Charter High School Of The Americas School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Charter High School Of The Americas

988 FLAGLER ST, Miami, FL 33130

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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.

The mission of Charter High School of the Americas is to provide a challenging curriculum in which academic excellence, character development and individual growth are nurtured in a safe and positive environment that includes the active participation of students, teachers, parents and community stakeholders.

Provide the school's vision statement.

At Charter High School of the Americas 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
Sanchez, Barbara	Principal	
Diaz, Marilyn	Assistant Principal	
Forjans, Licety	ELL Compliance Specialist	

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.

The school holds at minimum four EESAC meetings within the school year. The school ensures that all stakeholders involved in the school - decision process which include school administration, teachers, students, parents and community members participate in the development, execution and monitoring of the school improvement plan.

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))

At the conclusion of every Progress Monitoring Assessment period, the school leadership team will thoroughly analyze the school-wide data. The SIP Mid-year reflection will be developed based on the assessment results and any trending data concerns. Strategies and supplemental programs will be discussed in order to assist students overcome any academic barriers.

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)	High School 9-12
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	0%
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)	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: A 2018-19: A 2017-18: I
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	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	
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	26
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	61
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	1
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	

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	0	0	0	0	0	0	0	16

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	0	0	0	0	0	0	
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	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	

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	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	
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*	49	55	50	51	54	51	51		
ELA Learning Gains				75			59		
ELA Lowest 25th Percentile				58			50		
Math Achievement*	90	43	38	74	42	38	57		
Math Learning Gains				81			35		
Math Lowest 25th Percentile				55			53		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	83	62	64	74	41	40	67		
Social Studies Achievement*	60	69	66	89	56	48	57		
Middle School Acceleration					56	44			
Graduation Rate	84	89	89	92	56	61	95		
College and Career Acceleration	54	70	65	43	67	67	63		
ELP Progress	35	49	45	51			31		

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	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	455
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	84

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	743
Total Components for the Federal Index	11
Percent Tested	100
Graduation Rate	92

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	58			
AMI				
ASN				
BLK				
HSP	65			
MUL				
PAC				
WHT				
FRL	67			

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				
ELL	66			
AMI				
ASN				
BLK				
HSP	68			
MUL				
PAC				
WHT				
FRL	68			

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	49			90			83	60		84	54	35
SWD												
ELL	19			88			64	36		89	7	35
AMI												
ASN												
BLK												
HSP	47			92			82	60		54	7	35
MUL												
PAC												
WHT												
FRL										51	2	

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	51	75	58	74	81	55	74	89		92	43	51
SWD												
ELL	29	72	58	73	81		67	85		96	46	51
AMI												
ASN												
BLK												
HSP	51	75	58	74	81	55	74	89		92	43	51
MUL												
PAC												
WHT												
FRL	51	74	58	74	80	55	74	89		92	44	52

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	51	59	50	57	35	53	67	57		95	63	31
SWD												
ELL	39	58	50	51	32		57	48		94	69	31

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
AMI												
ASN												
BLK												
HSP	52	60	52	58	35	57	69	57		95	63	31
MUL												
PAC												
WHT												
FRL	49	59	50	57	35	53	67	54		95	76	29

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	58%	54%	4%	50%	8%
09	2023 - Spring	29%	51%	-22%	48%	-19%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	56%	20%	50%	26%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	52%	31%	48%	35%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	69%	65%	4%	63%	6%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	66%	-7%	63%	-4%

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.

Although the 2022-2023 official assessment achievement results haven't been released as of yet, the school analyzed the internal school wide data obtained from the 2022-2023 assessments. It was concluded that the area with the lowest performance was ELA. The contributing factors are the rise of ELL students that have arrived in this country (although over 2+ years ago, however, continue to struggle in acquiring the English language). We also have few cases of students that are still overcoming educational barriers that arose due to the pandemic.

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

ELA Proficiency for 10th grade showed the greatest decline from the previous year. 2021 - 2022 : 44% 2022 - 2023: 42% (-2%). The contributing factors are the rise of ELL students that have arrived in this country (although over 2+ years ago, however, continue to struggle in acquiring the English language). We also have few cases of students that are still overcoming educational barriers that arose due to the pandemic.

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.

The data component with the greatest gap when compared to both district and state average was ELA Grade 10 Progress Monitoring 3. The school: 42%, district: 52% and state: 49%. The contributing factors included new students enrolled in this grade level (transferring from other schools or coming from different countries) demonstrated significant Reading deficiencies throughout the course of the year.

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

The area that showed the most improvement was Mathematics. 2021 - 2022: 45% Algebra I and 58% Geometry, and 2022 - 2023 65% Algebra I (+20%) and 68% Geometry (+10%). Intensive interventions

and Saturday academy tutorials helped tremendously in the improvement in this accountability component.

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

N/A

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

The priorities of the school are to:
Ensure all Seniors graduate
Ensure all the Algebra I students pass their assessment.
Ensure the 10th graders pass their ELA assessment.
Ensure the EOC students pass their assessments with 3 or higher.
Maintain 100% pass rate in AP Spanish and ensure that the rest of the AP students pass their assessments with 3 or higher.

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

#1. 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.

Attendance issues must be limited so that students receive the maximum instruction time available. Attendance and academics are two interconnected aspects of education that play a crucial role in a student's overall learning and development. Therefore, our area of focus is to increase our overall student attendance average.

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

Student attendance will be at a constant 95% by October.

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

The attendance will be monitored by: the Administration, teachers, the attendance coordinator and registrar on a daily basis.

Person responsible for monitoring outcome:

Licety Forjans (939765@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 grade book and DSIS, will be used to monitor attendance. Early Intervention: The school will identify students who are struggling with attendance and address the issues early by providing counseling sessions, meetings with parents, or providing additional support.

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

This is where teachers take attendance and the registrar monitors on a daily basis. Early Intervention: Implementing evidence-based interventions allows schools to identify attendance issues early and provide timely support to students at risk of chronic absenteeism. Addressing attendance challenges proactively prevents more severe academic issues throughout the school year.

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.

Attendance must be monitored daily by: the Administration, teachers, the attendance coordinator and registrar.

Person Responsible: Licety Forjans (939765@dadeschools.net)

By When: Daily: 8/17/23 - 6/6/24

#2. 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.

The academic area of focus for the 2023 - 2024 school year is to increase the proficiency levels in English Language Arts on the F.A.S.T Progress Monitoring 3 assessments in 9th - 10th grade.

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

Our academic goal is to increase the ELA proficiency from 42% (2023) to 52% (+10%) on the F.A.S.T Progress Monitoring 3 Spring 2024 administration.

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

The data will be monitored by: the Administration, teachers and the testing coordinator. Students will be academically monitored throughout the F.A.S.T Progress Monitoring assessments (PM 1 - PM 2). In addition, the school will also assess students utilizing the Read 180 Reading inventory AP 1 - 2 assessments. 11th and 12th grade ELA retakers will also participate in these assessments.

Person responsible for monitoring outcome:

Marilyn Diaz (945279@dadeshools.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 students will be given intervention and additional Saturday and Holiday Break tutoring to help increase their data scores. Analyzing the data from the different progress monitoring ELA assessments will allow the administrative team to provide the necessary academic interventions to students according to their individual academic needs.

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

We always provide intervention and extra tutoring for students. As well as analyzing data helps us understand what the students need reinforcement on.

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.

Data must be monitored from PM1 to PM2 by: the Administration, teachers and the testing coordinator. Administrative-teacher data chats will be conducted at the conclusion of each assessment. Interventions will be provided as needed to students.

Person Responsible: Marilyn Diaz (945279@dadeshools.net)

By When: As testing occurs. 9/5/23 - 4/30/23

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.

The School Improvement Plan is developed and reviewed within the school year with stakeholders during EESAC meetings. The SIP is also shared with parents during the Title I Annual Meeting. The School Improvement Plan is accessible to the Public on our school's website: https://lincoln-marticharters.com/general-program-flc/
The SIP is also available at the request of the public in our school's reception.

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 Family Engagement Plan with parents during the Title I Annual Meeting. The Family Engagement Plan is accessible to the Public on our school's website: https://lincoln-marticharters.com/pfep-flc/
The SIP is also available at the request of the public in our school's reception.

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)

The school plans to strengthen its academic program by incorporating more advanced courses such as Dual Enrollment. Dual enrollment will allow high school students to enroll in college-level courses. The advantages of offering Dual Enrollment include:

Advanced Academic Opportunities: Dual enrollment provides motivated and academically capable high school students with the chance to challenge themselves by taking courses that are more advanced and intellectually stimulating than their standard high school curriculum.

College Readiness: By experiencing college-level coursework, students can become more familiar with the academic expectations, rigor, and demands of higher education. This exposure helps them better prepare for the transition from high school to college.

Credit Accumulation: Participating in dual enrollment allows students to accumulate college credits before they officially enter college. These credits can be transferred to their future college or university, potentially reducing the time and cost required to complete a degree.

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))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
		Total:	**$0.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes