opportunities for teachers, particularly those who are less experienced. Focusing on classroom management strategies and offering mentorship programs could aid in improving the learning environment and overall student engagement. Additionally, analyzing teaching methods and instructional approaches could lead to more effective ways of delivering the curriculum and enhancing student proficiency in both English Language Arts and Mathematics.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Based on the 2022 state performance data, the data component that exhibited the most pronounced disparity in comparison to the state average was English Language Arts. The school's proficiency rate stood at 47%, notably below the state average of 55%.

A potential factor contributing to this gap is:

Substantial Reading Deficiency: A significant factor influencing this disparity could be the presence of substantial reading deficiencies among over 50% of students in 3rd and 4th grades. This can significantly impact their ability to comprehend and engage with English Language Arts material effectively, resulting in lower proficiency rates.
Furthermore, potential contributing factors that may exacerbate the gap include:

Lack of Sufficient Progress Monitoring: Inadequate or inconsistent progress monitoring mechanisms could hinder the identification of struggling students and the implementation of timely interventions. Regular progress checks allow educators to tailor instruction to individual needs.

Classroom Support and Data-Driven Instruction: The absence of robust classroom support and data-driven instructional strategies may contribute to the performance gap. Tailored interventions and differentiated instruction based on data analysis are crucial for addressing individual learning needs.

Analyzing these factors, it becomes evident that addressing reading deficiencies and implementing comprehensive progress monitoring, classroom support, and data-driven instruction strategies will be vital in narrowing the gap between the school's English Language Arts proficiency rate and the state average. Recognizing these trends and focusing on targeted interventions can create a more inclusive and effective learning environment, ultimately enhancing student outcomes in English Language Arts.

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

The data component that displayed the most notable improvement was Science, with a significant increase from 55% to 71%. Additionally, Social Studies witnessed substantial progress, rising from 66% to an impressive 89%.

To achieve this improvement, our school undertook several strategic actions:

Strategic Planning and Scheduling: We engaged in meticulous strategic planning and scheduling to allocate dedicated time for Science and Social Studies instruction. By prioritizing these subjects within the curriculum, we aimed to enhance students' exposure to and engagement with the material.

Targeted Interventions: Identifying students with the lowest performance on Midyear assessments, we introduced targeted interventions. These interventions were tailored to address specific learning gaps and provide additional support to students in need, thereby improving their understanding and mastery of the content.

Through these proactive actions, we were able to foster significant growth in Science and Social Studies proficiency rates. By dedicating focused time and implementing targeted interventions, our school aimed to ensure that students receive a well-rounded education and achieve proficiency across multiple subject areas.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on the EWS data from Part I, a potential area of concern is the decline in proficiency in English Language Arts for 3rd and 9th grades. The drop of 4% in proficiency, from 52% to 47%, requires attention. Another area of concern is the substantial reading deficiency observed in over 50% of students in 3rd and 4th grades, which might be influencing the English Language Arts performance.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Addressing English Language Arts Proficiency: Given the decline in proficiency rates in English Language Arts for 3rd and 9th grades, this should be a top priority. Focus on targeted interventions, data-driven instruction, and tailored support to bridge the gap and improve performance.

Targeting Reading Deficiency: Addressing the substantial reading deficiency among 3rd and 4th-grade students is critical. Implement strategies to enhance literacy skills, providing additional support and interventions to improve comprehension and engagement.

Enhancing Science and Social Studies Proficiency: Building on the positive improvement seen in Science and Social Studies, sustain this growth by continuing strategic planning, scheduling, and targeted interventions to further elevate proficiency rates.

Teacher Development and Classroom Management: Address the decline in Mathematics proficiency by providing support for teachers, particularly those who may lack experience. Focus on strategies to enhance classroom management and instructional approaches.

Strengthening Family and Community Engagement: Create strategies to foster positive relationships with parents, families, and community stakeholders. Promote collaboration, communication, and involvement to support student success and school improvement.

These priorities reflect the school's commitment to academic growth, individualized support, and holistic development, ensuring that the upcoming school year is marked by substantial progress and improved outcomes.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our identified Area of Focus for the upcoming academic year is the cultivation of a positive culture and environment within our school community. This emphasis on creating a welcoming, inclusive, and supportive atmosphere is imperative to foster student well-being, engagement, and academic success.

Rationale:
The crucial need for focusing on a positive culture and environment arises from an analysis of the 2023 3rd and 4th grade F.A.S.T Assessment results, which demonstrated a decline of 5% from the previous year. This decline raises concerns about the overall academic performance of these grades. Furthermore, the data highlights the presence of 108 English Language Learner (ELL) students, accounting for 52% of our enrollment. This group lacks the fundamental skills necessary to effectively support fluency and reading comprehension.

The significant representation of ELL students within our school community underscores the importance of addressing the unique challenges they face in attaining proficiency in English Language Arts. Creating a positive culture and environment becomes a vital aspect of ensuring that these students feel supported, valued, and engaged in their learning journey. By fostering a safe and welcoming atmosphere, we can enhance their language development, reading skills, and overall academic performance.

Therefore, the focus on positive culture and environment aligns directly with our mission to provide an equitable and enriching educational experience for all students. It serves as a targeted response to the identified decline in assessment results and the specific needs of our ELL student population. Through this Area of Focus, we aim to elevate the overall learning environment, improve student motivation, and create a strong foundation for academic achievement, particularly in English Language Arts.

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

The targeted measurable outcome for the 2023-2024 school year is to elevate the overall English Language Arts (ELA) proficiency rate from 47% to 55%.

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

To ensure effective monitoring, a comprehensive strategy will be enacted. The leadership team will oversee personalized interventions for English Language Learner (ELL) students based on their ESOL proficiency levels. The school intends to administer I-Ready Diagnostic Assessments three times during the academic year, aligned with grade-level B.E.S.T Standards. This monitoring approach involves:

Reading Coach Involvement: The Reading Coach will play a central role in supervising ELL students' progress, addressing specific language development needs through targeted interventions.

Administrator Classroom Visits: Regular classroom visits by administrators will provide insights into instructional methods and student engagement, assessing intervention effectiveness and the classroom environment.

Continuous Progress Monitoring and Data Analysis: Ongoing data collection and analysis of student performance will uncover patterns, areas for improvement, and potential challenges.

Through a synergy of the Reading Coach's expertise, administrative involvement, and data analysis, a robust monitoring framework will be established. This comprehensive approach assures the goal of enhancing English Language Arts proficiency from 47% to 55% within the set timeframe.

Person responsible for monitoring outcome:

Idelmis Clavijo (952343@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence- based practice strategy being implemented for this area of focus will be an Instructional Focus Calendar and ongoing progress monitoring and small group instruction. I-Ready data will be used to determine growth and progress. Consistent assessment of the standards through standards mastery(I-ready), District Topic Test (Performance Matters), and Adaptive Progress Monitoring (APM)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This specific strategy was chosen because past data shows that students that received small group instruction and tutoring showed improvement in mastery of foundational reading skills.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 instructional Coach will create an instructional focus calendar which will be followed by all ELA and reading teachers.

Person Responsible: Mirelis Garcia (mgmedgar@yahoo.es)

By When: 08/26/23-10/14/23

ESOL designee and Reading Coach will meet with grade level teachers to ensure ESOL strategies are embedded in their daily instructions.

Person Responsible: Mirelis Garcia (mgmedgar@yahoo.es)

By When: 08/26/23-10/14/22

The administration will monitor the usage of the I-Ready program, review topic assessments results and PMs data. Administrative 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)

By When: 08/26/23-10/14/23

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Due to an increase of students absent with 5 or more days, we need to focus on strategies to mitigate students' attendance. In 2022 we had 20% of our students with 5 or more absences.

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

The measurable outcome will be decrease in the percentage of students missing 5 or more days of school during 2023-2024 school year by 10 percentage points. We aim to see a decrease from 20% in 2022-2023 school year to at least 15% by the end of the 2023-2024 school year.

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

Attendance bulletin will be posted on a daily basis by members of the leadership team. Regular automated call to parents of students with 3 or more absences by the classroom teacher.

Person responsible for monitoring outcome:

Idelmis Clavijo (952343@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based practice being implemented for this area of focus is Attendance Initiatives such as incorporating a team that will be assigned to call parents to inquire on the reason of the students' absences. The team also will offer resources, assistance, and explain to the parents the importance of regular attendance. Incentives will be provided for classes with the highest rate of attendance.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The strategy use will help to mitigate absences and yield an increase of attendance through interventions and incentive plan.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Each leadership team member will be assigned to a grade group and will be responsible for contacting parents of absent students daily. As a result, we will have reached out to all parents of absent students to inform them about the importance of being present at school and offer resources if needed.

Person Responsible: Idelmis Clavijo (952343@dadeschools.net)

By When: 08/24/23- 10/14/23

#3. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The 2023 ELA and Math F.A.S.T Assessment results showed a decline in students' achievement.
2023 ELA F.A.S.T achievement 47% a decrease of 5% compared with 2022 ELA achievement of 52%.
2023 Math F.A.S.T achievement 65% a decrease of 6% compared with 2022 Math achievement of 71%.
The measurable outcome will be increased ELA and Math proficiency by 5% by utilizing the B.E.S.T Standards, students will be able to achieve grade level standards and teachers will set high expectations to improve instruction and advance learning. Another major component that will be done with fidelity will be intervention and before and after school tutoring, this will provide opportunities for students to achieve academic success regardless of barriers and shrink our learning loss.

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

By consistently monitoring I-Ready to ensure accountability and track progress of goals, all stakeholders will have data readily available. Reports from I-Ready Diagnostic, Progress Monitoring assessments and Performance Matters data will be analyzed carefully to ensure that there is ongoing student academic improvement. By the end of the 2023-20242 school year our students will demonstrate an increase of 5% in both ELA and Math learning gain and lowest 25%.

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

The date will be reviewed and discussed during collaborative planning and bi-weekly faculty meetings and Response to intervention meetings. They will also be shared at the EESAC meetings during the school year with all stakeholders. Reports from Performance matters, I-Ready and Progress Monitoring will be utilized for tracking progress or lack of progresd to target students for small group instruction and tutoring.

Person responsible for monitoring outcome:
Idelmis Clavijo (952343@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our evidence-based strategy utilized will be with B.E.S.T Standards. Based Learning, will be used to ensure that differentiated instruction takes place, I-Ready will be completed on a consistent basis, and to provide tutoring with direct instruction and digital programs that can be monitored closely.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This specific strategy was chosen because past data shows that students that received small group instruction and tutoring showed improvement in mastery of foundational reading skills and their fluency had increased.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

During the September 2023 School Advisory Council (SAC) gathering, Lincoln Marti Charter School Hialeah Campus will engage in a presentation and discussion of the School Improvement Plan (SIP) and the Title I budget. This session aims to involve all stakeholders and gather valuable feedback. To ensure widespread awareness, the school will distribute informational flyers to students and also display them on both the school's official website and its social media platforms. These materials will be available in both English and Spanish, and they will be shared at least seven days prior to the meeting. This initiative serves to formally announce the event and extend invitations to stakeholders for their active participation and input.

Furthermore, the school is committed to providing language access and inclusivity. Hence, translation services in Spanish will be made available, and translations of other pertinent meeting documents, such as the agenda, will be offered. Both the SIP and the associated meeting documents will be made accessible through the school's digital channels, including the official website and social media accounts. Additionally, a printed copy of these documents will be conveniently accessible at the school's front office.

A significant milestone in the evaluation of the SIP's progress will be undertaken during the December 2023 SAC meeting. In this session, data pertinent to the plan's advancement and the effectiveness of its activities will be shared. This data-driven evaluation will provide insights into the plan's trajectory and identify if any adjustments or amendments are necessary to ensure its continued effectiveness and alignment with the school's goals.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school's mission is deeply intertwined with the relationships it fosters among parents, families, and community stakeholders. At Lincoln-Marti Charter School, we recognize the pivotal role of these relationships in supporting students' needs, ensuring parental involvement, and facilitating open

communication regarding each child's progress. Our approach encompasses several key elements:

School Culture as the Foundation: Our school culture serves as the bedrock that shapes every facet of our educational environment. Through proactive efforts, Lincoln-Marti Charter School will establish strong relationships with teachers, students, and parents. By actively incorporating student perspectives into policy-making, we reinforce our commitment to a learning atmosphere that is both enriching and secure.

Interconnected Relationships: The interplay of relationships among teachers, students, and parents is paramount to fostering a positive school environment. A dynamic interaction between teachers and students, as well as collaborative alliances between teachers and their colleagues, contributes significantly to this positive climate.

Leadership's Role in Cultivating Positivity: The leadership team, which comprises the school administration, assistant principal, counselor, and lead teachers, will serve as custodians of our positive school culture. Their collective focus on nurturing and augmenting this culture ensures a cohesive and supportive environment.

Collaborative Planning: Weekly collaborative planning sessions will be instrumental in forging strong bonds among teachers and staff members. These planning sessions not only enhance teamwork but also contribute to the broader goal of creating a harmonious school community.

Structured Communication Channels: An "open door" policy from the administration fosters accessible and transparent communication. Regular interactions will take place through faculty meetings, department meetings, school email, messenger services, and curriculum council meetings.

Engagement Through Councils: Educational Excellence School Advisory Council (EESAC) and Parent Academy Meetings provide platforms for parents and families to actively engage with school decisions and policies, ensuring their voices are heard and incorporated.

Support and Professional Development: A mentoring program for new teachers and staff members, coupled with student-led organizations, clubs, and groups, fosters a sense of belonging and investment within the school community. Moreover, robust leadership and professional development initiatives will empower faculty members to continually grow and evolve.

By nurturing these relationships and implementing a range of engagement initiatives, we strive to build and sustain a harmonious partnership between parents, families, community stakeholders, and the school. This collaborative effort aligns with our mission, bolsters student success, and promotes a positive and thriving educational ecosystem.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

To enhance the academic program at the school and amplify the quality of learning time, we have formulated a comprehensive plan that ensures shared responsibility among all teachers and the school leadership team. Key components of our strategy encompass focused subject-area planning, targeted coaching, and data-informed decision-making.

To initiate this effort, we have allocated responsibilities across teachers and the school leadership team to implement the plan effectively. The reading coach, in particular, will play a pivotal role in facilitating subject-area planning sessions with ELA teachers. These collaborative planning sessions will occur during common planning periods on Mondays and Wednesdays. Our primary objective during the initial

grading period is to enhance target/task alignment, thereby refining instructional strategies and outcomes.

Our plan to bolster the academic program encompasses the following elements:

Weekly Coaching Calendars: We will introduce structured weekly coaching calendars that outline specific coaching sessions for teachers. This targeted coaching approach will enable teachers to receive personalized guidance and support.

Well-Rounded Program: Our approach will cater to the diverse needs of all students, ensuring that educational assistance is provided to those who require it. By embracing a well-rounded program, we aim to provide an enriched and inclusive curriculum.

Identification of At-Risk Students: A key focus will be identifying students at risk of academic failure. Early identification allows us to implement timely interventions to support struggling students and help them get back on track.

Strengthening School Conditions: We are committed to implementing strategies that enhance the overall school conditions conducive to effective student learning. This encompasses factors such as classroom environment, student engagement, and teacher-student interactions.

Progress Monitoring and Data Utilization: We will closely monitor student progress and utilize the data collected to inform decision-making. This data-driven approach ensures that interventions are targeted and effective, leading to improved outcomes.

Feedback and Classroom Walkthroughs: Regular classroom walkthroughs will be conducted to gauge progress toward our academic goals. Feedback collected during these walkthroughs will provide valuable insights to further refine our strategies.

By aligning these elements within our plan, we aim to elevate the academic program, augment learning time, and provide an enriched and accelerated curriculum. This approach is integral to achieving the goals outlined in our School Improvement Plan (SIP), especially in the context of the identified Area of Focus. Through collaborative efforts and data-informed decision-making, we are dedicated to promoting a robust academic environment that benefits all students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Lincoln Marti Charter School (Hialeah Campus) coordinates the development of the School Improvement Plan alongside several federal, state, and local services, such as Title I, Part A for the implementation of supplemental education for disadvantaged students; Title II, Part for the performance of various Professional Development opportunities to support teacher growth; Title III for the implementation of Multicultural services Title IV, Part A for the implementation of student enrichment activities Title IX for the performance and support of students and families in transition; and Perkins Career and Technical Education for the implementation of postsecondary opportunities and experiences.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

School counselors play an integral role in supporting students socially, emotionally, and academically within school environment. At Lincoln-Marti Charter Hialeah Campus we support students when facing challenges that can prevent them from fully thriving within the school setting. School counselors provide individual counseling, small-group counseling, such as, (Social skills, career planning, and building rapport with peers) and guidance lessons to support students, faculty, and staff.
By working with students through academic, personal, and social challenges, the counselor assists students in developing social skills that can lead to positive outcomes, such as: Confidence, Positive self-worth, Stronger friendships, Better grades, Good behavior

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Varied strategies have been implemented at our school to prepare high school students for postsecondary education. Interventions, such as tutoring, and a comprehensive combination of rigorous coursework along with counseling, ongoing assessment, and other supports is part of our plan to keep struggling students and
students with disabilities on track for high school graduation and postsecondary success. Integration of academic and technical content such as ,(Career and Technical Education). In addition, counseling and support for students from disadvantaged background and their families, college costs, financing options, and courses required for college admission.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

At Lincoln-Marti Charter Hialeah Campus, we have established a schoolwide tiered model aimed at preventing and addressing problem behaviors while also offering early intervening services to students in need. Our approach is closely aligned with the activities and services outlined under the Individuals with Disabilities Education Act (IDEA). The tiered model comprises three tiers of support:

Tier 1 - Universal Supports: We provide all students with a positive and proactive school environment that fosters a sense of belonging and safety. This includes schoolwide behavior expectations, positive behavior reinforcement, and character education programs that contribute to a healthy school culture.

Tier 2 - Targeted Interventions: For students who may require additional support, we offer targeted interventions such as small-group counseling, social skills training, and behavior improvement plans. These interventions are designed to address specific behavioral challenges and promote positive decision-making.

Tier 3 - Intensive Interventions: Students with more significant behavioral needs receive intensive interventions that involve individualized behavior support plans, regular check-ins with counselors, and close collaboration with families. These interventions are personalized to address the unique needs of each student.

Our approach is coordinated with similar activities under IDEA to ensure a seamless and comprehensive support system. We collaborate with special education professionals to identify students who may benefit from both behavioral and academic interventions. This coordinated effort ensures that students

receive the appropriate services to address their individual needs, promoting a positive and productive learning environment for all.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Our commitment to continuous improvement extends to our educators and school personnel through targeted professional learning and development activities. To enhance instruction and effectively utilize academic assessment data, we employ the following strategies:

Data-Informed Instruction: Regular professional development sessions focus on helping teachers interpret and utilize academic assessment data to tailor instruction to individual student needs. This promotes data-driven decision-making, allowing teachers to adjust their teaching strategies and interventions to optimize student outcomes.

Curriculum Enhancement: We provide teachers with training on research-based instructional practices and curricular enhancements aligned with assessment results. This equips educators to deliver engaging and effective lessons that cater to diverse learning needs.

Collaborative Learning Communities: Teacher collaboration and sharing of best practices are fostered through professional learning communities. Educators discuss effective strategies, share insights from assessment data, and collectively develop interventions to address academic challenges.

Recruitment and Retention of Effective Teachers: To attract and retain effective teachers, we offer mentorship programs, career development opportunities, and competitive compensation packages. We particularly focus on high need subjects by providing incentives, ongoing support, and professional growth pathways for teachers in those areas.

Through these initiatives, we aim to create a skilled and motivated teaching workforce that maximizes student learning outcomes and contributes to the overall success of Lincoln-Marti Charter Hialeah Campus.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The transition from early childhood education programs to local elementary school programs is a critical juncture for preschool children. At Lincoln-Marti Charter Hialeah Campus, we have developed comprehensive strategies to facilitate this transition and ensure a smooth educational continuum:

Orientation and Familiarization: Prior to the transition, preschool children and their families are invited to orientation sessions at our elementary school. These sessions introduce them to the school environment, teachers, and staff, helping to alleviate anxiety and build familiarity.

Collaboration with Early Childhood Programs: We maintain close collaboration with local early childhood education programs to exchange information about children's strengths, needs, and developmental progress. This ensures that our elementary school is well-prepared to meet individual student requirements.

Individualized Transition Plans: For children with specific needs, we develop individualized transition plans that outline the necessary supports and accommodations during the transition process. These plans are created collaboratively with families and relevant professionals.

Open Communication: Regular communication between preschool educators, elementary school teachers, and families is prioritized. This enables the sharing of insights, strategies, and expectations, fostering a shared commitment to the child's successful transition.

Transition Activities: We organize transition activities such as school tours, meet-and-greet sessions with teachers, and joint events involving preschool and elementary students. These activities facilitate social connections and familiarize preschoolers with their new environment.

By implementing these strategies, we strive to ensure that preschool children experience a seamless and positive transition to local elementary school programs, setting a strong foundation for their continued academic journey.