

Lincoln Marti Charter School Hialeah Campus



2014-15 School Improvement Plan

Lincoln Marti Charter School Hialeah Campus

3500 W 84TH ST, Hialeah, FL 33018

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	Yes	87%

Alternative/ESE Center	Charter School	Minority
No	Yes	99%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lincoln Marti Hialeah Charter School 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 Hialeah Charter 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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The process through which the school learns about students' cultures starts from the moment the student is registered at the school. Through the enrollment process and completion of different questionnaires by parents/guardians the school is able to learn about different aspects of the student's culture. As part of this process the school also hosts a variety of meetings, conferences, and workshops to learn about the different cultures from the parents.

The school strives to ensure that all teachers build and maintain enduring relationships with their students. These relationships are based on trust and honesty enabling the students to feel safe and respected. These are key components that promote a positive learning environment and effective student learning.

Describe how the school creates an environment where students feel safe and respected before, during and after school

At Lincoln Marti Charter Hialeah Campus student safety is the top priority. Administration has implemented a variety of strategies to ensure a safe and supportive school climate that encourages students to feel safe everywhere on campus—in the cafeteria, in the library, in the rest rooms, on the bus, and on the playground. These strategies include:

- Limited access to school building(designated entrance with all other access points locked from the exterior)
- Monitoring of the school parking lot (parking lot security monitors anyone who enters and leaves the campus).
- Monitoring and supervision of student common areas such as hallways, cafeterias, and playgrounds.
- School preparedness drills(fire drills are being conducted once a month)
- Presence of hall monitor personnel in addition to video camera surveillance

Additionally, the school has created a climate where bullying, misbehavior, and defiant behavior is not tolerated under any circumstance. Bullying prevention at our school is a topic that has been actively discussed in staff meetings, morning announcements, classes and parent meetings. The Bullying Prevention Pledge has been signed by all students. The school counselor and the Administration are constantly monitoring the building. A bully box has been placed at the student's reach in order for the students to unanimously report any acts of bullying. On the other hand, our school has established a culture of respect and acceptance. We strive to reinforce positive social interactions and inclusiveness among teachers, staff and students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Lincoln Marti Charter Hialeah has school-wide behavioral system that consists of a support team that addresses behavioral problems as soon as they arise. The support team is comprised of the administration, lead teachers, and the counselor. The focus of the behavioral system is to ensure that all problem behavior is targeted at the onset preventing further complications. In order to ensure that distractions are maintained at a minimal level the administration monitors that the teachers are providing bell to bell instruction that is innovative and engaging. The lessons require interactive and challenging activities to develop high order thinking skills and the use of technology. Teachers are required to be actively interacting with the students in order to avoid student distraction and ensure that the students are engaged during the learning process. Parents and students are provided with a copy of the school's Parent /Student Handbook which includes the school rules, regulations, student expectations and consequences. In addition, a letter is sent home informing the parents of where they can access the districts Code of Student Conduct. Parents must sign acknowledging the receipt and review of the Code of Student Conduct. Teachers are required to review all the guidelines that must be followed and provide students with clear behavioral expectations.

The school personnel is provided with training on the behavior system that has been implemented at the school and the guidelines to follow.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school strives to maintain a safe and positive learning environment that promotes the students well being. The school ensures that the social-emotional needs of all students are met through a variety of services that are provided by the counselor. At the beginning of the school year the teachers are provided with a Counseling Referral Form; in this form teachers include the students information and reason for referral. The counselor monitors the referral process and ensures that all the social -emotional needs are met. The teachers work intentionally to develop students' character and academics while simultaneously meeting their social and emotional needs.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

*Attendance below 90 percent

*One or more suspensions

Upon the beginning of the school year the parents are given a copy of the Code of Student Conduct which they must sign, date, and return the accompanied Parent Receipt and Acknowledgement Form within five school days of receiving it. The acknowledgement form is maintained in each students personal file by the classroom teacher. The school also sends home the Parent, Student, and Teacher Compromise form in which the parents acknowledge their compromise to ensure student daily attendance and that the students will adhere to school behavior policies. The Lincoln Marti Charter School Hialeah Campus Parent/Student Handbook also addresses the importance of attendance, punctuality to school every day, and student behavior. On the other hand, in the Open House and Title I Monthly Meetings the parents are advised and reminded of the importance of school daily attendance, punctuality, student behavior and are provided with detailed information on the Truancy Program and Code of Student Conduct. Teachers consistently monitor student attendance and report recurring absences and/or behavior problems to the administration and the school counselor in order to take immediate action. At the beginning of school, parents are provided

with a School-Parent-Student Compact which states the School's responsibility, students' responsibilities and parents' responsibilities. This compact reflects on the importance of students being present on a daily basis, the importance of having ongoing communication with teachers, and on the importance of abiding by the school's policies and/or procedures.

***Course Failure**

Students at risk of failing English Language Arts or Mathematics are identified through data analysis gathered from the 2013-2014 statewide assessments and different types of formative assessments that measure grade level objectives. Retained students are also a subgroup that needs to be targeted in order to avoid course failure.

***Level 1 in Standardized Assessments**

Early indicators of possible students achieving a level 1 in the standardized assessments are those students that are identified through the data obtained from the 2013-2014 FCAT and EOC assessments, formative assessments that are administered in the classroom, and overall student performance in the classroom.

Provide the following data related to the school's early warning system

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	
Attendance below 90 percent	16	16	12	15	9	4	12	5	3	92
One or more suspensions	0	0	0	3	5	3	4	4	5	24
Course failure in ELA or Math	0	5	10	3	3	1	2	0	0	24
Level 1 on statewide assessment	0	0	0	33	10	20	23	17	9	112

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The students identified by the early warning system will receive intervention strategies based on their specific academic needs in order to target the areas of weakness. These strategies may include: push in and pull-out interventions by the Reading Coach and lead teachers in the subject area. Early bird tutoring monitored by mentor teachers and the Reading Coach will also be implemented as outlined in the Reading, Math, Writing, Science and Civics Action Plan.

On the other hand, teachers are encouraged to work in centers and in small groups to implement differentiated instruction strategies as well as reteaching benchmarks as outlined in the instructional focus calendars.

Additionally, Saturday academy intervention will also be incorporated from 8:00am-12:00pm to reinforce and reteach those concepts that have been previously taught during the school regular hours.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/195338>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The School Advisory Council (SAC) at our school is comprised of parents, teachers, and representatives of the community along with business partners that are actively involved to support student academic achievement. The school holds a variety of monthly meetings where the parents are invited to take part, voice their opinions and learn ways in which they can help their children succeed academically. The school informs parents through letters, flyers and Blackboard Connect messages provided in both languages English and Spanish. This message system is used to keep the parents informed of upcoming events, meetings, and important assessment dates.

It has been demonstrated that strong, continuing family and community involvement in all aspects of school programs and activities provides support for measurable improvement in student achievement. In our school a collaborative environment in which the parents and the families of the students are invited to be involved stakeholders in the school community is continuously encouraged.

As part of the Title I Program, Parent-Compacts have been distributed to all parents to ensure they share with the school staff and the students the responsibility for improved student academic achievement, attendance and behavior as well as build a partnership to help children achieve the Florida Standards. Additionally, parents are involved in the annual evaluation and redesign of the School's Parental Involvement Plan in effort towards improving the academic quality of the school. Title I meetings are conducted on a monthly basis to provide parents information about school procedures, instructional programs as well as opportunities for active participation.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Fernandez, Yaimy	Principal
Morejon, Cristina	Instructional Coach
Noa, Melissa	Other
Izquierdo, Maria	Teacher, ESE
Rizo, Elisa	Guidance Counselor
Vega, Magdelin	Teacher, K-12
Chipi, Mabel	Teacher, K-12
Hidalgo, Milena	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Tier 1(Leadership Team)

- Administrator (Yaimy Fernandez - Principal will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
 - Melissa Noa – ESOL Coordinator; Role and responsibility - Attend regular meetings, carry out SIP planning with a focus on the ESOL population, CELLA and LEP compliance issues, and participate in the MTSS problem solving process.
 - Cristina Villaraos – Reading Coach; Role and Responsibility - In charge of implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based research in reading instruction; maintain high fidelity implementation of reading instruction, attend regular meetings, and participate in the MTSS problem solving process.
 - Elisa Rizo – Counselor; Role and responsibility - Attend regular meetings, carry out SIP planning with a focus on the social and behavioral needs aspect of the school operation, Rtl implementation and compliance, and participate in the MTSS problem solving process.
 - Cecille Gierbolini – ESE Teacher; Role and responsibility - Attend regular meetings, carry out SIP planning with a focus on the social and behavioral needs aspect of the school operation, Rtl implementation and compliance, and participate in the MTSS problem solving process.
 - Mabel Chipi – Teacher; Role and responsibility - Attend regular meetings, carry out SIP planning with a focus on the operational and functional aspect of school operations and participate in the MTSS problem solving process.
 - Magdelin Vega - Intervention Teacher; Role and responsibility - Attend regular meetings, carry out SIP planning with a focus on the academic progress of the students, needs of the teachers including mentoring and guidance, and participate in the MTSS problem solving process.
- In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2

intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, and Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, and Spanish, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include Supplemental Educational Services and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment

of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program

training for add-on endorsement programs, such as Reading, ESOL Endorsement training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-8)
- parent outreach activities (K-8) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-8)
- reading and supplementary instructional materials(K-8)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-8, RFP Process)

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title VI, Part B – NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program. TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Lunch Program

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Yaimy Fernandez	Principal
Maria Aldana	Teacher
Amaya Morales	Teacher
Jocelyn Chilet	Teacher
Cristina Villaraos	Education Support Employee
Maria Arteaga	Parent
Lazara Rodriguez	Parent
Mayelin Pena	Parent
Liset Saldana	Parent
Vilina De los Cuetos	Parent
Ivan Sanchez	Student
Sabryah Burch	Student
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

An EESAC meeting was held on May 29, 2014 to evaluate the 2013-2014 School Improvement Plan. The strategies implemented for the 2013-2014 SIP were discussed and parents were asked for their input on the implemented strategies that were effective. In addition, parents also gave their input for new potential strategies to implement for the 2014-2015 SIP. On the EESAC meeting held on March 13, 2014 the SAC chair discussed the school's FLBSI Mid-Year Narrative Reflection, in which the members of the committee acknowledged and was approved by the board.

Development of this school improvement plan

The EESAC committee is responsible for developing and monitoring decision making at the school in regards to the implementation of the School Improvement Plan. The committee met to disaggregate and analyze the school data to develop an action plan based on current levels and needs. The SAC team will meet again to approve the SIP Draft before posting the final copy.

Preparation of the school's annual budget and plan

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The SAC funds are allocated in the amount of approximately \$2100 and will be used to provide incentives to all students.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Fernandez, Yaimy	Principal
Morejon, Cristina	Instructional Coach
Noa, Melissa	Teacher, K-12
Rizo, Elisa	Guidance Counselor
Izquierdo, Maria	Teacher, ESE
Chipi, Mabel	Teacher, K-12
Hidalgo, Milena	Teacher, K-12
Vega, Magdelin	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Team's focal point will be targeting the areas of weakness or deficiency through daily reading intervention strategies and implementation of the Comprehensive Reading Program and technology based resources. The Literacy Team will work cohesively with the Administration to monitor the effectiveness and fidelity of the strategies being implemented in the classrooms.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

To encourage positive working relationships between teachers, our school provides a variety of strategies characterized by mutual cooperation, congeniality, camaraderie, and professionalism. This collaboration involves developing and agreeing upon a set of common goals, sharing responsibility of obtaining these goals and working together to achieve these goals using each other's expertise. Through

collaboration, teachers obtain a clear objective and a shared commitment to the team goal. At Lincoln Marti Charter Hialeah Campus the general education and special area teachers share all responsibilities, including curriculum responsibilities and evaluation. Additionally, grade level meetings are being conducted every other week where teachers have the possibility to share new learning approaches and instruction strategies. Teamwork is continuously encouraged in order for collaboration to succeed.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Lincoln Marti Charter School Hialeah Campus provides information on current openings on the school's website as well as in different newspapers and online sources. The new personnel go through an interview process to ensure that they meet the performance standards related to the position(s). Once new teachers are recruited based on the years of experience in the field of education, a mentoring program is implemented. New teachers also become part of a Professional Learning Community to be actively engaged in the learning process. Highly qualified teachers, certified-in-field, and effective teachers receive annual incentives based on their achievements. In addition, all the teachers receive training on how to complete their IPDP's and IPEGS. Teachers regularly receive professional development activities throughout the school year. In addition, teachers are encouraged to complete online professional development courses hosted by educational websites like CPalms, in order to improve their teaching approach.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Experienced teachers will provide mentoring opportunities to new teachers. Teachers with expertise in incorporating the interdisciplinary approach, the Florida Continuous Improvement Model, and differentiated instruction will support non-experienced teachers. Different mentoring activities will include: grade level meetings, common planning, and co-teaching while implementing different strategies.

The following mentoring assignments have been given:

Monica Lopez, new teacher, will be mentored by Milena Hidalgo

Kenia Ramirez, new teacher, will be mentored by Maria Aldana

Monica Ramos, new teacher, will be mentored by Agnerys Canizarez

Dulce DeSantis, new teacher, will be mentored by Cristina Morejon

Yohaimara Oliveros, new teacher, will be mentored by Amaya Morales

Danet Baluja, new teacher, will be mentored by Magdelin Vega

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Lincoln Marti Charter School Hialeah Campus has ensured to accomplish this goal by purchasing all of the core instructional programs and materials recommended by the District, which are aligned to the Florida Standards. Core Instructional programs purchased are as follows: Reading Wonders, Interactive Reading & Writing (6-8), Go Math FL 2013 Edition, Glencoe Math (6-8), Science Fusion (K-5), Fl. Comp. Science (6-8), Social Studies MC-Graw Hill (K-5), My Reflections (6-8), INSIDE instructional materials for ELL and Intensive Reading students.

Supplemental material aligned to Florida Standards was also purchased, they are as follows: ELA/Math Common Core Coach, ELA/Math Common Core Performance Coach, ELA/Math Common Core Support Coach, ELA/Math Crosswalk Coach PLUS, ELA/Math Buckledown to the CCSS, Skills

Coach Write it out, Florida Coach-Science, FL Buckle Down- Science, FL Coach Jumpstart- Science. Furthermore, the district offers access to core instructional programs that include Reading Plus, Reflex Math, myON reader, Edgenuity, and Gizmos. Since the priority is that every student develops the critical reading and writing skills to meet the demands of college and career, the teachers are also making use of supplemental resources and websites to improve their teaching approaches. CPalms constitutes one of the main websites recommended to be used by them to serve this purpose. The instructional programs and materials we are using to deliver instruction provide thoughtful and comprehensive engagement with high-quality literary and informational texts that build knowledge and broaden worldviews. By providing students with the new Florida's standards materials for reading, writing, mathematics and science we are not only improving the standard approach to learning, but also inspiring students to pursue futures in mathematics, science, and technology. Additionally, it's worth to mention that all books and workbooks purchased by the school that are being currently used in the classrooms are aligned to Florida's standards. With all these resources and tools in campus, our students are getting better prepared for the rigors of college and globally competitive careers.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers gather, analyze and debrief the data obtained from formative and summative assessments. Once they identify the benchmarks in which the students are having the most difficulties, they will use them to drive their instruction. Instructional Focus Calendars are created; teachers will create remediation activities that will include major re-teaching, corrective instruction and enrichment activities to target the diverse needs of the students. Additionally, our school has in place the Extended Learning Day in all grade levels, an instructional extended time students receive on a daily basis to serve this purpose. These remedial activities are being incorporated to work in centers and to conduct one-on-one instruction. On the other hand, we have in place the push-in and pull-out interventions that are intended to address the student's specific needs by implementing differentiated instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Lincoln Marti Charter School Hialeah Campus uses supplemental instructional materials to target the needs of individual learners, while being exposed to different test taking strategies such as: process of elimination, search and destroy, and 4 squares writing process.

Supplemental Materials:

Kindergarten-Common Core Reading/Math

1st and 2nd Grade- Common Core Coach Math

3rd, 4th, 7th and 8th Grade- Common Core Coach ELA

3rd-8th Grade-Common Core Performance Coach Math, Reading, Writing and Science

3rd-8th Grade-Skill Coach Write It Out

3rd-8th Grade-Ladders to Success Math, Reading, Writing and Science

3rd-8th Grade-Crosswalk Reading and Math

During the months of January through April, Saturday tutoring is implemented and students receive instruction in problem solving strategies in the areas of Reading, Writing, Science and Mathematics.

Strategy Rationale

Target areas of need in order to increase student academic achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Fernandez, Yaimy, yjfernandez@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected periodically at the end of each lesson/unit. Data will be disaggregated and analyzed with the students and future goals will be set. Data will be discussed in grade level meetings to evaluate effectiveness of instructional strategies.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Lincoln Marti Charter School Hialeah Campus will assist by providing young children with a variety of meaningful experiences, in environments that give them opportunities to generate knowledge through initiatives shared with supportive adults. We will assist with the transition from early childhood programs to our school by conducting orientation meetings for parents and guardians. Students transitioning from elementary to middle school will gradually be prepared for the academic challenges of middle school. Teachers will include cooperative learning opportunities, teach problem solving and study skills, encourage participation in extra-curricular activities, and schedule a tour of the middle school classrooms for the students and parents.

There are several pre-transition steps that can help students make the transition from Middle to High School more smoothly and successful. In our school the middle school students take career leadership classes in which they create e-portfolios, Weebly websites, and research documents. The

students are prepared to become more independent and knowledgeable of their interests through support from the teachers, parents and counselors. We create plenty of opportunities for the students to develop new skills and interests based on their academic goals for the future. If stress or any emotional factors arise, the counselor will work with the students individually or in small groups to help them cope with the transition process. Our goal is to implement transition strategies that benefit students both academically and socially. Teachers and administration will provide a workshop for parents in order to get them involved in the transition process and learn how they can make this shift easier for their children with careful planning and preparation. Policies, procedures, and curriculum are explained and discussed during orientation meetings. Parent-Teacher handbooks are provided to parents as a resource guide for the school year. Teachers provide an orientation at Open House and conduct parent conferences, as needed throughout the school year. Monthly parent workshops are also offered to provide information on how parents can assist their children with learning process and on the resources available in Miami-Dade County Public schools. Prior to entering kindergarten, the Oral Language Proficiency Test is administered to determine language proficiency. FAIR/FLKRS assessments are used to determine student readiness and reading skills. The FAIR assessment is administered at the beginning of the year, midyear, and at the end of the year to monitor student progress. CELLA is administered once a year. The results of these assessments are monitored through data analysis, observations, and classroom walk-throughs.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Core Content: Lincoln Marti Charter Hialeah Campus instructional goal for the 2014-2015 school year is to increase student's writing skills across all content areas in order to meet proficiency levels in District and State-wide assessments.

- G2.** EWS: The strategic goal of Lincoln Marti Charter School Hialeah Campus for the 2014-2015 school year is to target the indicators identified in the Early Warning System. The goal is to reduce the percentage of student's absences, course failure in ELA and Math, the percentage of students obtaining a level 1 on the statewide assessments and behavior issues.

- G3.** STEM/CTE: Lincoln Marti Charter Hialeah goal for the 2014-2015 school year is to increase opportunities for Science Technology Engineering Mathematics related activities as well as Career and Technical Education to enhance student career and college readiness.

- G4.** Parental Involvement: Lincoln Marti Charter Hialeah Campus is a Title I school and will adhere by the Parental Involvement Plan for 2014-2015 school year. Our goal for the 2014-2015 school year is to increase parental involvement in order to positively impact student academic achievement, behavior and attendance. Involve parents in the development, implementation, and review of the Parental Involvement Plan.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Core Content: Lincoln Marti Charter Hialeah Campus instructional goal for the 2014-2015 school year is to increase student's writing skills across all content areas in order to meet proficiency levels in District and State-wide assessments. 1a

G046643

Targets Supported 1b

Indicator	Annual Target
AMO Reading - Hispanic	63.0
AMO Reading - ELL	54.0
AMO Math - All Students	61.0
AMO Math - Hispanic	63.0
AMO Math - ED	57.0
Math Gains	50.0
Math Lowest 25% Gains	57.0
ELA/Reading Gains	82.0
ELA/Reading Lowest 25% Gains	88.0
FCAT 2.0 Science Proficiency	48.0
FSA - Mathematics - Proficiency Rate	18.0
FSA - English Language Arts - Proficiency Rate	39.0
Algebra I EOC Pass Rate	68.0

Resources Available to Support the Goal 2

- Skills Coach Write-It Out Buckle Down to the CCSS ELA Crosswalk Coach Plus for CCSS ELA Common Core Support Coach ELA Common Core Support Coach ELA Florida Coach Series Go Math Florida

Targeted Barriers to Achieving the Goal 3

- The students lack the skills associated with ELA that include: reading comprehension, sentence structure, proper use of conventions, legible handwriting, spelling, and word processing. Students do not demonstrate commands of the conventions of standard English grammar and usage when writing or speaking. Students are unable to synthesize information from the passages or cite specific evidence from the text to support their ideas. The students are unable to exhibit the organizational pattern required to support the writing task; therefore, lacking sequence of ideas or relevance to the main topic. The students demonstrate lack of background knowledge resulting from the non exposure to academically oriented experiences.
- The students lack reading comprehension skills that are required to interpret math word problems, therefore causing difficulty in analyzing and solving math problems related to mathematical expressions, equations and statistics. When working out Math problems they struggle with written responses due to poor writing skills.
- The students lack the basic writing skills, therefore exhibiting difficulty in making claims and using evidence to explain their reasoning; instead, the students use vague statements. When providing written responses of the results and conclusions of science experiments the students are exhibiting difficulty putting their ideas into words.
- Students are exhibiting poor understanding of Civics content through writing tasks due to the lack of basic writing skills. Lack of vocabulary hinders the student comprehension, therefore impeding the adequate elaboration of written responses to high order questions.

Plan to Monitor Progress Toward G1. 8

Data obtained from summative and formative assessments will be collected and analyzed through Administrative data chats.

Person Responsible

Yaimy Fernandez

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student data collection form, student data chats, and student grouping form.

G2. EWS: The strategic goal of Lincoln Marti Charter School Hialeah Campus for the 2014-2015 school year is to target the indicators identified in the Early Warning System. The goal is to reduce the percentage of student's absences, course failure in ELA and Math, the percentage of students obtaining a level 1 on the statewide assessments and behavior issues. 1a

G047474

Targets Supported 1b

Indicator	Annual Target
Course Failures ELA	
Attendance Below 90%	10.0
Level 1 - All Grades	
Discipline incidents	
One or More Suspensions	

Resources Available to Support the Goal 2

- Truancy Team
- District Code of Conduct
- MTSS/RTI Team
- Literacy/Leadership Team
- Florida Jumpstart
- Florida Coach Series
- ELA/Math Crosswalk Coach Plus for the CCSS
- ELA/Math Common Core Support Coach
- ELA/Math Common Core Performance Coach
- ELA/Math Buckle Down to the CCSS
- Student/Parent Handbook

Targeted Barriers to Achieving the Goal 3

- The students are lacking exposure to course related material due to excessive absences and poor parental support.
- Students' academic performance are being affected due to behavior problems.
- The students are lacking the basic grade level skills necessary to reach grade level expectations on standardized assessments.

Plan to Monitor Progress Toward G2. 8

Leadership team and administration will monitor the behavior chart system in the classroom in order to ensure that strategies are being effective.

Person Responsible

Yaimy Fernandez

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Leadership agenda and sign-in sheets

G3. STEM/CTE: Lincoln Marti Charter Hialeah goal for the 2014-2015 school year is to increase opportunities for Science Technology Engineering Mathematics related activities as well as Career and Technical Education to enhance student career and college readiness. 1a

G048401

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	48.0

Resources Available to Support the Goal 2

- Informational technology programs, <http://dcte.dadeschools.net/>, promethean board
- Field trips

Targeted Barriers to Achieving the Goal 3

- Students had limited knowledge and experiences with the STEM program and opportunities to explore career and industrial trades.

Plan to Monitor Progress Toward G3. 8

Administration and the Leadership Team will monitor students progress and effectiveness of program delivery using data from intervention program and assessments.

Person Responsible

Yaimy Fernandez

Schedule

Biweekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Formative assessments.

G4. Parental Involvement: Lincoln Marti Charter Hialeah Campus is a Title I school and will adhere by the Parental Involvement Plan for 2014-2015 school year. Our goal for the 2014-2015 school year is to increase parental involvement in order to positively impact student academic achievement, behavior and attendance. Involve parents in the development, implementation, and review of the Parental Involvement Plan. 1a

G048402

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	
Middle School Performance in EOC and Industry Certifications	68.0

Resources Available to Support the Goal 2

- Parental involvement programs, parent resource center, computer lab for parent workshops, and Blackboard messages

Targeted Barriers to Achieving the Goal 3

- Lack of time, lack of communication, language barrier

Plan to Monitor Progress Toward G4. 8

Student data and academic progress from state and district assessments will be analyzed frequently by the administration and leadership team in order to monitor the progress toward meeting the parental involvement goal.

Person Responsible

Yaimy Fernandez

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Leadership Team meeting agendas and sign-in sheets.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Core Content: Lincoln Marti Charter Hialeah Campus instructional goal for the 2014-2015 school year is to increase student's writing skills across all content areas in order to meet proficiency levels in District and State-wide assessments. 1

G046643

G1.B1 The students lack the skills associated with ELA that include: reading comprehension, sentence structure, proper use of conventions, legible handwriting, spelling, and word processing. Students do not demonstrate commands of the conventions of standard English grammar and usage when writing or speaking. Students are unable to synthesize information from the passages or cite specific evidence from the text to support their ideas. The students are unable to exhibit the organizational pattern required to support the writing task; therefore, lacking sequence of ideas or relevance to the main topic. The students demonstrate lack of background knowledge resulting from the non exposure to academically oriented experiences. 2

B116139

G1.B1.S1 Students will be engaged in a supportive writing environment by using daily writing journals as Bell Ringers, developing a variety of writing strategies, techniques, and skills appropriate to their academic levels. The students will write routinely over extended time frames for a range of discipline specific tasks, purposes, and audiences. Students will be trained to read complex text in order to develop comprehension skills, high order thinking, and strategies on how to support their answers from a given piece of writing. Visuals, modeling, small group instruction, paraphrasing, graphic organizers, and dictionaries will be used during instruction. ESOL interventions will be provided to ELL according to their levels. 4

S128268

Strategy Rationale

Increase academic performance in ELA through exposure to a variety of strategies where students will summarize the text, clarify, explain, make inferences, make graphic representations of the text, and support their writing with evidence from the text.

Action Step 1 5

The students will be exposed to key concepts that will enable them to provide written responses that are supported by the text.

Person Responsible

Yaimy Fernandez

Schedule

Daily, from 9/15/2014 to 5/29/2015

Evidence of Completion

Mini-assessments, exit slips, and student generated work.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The Reading Coach and Administration will monitor data from district writing assessments, ELA Pre-Test, and on-going classroom writing assessments. Instruction will be adjusted as necessary. In addition, the Reading Coach and Administration will conduct classroom observations to monitor on-going progress.

Person Responsible

Yaimy Fernandez

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Evidence of the daily use of writing journals, rubrics, graphic organizers, and a writing checklist.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The Reading Coach and Administration will monitor data from district writing assessments, ELA Pre-Test, and on-going classroom writing assessments. Instruction will be adjusted as necessary. In addition, the Reading Coach and Administration will conduct classroom observations to monitor on-going progress.

Person Responsible

Yaimy Fernandez


Schedule

Biweekly, from 9/15/2014 to 2/27/2015


Evidence of Completion

Evidence of the daily use of writing journals, rubrics, graphic organizers, and a writing checklist.

G1.B2 The students lack reading comprehension skills that are required to interpret math word problems, therefore causing difficulty in analyzing and solving math problems related to mathematical expressions, equations and statistics. When working out Math problems they struggle with written responses due to poor writing skills. **2**

 B126565

G1.B2.S1 Students will be exposed to a variety of mathematical concepts that will build a strong foundation of conceptual understanding, procedural skills and fluency, as well as application. All students including ELL, Hispanic and ED subgroups will be presented with academic language associated with specific math topics. The use of visuals, manipulatives, technology, bilingual dictionary, and interactive activities will be incorporated to daily instruction. **4**

 S139052

Strategy Rationale

Increase level of academic performance in Mathematics by targeting the needs of all students including ELL, Hispanic and ED subgroups. The students will acquire solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.

Action Step 1 **5**

Students will be engaged in interactive activities and strategies that include SQR, RAFT, and Paraphrasing in order for them to develop critical thinking, problem solving and analytical skills.

Person Responsible

Yaimy Fernandez

Schedule

Daily, from 9/15/2014 to 5/29/2015

Evidence of Completion

Mini assessments, exit slips, and student generated work.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

The Administration will monitor data from formative and summative math assessments. Instruction will be adjusted as necessary. In addition, the Math lead teacher and Administration will conduct classroom observations to monitor on-going progress.

Person Responsible

Yaimy Fernandez

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Mini assessments, student generated work, and math journals.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The Administration will monitor data from formative and summative math assessments. Instruction will be adjusted as necessary. In addition, the Math lead teacher and Administration will conduct classroom observations to monitor on-going progress.

Person Responsible

Yaimy Fernandez

Schedule

Biweekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Mini assessments, student generated work, and math journals.

G1.B3 The students lack the basic writing skills, therefore exhibiting difficulty in making claims and using evidence to explain their reasoning; instead, the students use vague statements. When providing written responses of the results and conclusions of science experiments the students are exhibiting difficulty putting their ideas into words. 2

 B126566

G1.B3.S1 Students will use a variety of science concepts and skills involving the scientific method. The students will be required to plan, monitor, analyze, and observe while documenting the scientific process. 4

 S139389

Strategy Rationale

Increase the level of academic achievement in science through the use of inquiry based learning by integrating science and literacy.

Action Step 1 5

The students will be exposed to science concepts that include the scientific inquiry based approach in addition to incorporating writing skills that will allow students to document their findings.

Person Responsible

Yaimy Fernandez

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Mini assessments, student generated work, science journals, science experiments and report developed by students.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The Administration will monitor data from Baseline and Science Interim assessments. Instruction will be adjusted as necessary. In addition, the Administration will conduct classroom observations to monitor on-going progress.

Person Responsible

Yaimy Fernandez

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Mini assessments, student generated work, science journals, and student reports.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The Administration will monitor data from Baseline and Science Interim assessments. Instruction will be adjusted as necessary. In addition, the Administration will conduct classroom observations to monitor on-going progress.

Person Responsible

Yaimy Fernandez

Schedule

Biweekly, from 9/15/2014 to 5/29/2015


Evidence of Completion

Mini assessments, student generated work, Science journals, and student reports.

G1.B4 Students are exhibiting poor understanding of Civics content through writing tasks due to the lack of basic writing skills. Lack of vocabulary hinders the student comprehension, therefore impeding the adequate elaboration of written responses to high order questions. 2

 B127013

G1.B4.S1 Students will be exposed to classroom activities which help them develop an understanding of the content-specific vocabulary taught in government/civics. 4

 S139424

Strategy Rationale

Strength student abilities to read, interpret and describe graphs, charts, maps, timelines, political cartoons, and other graphic representations.

Action Step 1 5

Students will be exposed to classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.

Person Responsible

Yaimy Fernandez

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Mini assessments, student generated work, Civics journals, and student reports.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The Administration will monitor data from Civics Interim assessments. Instruction will be adjusted as necessary. In addition, the Administration will conduct classroom observations to monitor on-going progress.

Person Responsible

Yaimy Fernandez

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Mini assessments, student generated work, Civics journals, and student reports.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The Administration will monitor data from Civics Interim assessments. Instruction will be adjusted as necessary. In addition, the Administration will conduct classroom observations to monitor on-going progress.

Person Responsible

Yaimy Fernandez

Schedule

Biweekly, from 9/15/2014 to 5/29/2015


Evidence of Completion

Mini assessments, student generated work, Civics journals, and student reports.

G2. EWS: The strategic goal of Lincoln Marti Charter School Hialeah Campus for the 2014-2015 school year is to target the indicators identified in the Early Warning System. The goal is to reduce the percentage of student's absences, course failure in ELA and Math, the percentage of students obtaining a level 1 on the statewide assessments and behavior issues. **1**

 G047474

G2.B1 The students are lacking exposure to course related material due to excessive absences and poor parental support. **2**

 B120692

G2.B1.S1 The academic progress of students in grades Kg- 5th and 6-8 will be closely monitored in order to implement the proper strategies that will reduce course failure and/or obtaining a level 1 on statewide assessments. **4**

 S132595

Strategy Rationale

Reduce the percentage of students at risk of failing a course or obtaining a level 1 on statewide assessments. Identify students at risk of course failure by taking preventive educational measures.

Action Step 1 **5**

Students participate in the extended learning hour which is provided on a daily basis to reinforce the concepts that are being taught.

Person Responsible

Yaimy Fernandez

Schedule

Daily, from 9/15/2014 to 5/29/2015

Evidence of Completion

Extended Learning Day student sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Administration will monitor tutoring program, Reading, Math interventions, and intensive programs

Person Responsible

Yaimy Fernandez

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Attendance logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Student academic progress and proper implementation of interventions will be monitored by the administration.

Person Responsible

Yaimy Fernandez

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Attendance logs, data from Interim and formative assessments,.

G2.B1.S2 All students at risk of failing English Language Arts course will receive tutoring, interventions, and/or intensive program in ELA. 4

 S132596

Strategy Rationale

Reduce the percentage of students at risk of failing ELA course. Identify students at risk by monitoring periodically student academic progress though data analysis.

Action Step 1 5

Students participate in the extended learning hour which is provided on a daily basis in order to reinforce concepts that are being taught.

Person Responsible

Yaimy Fernandez

Schedule

Daily, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administration will consistently monitor the attendance and proper implementation of the tutoring program, reading interventions, and intensive program of all students in danger of failing ELA course.

Person Responsible

Yaimy Fernandez

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Attendance logs, consistent walk throughs

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Administration will monitor the tutoring, reading interventions, and intensive programs to ensure correct, full implementation of the program.

Person Responsible

Yaimy Fernandez

Schedule

On 5/29/2015

Evidence of Completion

Student attendance logs, data from Interims and formative assessments.

G2.B1.S3 All students at risk of failing math course will receive tutoring, interventions, and/or intensive program in math. 4

 S132599

Strategy Rationale

Reduce the percentage of students at risk of failing math course. Identify students at risk by monitoring periodically student academic progress through data analysis.

Action Step 1 5

Students participate in the extended learning hour which is provided on a daily basis in order to reinforce concepts that are being taught.

Person Responsible

Yaimy Fernandez

Schedule

Daily, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Administration will consistently monitor the proper implementation of the tutoring program, reading interventions, and intensive program attendance of all students in danger of failing math course.

Person Responsible

Yaimy Fernandez

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Attendance logs, consistent walk throughs

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Administration will monitor the tutoring, math interventions, and intensive programs to ensure correct, full implementation of the program.

Person Responsible

Yaimy Fernandez

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student attendance logs, data from Interims and formative assessments.

G2.B1.S4 Attendance of students in grades Kg-5th and 6th-8th will be closely monitored by the homeroom teacher. Teachers will refer students with consecutive absences to the school counselor and administration for immediate action. In addition, a parental workshop on the Truancy Program Guidelines will be provided to the parents. 4

 S132604

Strategy Rationale

Reduce the percentage of student absences in grades Kg-8th. Encourage student attendance and increase parental involvement to collaboratively monitor this process.

Action Step 1 5

Student attendance is targeted in order to eliminate or reduce absences which affect students academically. A workshop on the Truancy Program Guidelines will be provided for parents.

Person Responsible

Elisa Rizo

Schedule

Evidence of Completion

Truancy Program Workshop Powerpoint, agenda, parent sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Teachers will refer students with consecutive absences to the counselor. The counselor will contact the parents to schedule a parent conference in which further action will be taken depending on the individual case. Truancy process will be followed in cases where it is applicable.

Person Responsible

Elisa Rizo

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Counselor referral log, parent conference log, SCAMS, and parent conference form

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

The administration will monitor student attendance to ensure that the strategy being used is effective and students absences have decreased.

Person Responsible

Yaimy Fernandez

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Attendance bulletin

G2.B1.S5 Students with perfect attendance will be recognized with incentives and rewards that will be provided by the administration. 4

 S132620

Strategy Rationale

Decrease the percentage of student absences in Kg-8th grade.

Action Step 1 5

Student attendance will be closely monitored and incentives and rewards will be provided to students with perfect attendance.

Person Responsible

Yaimy Fernandez

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Student attendance history reports

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

Administration will consistently monitor the effectiveness of the implementation.

Person Responsible

Yaimy Fernandez

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Attendance bulletin and student attendance report provided by homeroom teachers.

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 7

The administration will consistently monitor the effectiveness of the implementation.

Person Responsible

Yaimy Fernandez

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion


Attendance bulletin

G2.B2 Students' academic performance are being affected due to behavior problems. 2

 B127355

G2.B2.S1 Parents and students will receive a copy of the 2014-2015 District Code of Student handbook.

4

 S139459

Strategy Rationale

The District Code of Student Conduct is accessible to parents and students.

Action Step 1 5

Students and parents are informed of the behavior policies of the school and classroom (rules, rewards and consequences).

Person Responsible

Yaimy Fernandez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Signed acknowledgement of receipt from the Student Code of Conduct and Parent-Student-Teacher Compromise.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Students will be aware of their behavior in and outside of the classroom through the usage of daily behavioral charts.

Person Responsible

Yaimy Fernandez

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom behavior chart.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Leadership team and administration will monitor the behavior chart system in the classroom in order to ensure that strategies are being effective.

Person Responsible

Yaimy Fernandez

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Leadership Team agenda and sign in sheets

G3. STEM/CTE: Lincoln Marti Charter Hialeah goal for the 2014-2015 school year is to increase opportunities for Science Technology Engineering Mathematics related activities as well as Career and Technical Education to enhance student career and college readiness. 1

G048401

G3.B1 Students had limited knowledge and experiences with the STEM program and opportunities to explore career and industrial trades. 2

B120724

G3.B1.S1 Students will be provided with activities and exposure to STEM program experiences as well as strategies related to career choice and industrial trades. These will include hands-on science and engineering projects, inquiry based learning methods, real world learning experiences and instructional technology. 4

S132624

Strategy Rationale

Increase student exposure to STEM and CTE related activities to enhance career and college readiness.

Action Step 1 5

Teachers will receive professional development STEM/CTE related activities.

Person Responsible

Yaimy Fernandez

Schedule

On 10/24/2014

Evidence of Completion

Professional development agenda, powerpoint, sign-in sheet

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administration and the Leadership Team will monitor students progress and effectiveness of program delivery using data from ongoing assessments, and CTE student projects.

Person Responsible

Yaimy Fernandez

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Formative assessments, school-wide science fair projects, CTE student projects

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administration and the Leadership Team will monitor students progress and effectiveness of program delivery analyzing data from intervention program, formative assessments and CTE student projects.

Person Responsible

Yaimy Fernandez

Schedule

Biweekly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Leadership Team Meetings/Agendas/Sign-In Sheets

G3.B1.S2 Students will be engaged in challenging activities for students to design and develop science and engineering projects. This will increase scientific thinking and the development and implementation of inquiry-based activities that allow testing of hypothesis, data analysis, explanation of variables, and experimental design. 4

 S132687

Strategy Rationale

Increase student exposure to STEM related activities as well as awaken their interest for STEM/ CTE experiences.

Action Step 1 5

Students will be exposed to learning approaches based on challenging interactive activities to develop higher order thinking skills.

Person Responsible

Yaimy Fernandez

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Teachers' Weekly Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Administration and the Leadership Team will monitor students progress and effectiveness of program delivery through data analysis of the different assessments..

Person Responsible

Yaimy Fernandez

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Formative assessments and school-wide science fair projects.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Administration and the Leadership Team will monitor students progress and effectiveness of program delivery using data from intervention program and assessments..

Person Responsible

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Formative assessments and school-wide science projects.

G3.B1.S3 There will be a variety of activities for students to apply literacy skills, STEM principles, as well as leadership skills solving real-world problems in CTE. Brain Pop, Study Jams, Gizmos and Science Buddies will be used by them to serve this purpose. 4

 S132689

Strategy Rationale

Increase students exposure to STEM and CTE related activities to enhance career and college readiness.

Action Step 1 5

Students will be exposed to learning approaches based on challenging interactive activities to develop higher order thinking skills.

Person Responsible

Yaimy Fernandez

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Teachers' Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Administration and the Leadership Team will monitor students progress and effectiveness of program delivery using data from intervention program and assessments.

Person Responsible

Yaimy Fernandez

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Formative assessments

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Administration and the Leadership Team will monitor students progress and effectiveness of program delivery using data from intervention program and assessments.

Person Responsible

Yaimy Fernandez


Schedule

On 5/29/2015


Evidence of Completion

Formative assessments

G4. Parental Involvement: Lincoln Marti Charter Hialeah Campus is a Title I school and will adhere by the Parental Involvement Plan for 2014-2015 school year. Our goal for the 2014-2015 school year is to increase parental involvement in order to positively impact student academic achievement, behavior and attendance. Involve parents in the development, implementation, and review of the Parental Involvement Plan. 1

 G048402

G4.B1 Lack of time, lack of communication, language barrier 2

 B120780

G4.B1.S1 Parents will be assisted in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. 4

 S133501

Strategy Rationale

Increase student academic achievement.

Action Step 1 5

Increase communication and parent involvement by inviting parents to ongoing workshops and academic workshops.

Person Responsible

Yaimy Fernandez

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Parental Meeting/Workshop Flyers, PowerPoint, BlackBoard Connect Messages and sign-in sheets.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Monthly bilingual parental meetings and/or workshops will provided. Parents will receive connect-ed messages, surveys, flyers and meeting dates so that they may attend training's and meetings dealing with student achievement, testing, academic standards, and overall school information.

Person Responsible

Yaimy Fernandez

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Blackboard message log, flyers and sign-in sheets

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Administration will monitor for fidelity of implementation in order to ensure that all the information provided during these monthly parental workshops have the necessary and effective strategies needed for parents to support their students' academic performance.

Person Responsible

Yaimy Fernandez

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Meeting or Workshop PowerPoint presentations and copies of handouts.

G4.B1.S2 Parent notifications will be provided in both languages English and Spanish. Meetings will be scheduled at flexible times in order to facilitate their participation. Parents will have access to the Parent Resource Information Center. **4**

 S133502

Strategy Rationale

Increase parental involvement for parents to help their children excel academically in school.

Action Step 1 **5**

Monthly meetings and workshops will be offered to parents to discuss strategies and resources they may use to support their children at the home.

Person Responsible

Yaimy Fernandez

Schedule

Monthly, from 10/23/2014 to 5/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S2 **6**

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	The students will be exposed to key concepts that will enable them to provide written responses that are supported by the text.	Fernandez, Yaimy	9/15/2014	Mini-assessments, exit slips, and student generated work.	5/29/2015 daily
G2.B1.S1.A1	Students participate in the extended learning hour which is provided on a daily basis to reinforce the concepts that are being taught.	Fernandez, Yaimy	9/15/2014	Extended Learning Day student sign-In sheets	5/29/2015 daily
G2.B1.S2.A1	Students participate in the extended learning hour which is provided on a daily basis in order to reinforce concepts that are being taught.	Fernandez, Yaimy	9/15/2014	Student sign in sheets	5/29/2015 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S3.A1	Students participate in the extended learning hour which is provided on a daily basis in order to reinforce concepts that are being taught.	Fernandez, Yaimy	9/15/2014	Student sign in sheets	5/29/2015 daily
G2.B1.S4.A1	Student attendance is targeted in order to eliminate or reduce absences which affect students academically. A workshop on the Truancy Program Guidelines will be provided for parents.	Rizo, Elisa	10/22/2014	Truancy Program Workshop Powerpoint, agenda, parent sign in sheets	one-time
G2.B1.S5.A1	Student attendance will be closely monitored and incentives and rewards will be provided to students with perfect attendance.	Fernandez, Yaimy	10/1/2014	Student attendance history reports	5/29/2015 monthly
G3.B1.S1.A1	Teachers will receive professional development STEM/CTE related activities.	Fernandez, Yaimy	10/24/2014	Professional development agenda, powerpoint, sign-in sheet	10/24/2014 one-time
G3.B1.S2.A1	Students will be exposed to learning approaches based on challenging interactive activities to develop higher order thinking skills.	Fernandez, Yaimy	9/15/2014	Teachers' Weekly Lesson Plans	5/29/2015 weekly
G3.B1.S3.A1	Students will be exposed to learning approaches based on challenging interactive activities to develop higher order thinking skills.	Fernandez, Yaimy	9/15/2014	Teachers' Lesson Plans	5/29/2015 weekly
G4.B1.S1.A1	Increase communication and parent involvement by inviting parents to ongoing workshops and academic workshops.	Fernandez, Yaimy	8/18/2014	Parental Meeting/Workshop Flyers, PowerPoint, BlackBoard Connect Messages and sign-in sheets.	5/29/2015 monthly
G4.B1.S2.A1	Monthly meetings and workshops will be offered to parents to discuss strategies and resources they may use to support their children at the home.	Fernandez, Yaimy	10/23/2014		5/29/2015 monthly
G1.B2.S1.A1	Students will be engaged in interactive activities and strategies that include SQR, RAFT, and Paraphrasing in order for them to develop critical thinking, problem solving and analytical skills.	Fernandez, Yaimy	9/15/2014	Mini assessments, exit slips, and student generated work.	5/29/2015 daily
G1.B3.S1.A1	The students will be exposed to science concepts that include the scientific inquiry based approach in addition to incorporating writing skills that will allow students to document their findings.	Fernandez, Yaimy	9/15/2014	Mini assessments, student generated work, science journals, science experiments and report developed by students.	5/29/2015 biweekly
G1.B4.S1.A1	Students will be exposed to classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.	Fernandez, Yaimy	9/15/2014	Mini assessments, student generated work, Civics journals, and student reports.	5/29/2015 biweekly
G2.B2.S1.A1	Students and parents are informed of the behavior policies of the school and classroom (rules, rewards and consequences).	Fernandez, Yaimy	8/18/2014	Signed acknowledgement of receipt from the Student Code of Conduct and Parent-Student-Teacher Compromise.	6/4/2015 weekly
G1.MA1	Data obtained from summative and formative assessments will be collected and analyzed through Administrative data chats.	Fernandez, Yaimy	9/15/2014	Student data collection form, student data chats, and student grouping form.	5/29/2015 biweekly
G1.B1.S1.MA1	The Reading Coach and Administration will monitor data from district writing assessments, ELA Pre-Test, and on-going classroom writing assessments. Instruction will be adjusted as necessary. In addition, the Reading Coach and Administration will conduct	Fernandez, Yaimy	9/15/2014	Evidence of the daily use of writing journals, rubrics, graphic organizers, and a writing checklist.	2/27/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	classroom observations to monitor on-going progress.				
G1.B1.S1.MA1	The Reading Coach and Administration will monitor data from district writing assessments, ELA Pre-Test, and on-going classroom writing assessments. Instruction will be adjusted as necessary. In addition, the Reading Coach and Administration will conduct classroom observations to monitor on-going progress.	Fernandez, Yaimy	9/15/2014	Evidence of the daily use of writing journals, rubrics, graphic organizers, and a writing checklist.	5/29/2015 biweekly
G1.B2.S1.MA1	The Administration will monitor data from formative and summative math assessments. Instruction will be adjusted as necessary. In addition, the Math lead teacher and Administration will conduct classroom observations to monitor on-going progress.	Fernandez, Yaimy	9/15/2014	Mini assessments, student generated work, and math journals.	6/4/2015 biweekly
G1.B2.S1.MA1	The Administration will monitor data from formative and summative math assessments. Instruction will be adjusted as necessary. In addition, the Math lead teacher and Administration will conduct classroom observations to monitor on-going progress.	Fernandez, Yaimy	9/15/2014	Mini assessments, student generated work, and math journals.	5/29/2015 biweekly
G1.B3.S1.MA1	The Administration will monitor data from Baseline and Science Interim assessments. Instruction will be adjusted as necessary. In addition, the Administration will conduct classroom observations to monitor on-going progress.	Fernandez, Yaimy	9/15/2014	Mini assessments, student generated work, Science journals, and student reports.	5/29/2015 biweekly
G1.B3.S1.MA1	The Administration will monitor data from Baseline and Science Interim assessments. Instruction will be adjusted as necessary. In addition, the Administration will conduct classroom observations to monitor on-going progress.	Fernandez, Yaimy	9/15/2014	Mini assessments, student generated work, science journals, and student reports.	5/29/2015 biweekly
G1.B4.S1.MA1	The Administration will monitor data from Civics Interim assessments. Instruction will be adjusted as necessary. In addition, the Administration will conduct classroom observations to monitor on-going progress.	Fernandez, Yaimy	9/15/2014	Mini assessments, student generated work, Civics journals, and student reports.	5/29/2015 biweekly
G1.B4.S1.MA1	The Administration will monitor data from Civics Interim assessments. Instruction will be adjusted as necessary. In addition, the Administration will conduct classroom observations to monitor on-going progress.	Fernandez, Yaimy	9/15/2014	Mini assessments, student generated work, Civics journals, and student reports.	5/29/2015 biweekly
G2.MA1	Leadership team and administration will monitor the behavior chart system in the classroom in order to ensure that strategies are being effective.	Fernandez, Yaimy	8/18/2014	Leadership agenda and sign-in sheets	6/4/2015 biweekly
G2.B1.S1.MA1	Student academic progress and proper implementation of interventions will be monitored by the administration.	Fernandez, Yaimy	9/15/2014	Attendance logs, data from Interim and formative assessments,.	5/29/2015 monthly
G2.B1.S1.MA1	Administration will monitor tutoring program, Reading, Math interventions, and intensive programs	Fernandez, Yaimy	9/15/2014	Attendance logs	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	Leadership team and administration will monitor the behavior chart system in the classroom in order to ensure that strategies are being effective.	Fernandez, Yaimy	8/18/2014	Leadership Team agenda and sign in sheets	6/4/2015 biweekly
G2.B2.S1.MA1	Students will be aware of their behavior in and outside of the classroom through the usage of daily behavioral charts.	Fernandez, Yaimy	8/18/2014	Classroom behavior chart.	6/4/2015 daily
G2.B1.S2.MA1	Administration will monitor the tutoring, reading interventions, and intensive programs to ensure correct, full implementation of the program.	Fernandez, Yaimy	9/15/2014	Student attendance logs, data from Interims and formative assessments.	5/29/2015 one-time
G2.B1.S2.MA1	Administration will consistently monitor the attendance and proper implementation of the tutoring program, reading interventions, and intensive program of all students in danger of failing ELA course.	Fernandez, Yaimy	9/15/2014	Attendance logs, consistent walk throughs	5/29/2015 weekly
G2.B1.S3.MA1	Administration will monitor the tutoring, math interventions, and intensive programs to ensure correct, full implementation of the program.	Fernandez, Yaimy	9/15/2014	Student attendance logs, data from Interims and formative assessments.	5/29/2015 monthly
G2.B1.S3.MA1	Administration will consistently monitor the proper implementation of the tutoring program, reading interventions, and intensive program attendance of all students in danger of failing math course.	Fernandez, Yaimy	9/15/2014	Attendance logs, consistent walk throughs	5/29/2015 weekly
G2.B1.S4.MA1	The administration will monitor student attendance to ensure that the strategy being used is effective and students absences have decreased.	Fernandez, Yaimy	9/15/2014	Attendance bulletin	5/29/2015 weekly
G2.B1.S4.MA1	Teachers will refer students with consecutive absences to the counselor. The counselor will contact the parents to schedule a parent conference in which further action will be taken depending on the individual case. Truancy process will be followed in cases where it is applicable.	Rizo, Elisa	9/15/2014	Counselor referral log, parent conference log, SCAMS, and parent conference form	5/29/2015 weekly
G2.B1.S5.MA1	The administration will consistently monitor the effectiveness of the implementation.	Fernandez, Yaimy	9/15/2014	Attendance bulletin	5/29/2015 monthly
G2.B1.S5.MA1	Administration will consistently monitor the effectiveness of the implementation.	Fernandez, Yaimy	9/15/2014	Attendance bulletin and student attendance report provided by homeroom teachers.	5/29/2015 weekly
G3.MA1	Administration and the Leadership Team will monitor students progress and effectiveness of program delivery using data from intervention program and assessments.	Fernandez, Yaimy	9/29/2014	Formative assessments.	5/29/2015 biweekly
G3.B1.S1.MA1	Administration and the Leadership Team will monitor students progress and effectiveness of program delivery analyzing data from intervention program, formative assessments and CTE student projects.	Fernandez, Yaimy	9/29/2014	Leadership Team Meetings/Agendas/ Sign-In Sheets	6/4/2015 biweekly
G3.B1.S1.MA1	Administration and the Leadership Team will monitor students progress and effectiveness of program delivery using data from ongoing assessments, and CTE student projects.	Fernandez, Yaimy	9/29/2014	Formative assessments, school-wide science fair projects, CTE student projects	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.MA1	Administration and the Leadership Team will monitor students progress and effectiveness of program delivery using data from intervention program and assessments..		9/29/2014	Formative assessments and school-wide science projects.	5/29/2015 monthly
G3.B1.S2.MA1	Administration and the Leadership Team will monitor students progress and effectiveness of program delivery through data analysis of the different assessments..	Fernandez, Yaimy	9/29/2014	Formative assessments and school-wide science fair projects.	5/29/2015 monthly
G3.B1.S3.MA1	Administration and the Leadership Team will monitor students progress and effectiveness of program delivery using data from intervention program and assessments.	Fernandez, Yaimy	9/29/2014	Formative assessments	5/29/2015 one-time
G3.B1.S3.MA1	Administration and the Leadership Team will monitor students progress and effectiveness of program delivery using data from intervention program and assessments.	Fernandez, Yaimy	9/29/2014	Formative assessments	5/29/2015 monthly
G4.MA1	Student data and academic progress from state and district assessments will be analyzed frequently by the administration and leadership team in order to monitor the progress toward meeting the parental involvement goal.	Fernandez, Yaimy	9/15/2014	Leadership Team meeting agendas and sign-in sheets.	5/29/2015 biweekly
G4.B1.S1.MA1	Administration will monitor for fidelity of implementation in order to ensure that all the information provided during these monthly parental workshops have the necessary and effective strategies needed for parents to support their students' academic performance.	Fernandez, Yaimy	9/15/2014	Meeting or Workshop PowerPoint presentations and copies of handouts.	5/29/2015 monthly
G4.B1.S1.MA1	Monthly bilingual parental meetings and/or workshops will provided. Parents will receive connect-ed messages, surveys, flyers and meeting dates so that they may attend training's and meetings dealing with student achievement, testing, academic standards, and overall school information.	Fernandez, Yaimy	9/15/2014	Blackboard message log, flyers and sign-in sheets	5/29/2015 monthly
G4.B1.S2.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Core Content: Lincoln Marti Charter Hialeah Campus instructional goal for the 2014-2015 school year is to increase student's writing skills across all content areas in order to meet proficiency levels in District and State-wide assessments.

G1.B1 The students lack the skills associated with ELA that include: reading comprehension, sentence structure, proper use of conventions, legible handwriting, spelling, and word processing. Students do not demonstrate commands of the conventions of standard English grammar and usage when writing or speaking. Students are unable to synthesize information from the passages or cite specific evidence from the text to support their ideas. The students are unable to exhibit the organizational pattern required to support the writing task; therefore, lacking sequence of ideas or relevance to the main topic. The students demonstrate lack of background knowledge resulting from the non exposure to academically oriented experiences.

G1.B1.S1 Students will be engaged in a supportive writing environment by using daily writing journals as Bell Ringers, developing a variety of writing strategies, techniques, and skills appropriate to their academic levels. The students will write routinely over extended time frames for a range of discipline specific tasks, purposes, and audiences. Students will be trained to read complex text in order to develop comprehension skills, high order thinking, and strategies on how to support their answers from a given piece of writing. Visuals, modeling, small group instruction, paraphrasing, graphic organizers, and dictionaries will be used during instruction. ESOL interventions will be provided to ELL according to their levels.

PD Opportunity 1

The students will be exposed to key concepts that will enable them to provide written responses that are supported by the text.

Facilitator

Yaimy Fernandez

Participants

All Teachers

Schedule

Daily, from 9/15/2014 to 5/29/2015

G1.B2 The students lack reading comprehension skills that are required to interpret math word problems, therefore causing difficulty in analyzing and solving math problems related to mathematical expressions, equations and statistics. When working out Math problems they struggle with written responses due to poor writing skills.

G1.B2.S1 Students will be exposed to a variety of mathematical concepts that will build a strong foundation of conceptual understanding, procedural skills and fluency, as well as application. All students including ELL, Hispanic and ED subgroups will be presented with academic language associated with specific math topics. The use of visuals, manipulatives, technology, bilingual dictionary, and interactive activities will be incorporated to daily instruction.

PD Opportunity 1

Students will be engaged in interactive activities and strategies that include SQR, RAFT, and Paraphrasing in order for them to develop critical thinking, problem solving and analytical skills.

Facilitator

Jocelyn Chilet

Participants

All Teachers

Schedule

Daily, from 9/15/2014 to 5/29/2015

G1.B3 The students lack the basic writing skills, therefore exhibiting difficulty in making claims and using evidence to explain their reasoning; instead, the students use vague statements. When providing written responses of the results and conclusions of science experiments the students are exhibiting difficulty putting their ideas into words.

G1.B3.S1 Students will use a variety of science concepts and skills involving the scientific method. The students will be required to plan, monitor, analyze, and observe while documenting the scientific process.

PD Opportunity 1

The students will be exposed to science concepts that include the scientific inquiry based approach in addition to incorporating writing skills that will allow students to document their findings.

Facilitator

Administration.

Participants

Science teacher

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

G1.B4 Students are exhibiting poor understanding of Civics content through writing tasks due to the lack of basic writing skills. Lack of vocabulary hinders the student comprehension, therefore impeding the adequate elaboration of written responses to high order questions.

G1.B4.S1 Students will be exposed to classroom activities which help them develop an understanding of the content-specific vocabulary taught in government/civics.

PD Opportunity 1

Students will be exposed to classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.

Facilitator

Administration

Participants

Civics teacher

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

G3. STEM/CTE: Lincoln Marti Charter Hialeah goal for the 2014-2015 school year is to increase opportunities for Science Technology Engineering Mathematics related activities as well as Career and Technical Education to enhance student career and college readiness.

G3.B1 Students had limited knowledge and experiences with the STEM program and opportunities to explore career and industrial trades.

G3.B1.S1 Students will be provided with activities and exposure to STEM program experiences as well as strategies related to career choice and industrial trades. These will include hands-on science and engineering projects, inquiry based learning methods, real world learning experiences and instructional technology.

PD Opportunity 1

Teachers will receive professional development STEM/CTE related activities.

Facilitator

Ivonne Corcho

Participants

Science and Math teachers

Schedule

On 10/24/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
<p>Goal 1: Core Content: Lincoln Marti Charter Hialeah Campus instructional goal for the 2014-2015 school year is to increase student's writing skills across all content areas in order to meet proficiency levels in District and State-wide assessments.</p>	32,000
<p>Goal 2: EWS: The strategic goal of Lincoln Marti Charter School Hialeah Campus for the 2014-2015 school year is to target the indicators identified in the Early Warning System. The goal is to reduce the percentage of student's absences, course failure in ELA and Math, the percentage of students obtaining a level 1 on the statewide assessments and behavior issues.</p>	50,030
<p>Goal 4: Parental Involvement: Lincoln Marti Charter Hialeah Campus is a Title I school and will adhere by the Parental Involvement Plan for 2014-2015 school year. Our goal for the 2014-2015 school year is to increase parental involvement in order to positively impact student academic achievement, behavior and attendance. Involve parents in the development, implementation, and review of the Parental Involvement Plan.</p>	889
Grand Total	82,919

Goal 1: Core Content: Lincoln Marti Charter Hialeah Campus instructional goal for the 2014-2015 school year is to increase student's writing skills across all content areas in order to meet proficiency levels in District and State-wide assessments.

Description	Source	Total
B1.S1.A1 - Core Instructional Material	Title I Part A	32,000
Total Goal 1		32,000

Goal 2: EWS: The strategic goal of Lincoln Marti Charter School Hialeah Campus for the 2014-2015 school year is to target the indicators identified in the Early Warning System. The goal is to reduce the percentage of student's absences, course failure in ELA and Math, the percentage of students obtaining a level 1 on the statewide assessments and behavior issues.

Description	Source	Total
B1.S2.A1 - Supplemental Materials-Triumph Learning	Title I Part A	50,030
Total Goal 2		50,030

Goal 4: Parental Involvement: Lincoln Marti Charter Hialeah Campus is a Title I school and will adhere by the Parental Involvement Plan for 2014-2015 school year. Our goal for the 2014-2015 school year is to increase parental involvement in order to positively impact student academic achievement, behavior and attendance. Involve parents in the development, implementation, and review of the Parental Involvement Plan.

Description	Source	Total
B1.S2.A1 - Parent Outreach-Parental Involvement	Title I Part A	889
Total Goal 4		889