

Miami-Dade County Public Schools

LINCOLN-MARTI CHARTER SCHOOL (HIALEAH CAMPUS)



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Lincoln-Marti Charter School Hialeah campus's mission is to provide the best quality education and instill in our students the values that will make them better citizens, workers, and humans.

Provide the school's vision statement

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

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Idelmis Clavijo

Position Title

Principal

Job Duties and Responsibilities

Direct and manage instructional programs and supervise operations and personnel at the campus level. Oversee the school's day-to-day operations, including handling disciplinary matters, conducting classroom observations, managing a budget, and hiring teachers and other personnel. Provide leadership to ensure high standards of instructional service.

Leadership Team Member #2

Employee's Name

Mirelys Garcia

Position Title

Assistant Principal

Job Duties and Responsibilities

Under the direction of the Principal, the AP assists the principal in planning, coordinating, and directing the activities and programs related to curriculum, staff, and students. The AP also observes and evaluates teachers and provides viable feedback to assist in providing instruction. In addition, the AP handles discipline, schedules, and testing and is knowledgeable about all educational programs that the school adheres to

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The process for involving stakeholders in the development of the School Improvement Plan (SIP) was comprehensive and inclusive, ensuring that input from various groups was considered. Here's a detailed description of how each group contributed and how their input was utilized:

1. School Leadership Team:

- The school leadership team, comprising administrators, department heads, and key staff members, initiated the SIP development process. They conducted a needs assessment, analyzed school performance data, and identified priority areas for improvement. Their expertise and strategic vision helped shape the initial framework of the SIP.

2. Teachers and School Staff:

- Teachers and school staff were engaged through surveys, focus group discussions, and regular staff meetings. Their insights on classroom dynamics, student behavior, and instructional challenges were crucial. Their feedback was used to develop targeted strategies for professional development, curriculum enhancements, and classroom management practices.

3. Parents and Families:

- Parents and families were involved through community forums, parent-teacher association (PTA) meetings, and surveys. Their perspectives on their children's academic and social-emotional needs provided valuable context. Their input informed decisions on family engagement initiatives, communication strategies, and support services.

4. Students (Mandatory for Secondary Schools):

- Secondary school students participated through student councils, focus groups, and surveys. Their firsthand experiences and suggestions helped identify areas needing improvement, such as school climate, extracurricular activities, and academic support. Their feedback directly influenced student-centered programs and initiatives.

5. Business or Community Leaders:

- Business and community leaders were engaged through advisory boards, partnerships,

and community meetings. Their input on workforce readiness, community needs, and potential resources was instrumental in aligning the SIP with broader community goals. Their contributions helped integrate real-world learning opportunities and community service projects into the plan.

The collected input from all stakeholders was systematically reviewed and analyzed by the school leadership team. Common themes and priorities were identified, ensuring that the SIP addressed the most pressing needs and opportunities for improvement. Stakeholder feedback was used to refine goals, strategies, and action steps within the SIP. For instance, if teachers highlighted the need for better professional development, specific programs were incorporated to address this. If parents expressed concerns about communication, strategies were developed to enhance transparency and engagement. The collaborative process ensured that the SIP was a well-rounded, actionable plan that reflected the collective vision and priorities of the entire school community. By involving diverse stakeholders, the school was able to create a comprehensive plan aimed at improving student outcomes and overall school performance.

This inclusive approach not only enhanced the quality of the SIP but also fostered a sense of ownership and commitment among all stakeholders, driving the successful implementation of the plan.

SIP Monitoring

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

The School Improvement Plan will be regularly monitored to ensure effective implementation and its impact on increasing student achievement, particularly for those with the greatest achievement gap. The monitoring and revision process will involve the following steps:

1. Regular Data Collection and Analysis:

- **Academic Performance:** Frequent assessments and benchmark tests will be conducted to monitor student progress in meeting state academic standards. This data will be analyzed to identify trends, gaps, and areas needing additional support.
- **Behavioral and Attendance Data:** Tracking behavioral incidents and attendance rates will help identify students at risk and the effectiveness of interventions in place.
- **Teacher Evaluations and Feedback:** Regular observations and evaluations of teaching practices will provide insight into the implementation of instructional strategies and their effectiveness.

2. Progress Reports:

- Monthly and quarterly progress reports will be generated to summarize key findings

from data analysis. These reports will be reviewed by the school leadership team to assess the overall progress and identify areas needing immediate attention.

3. Stakeholder Meetings:

- **School Leadership Team Meetings:** The leadership team will meet bi-weekly to review progress reports, discuss challenges, and strategize solutions.
- **Staff Meetings:** Regular staff meetings will be held to share data, discuss progress, and gather input from teachers and staff on the implementation process.
- **Parent and Community Meetings:** Periodic meetings with parents, students, and community stakeholders will provide updates on the SIP implementation and gather feedback.

4. Intervention Review:

- The effectiveness of interventions for students with the greatest achievement gaps will be closely monitored. Adjustments will be made as necessary to ensure these students receive the support they need to succeed.

Revising the SIP with Stakeholder Feedback for Continuous Improvement:

1. Feedback Mechanisms:

- **Surveys and Questionnaires:** Regular surveys will be distributed to students, parents, teachers, and community members to gather feedback on the SIP implementation and its impact.
- **Focus Groups:** Focus groups with various stakeholders will be conducted to delve deeper into specific issues and gather qualitative feedback.

2. Data-Driven Decision Making:

- The school leadership team will review all feedback and data collected to identify areas where the SIP needs adjustments. This includes evaluating the effectiveness of current strategies and determining any gaps in addressing student needs.

3. Collaborative Revision Process:

- **Stakeholder Involvement:** Stakeholders will be actively involved in the revision process through meetings and collaborative workshops. Their input will be essential in shaping the revised plan.
- **Action Plan Updates:** Based on feedback and data analysis, the SIP action plans will be updated to reflect new strategies, resources, and timelines.

4. Continuous Professional Development:

- Ongoing professional development will be provided to staff to ensure they are equipped with the latest evidence-based practices and can effectively implement revised strategies.

By establishing a robust monitoring system and actively involving stakeholders in the revision process, the school will ensure the SIP is effectively implemented and continuously improved, ultimately increasing student achievement and closing achievement gaps

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	99.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	99.4%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: C* 2021-22: A 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							3	2	2	7
One or more suspensions										0
Course failure in English Language Arts (ELA)			1							1
Course failure in Math			2			1	1		1	5
Level 1 on statewide ELA assessment		8	14	8	1	5	10	8	13	67
Level 1 on statewide Math assessment		8	14	6	1	4		4	5	42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		16	30	14	2	10	11	12	19	114

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA			1							1
Course failure in Math			2			5			1	8
Level 1 on statewide ELA assessment		8	14	8	1	5	10	8	13	67
Level 1 on statewide Math assessment		8	14	6	1	4		4	5	42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		16	28	14	2	9	10	12	19	110

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				3						3
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	57	65	58	48	61	53	52	62	55
ELA Grade 3 Achievement **	55	63	59	44	58	56			
ELA Learning Gains	74	64	59				64		
ELA Learning Gains Lowest 25%	76	58	54				45		
Math Achievement *	82	68	59	70	63	55	71	51	42
Math Learning Gains	82	66	61				83		
Math Learning Gains Lowest 25%	86	63	56				68		
Science Achievement *	92	60	54	69	56	52	55	60	54
Social Studies Achievement *	71	79	72	89	77	68	66	68	59
Graduation Rate	56	78	71	29	76	74	79	53	50
Middle School Acceleration	100	77	71	26	75	70	82	61	51
College and Career Readiness		76	54		73	53	55	78	70
ELP Progress	60	64	59	46	62	55	63	75	70

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	74%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	891
Total Components for the FPPI	12
Percent Tested	100%
Graduation Rate	56%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
74%	54%	65%	47%		56%	58%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	60%	No		
English Language Learners	73%	No		
Hispanic Students	74%	No		
Economically Disadvantaged Students	69%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	46%	No		
Hispanic Students	55%	No		
Economically Disadvantaged Students	25%	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	55%	No		
English Language Learners	59%	No		
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students	66%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	65%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	57%	55%	74%	76%	82%	82%	86%	92%	71%	100%	56%		60%
Students With Disabilities	30%		50%		90%	70%							
English Language Learners	43%		69%	75%	73%	84%	89%	93%					60%
Hispanic Students	56%	50%	73%	76%	81%	82%	86%	91%	71%	100%	60%		60%
Economically Disadvantaged Students	47%		70%	73%	82%	79%	75%	85%	55%		62%		59%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	48%	44%			70%			69%	89%	26%	29%		46%
English Language Learners	33%	36%			60%			41%					59%
Hispanic Students	48%	44%			69%			71%	88%	31%	29%		60%
Economically Disadvantaged Students											25%		

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	52%		64%	45%	71%	83%	68%	55%	66%	82%	79%	55%	63%
Students With Disabilities	50%				60%								
English Language Learners	46%		63%	50%	72%	75%	67%	48%	46%				63%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	54%		66%	46%	71%	81%	64%	57%	75%	82%	79%	55%	61%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	51%		63%	43%	71%	82%	65%	55%	65%	81%	83%	60%	62%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	32%	56%	-24%	55%	-23%
Ela	4	50%	55%	-5%	53%	-3%
Ela	5	38%	56%	-18%	55%	-17%
Ela	6	57%	57%	0%	54%	3%
Ela	7	42%	55%	-13%	50%	-8%
Ela	8	50%	54%	-4%	51%	-1%
Ela	9	23%	54%	-31%	53%	-30%
Math	3	47%	65%	-18%	60%	-13%
Math	4	81%	62%	19%	58%	23%
Math	5	46%	59%	-13%	56%	-10%
Math	6	67%	60%	7%	56%	11%
Math	7	67%	49%	18%	47%	20%
Math	8	82%	58%	24%	54%	28%
Science	5	38%	53%	-15%	53%	-15%
Science	8	71%	42%	29%	45%	26%
Civics		63%	70%	-7%	67%	-4%
Biology		92%	70%	22%	67%	25%
Algebra		81%	55%	26%	50%	31%
Ela	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2023-24 WINTER

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
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Algebra ** data suppressed due to fewer than 10 students or all tested students scoring the same.*

2023-24 FALL

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
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Algebra ** data suppressed due to fewer than 10 students or all tested students scoring the same.*

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Data Component Showing the Most Improvement:

Science: The percentage of students achieving proficiency in science improved significantly from 69% to 92%.

New Actions Taken:

1. **Enhanced Curriculum and Instruction:** The science curriculum was meticulously aligned with state standards and assessments to ensure comprehensive coverage of all required content areas. More interactive and hands-on experiments and activities were incorporated to engage students and deepen their understanding of scientific concepts. Additionally, teachers employed differentiated instruction strategies to accommodate diverse learning styles and needs, ensuring that all students could effectively grasp complex scientific ideas.
2. **Assessment and Feedback:** Frequent formative assessments were implemented to monitor student progress and identify areas requiring additional support. Teachers used this assessment data to guide their instruction, adjusting lessons to address specific student needs and fill gaps in understanding.
3. **Student Support and Enrichment:** After-school tutoring and support programs were introduced to offer additional assistance to students struggling with science concepts. Additionally, science clubs were established, and participation in science competitions was encouraged to foster student interest and engagement in the subject.

Lowest Performance

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

Even though the proficiency rate in ELA increased from 48% to 57%, ELA proficiency had the lowest performance relative to other areas for the 2023-24 school year.

Contributing Factors to Low Performance:

- Instruction lacked sufficient differentiation to meet all students' diverse learning needs and styles. Additionally, a shortage of engaging and interactive strategies in ELA instruction could have reduced student motivation and participation.

- A critical contributing factor to last year's low performance in ELA could be attributed to the presence of a significant portion of ELL (English Language Learner) students, whose achievement rates were among the lowest, improving only from 33% to 43%.
- Another factor that may have contributed to the low performance in ELA was the insufficient use of assessment data. This lack of data utilization likely hindered targeted support, particularly in 9th and 10th grades, where performance was the lowest.

Greatest Decline

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

Greatest Decline: ELA Proficiency

Data Component Showing the Greatest Decline:

- **ELA Proficiency in 4th Grade:** Dropped from 71% to 47%.
- **ELA Proficiency in 9th Grade:** Dropped from 56% to 31%.

Factors Contributing to the Decline:

1. Curriculum and Instructional Challenges:

- **Alignment Issues:** The ELA curriculum may not have been adequately aligned with state standards, leading to gaps in essential content coverage for both 4th and 9th grades.
- **Instructional Strategies:** Teaching methods might not have effectively engaged students or addressed their diverse learning needs, resulting in reduced comprehension and retention of material.

1. Impact of Transition Phases:

- **Grade-Level Transitions:** Transitioning into 4th and 9th grades involves significant changes in academic expectations and instructional approaches, which may have contributed to difficulties in maintaining performance levels.

1. Teacher Experience and Support:

- **Experience Levels:** Teachers with less experience might have struggled to effectively deliver the curriculum and adapt instruction to meet the needs of all students.

1. Assessment and Feedback Practices:

- **Infrequent Assessments:** Insufficient use of formative assessments may have prevented timely identification of student struggles and gaps in understanding.
- **Feedback Utilization:** Limited use of assessment data to adjust instruction and provide targeted support might have hindered students' ability to overcome learning challenges.

1. Student Support

- **Intervention Programs:** The lack of targeted intervention programs and support for students struggling with ELA could have contributed to the decline in proficiency.
- **Engagement Strategies:** Insufficient engaging and interactive strategies in ELA

instruction may have led to decreased student motivation and participation.

1. High Number of ELL Students:

- **Language Barriers:** A significant proportion of English Language Learners (ELL) may have faced unique challenges in mastering ELA content, impacting overall performance. ELL students often require additional support to overcome language barriers and achieve proficiency in English.

Addressing these factors through targeted curriculum adjustments, enhanced teacher support, improved assessment practices, and tailored student interventions can help reverse the decline and improve ELA proficiency for both 4th and 9th-grade students.

Greatest Gap

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

The data component with the greatest gap compared to the state average was the graduation rate. Over the past year, our school's graduation rate was 56%, while the district average was 76%. This substantial disparity highlights a significant area for improvement.

Factors Contributing to the Gap:

- **Engagement Strategies:** The lack of engaging and supportive learning environments may have negatively impacted student motivation and retention.
- **Dropout Prevention Efforts:** Inadequate dropout prevention strategies and insufficient support systems for students facing academic or personal challenges could have led to higher dropout rates.
- **Socioeconomic Factors:** Financial instability and insufficient family support might have hindered students' ability to stay in school and complete their education.

Trends and Observations:

The substantial gap between our school's graduation rate and the district average suggests systemic issues that need addressing. Trends might reveal consistently lower graduation rates compared to district norms and a potential decline in academic performance over time. To close this gap, it is crucial to enhance support systems, improve curriculum alignment, and implement effective dropout prevention and recovery programs. By examining these factors and trends, we can develop targeted strategies to boost graduation rates and better support students throughout their academic journey.

EWS Areas of Concern

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

Based on the early warning system data from Part I, a significant area of concern is the high number of students scoring at Level 1 in both English Language Arts (ELA) and Math.

Level 1 Performance:

Students scoring at Level 1 in ELA and Math are demonstrating significant difficulties in meeting grade-level expectations in these core subjects. This low-performance level indicates that these students are struggling with fundamental concepts and skills necessary for academic success.

Highest Priorities

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

Given the high number of students scoring Level 1 in both Language Arts and Math, the significant decline in ELA proficiency in 4th and 9th grades, and the low graduation rate compared to the state average, our highest priorities for school improvement in the upcoming school year are as follows:

Instructional Strategies:

- Implementing effective and differentiated instructional strategies is crucial to addressing the diverse learning needs of students. By adopting evidence-based teaching methods, teachers can engage students better, enhance their comprehension and retention of material, and ultimately improve their performance in both ELA and Math.

Data Utilization:

- Utilizing assessment data effectively allows educators to identify learning gaps and provide targeted interventions. Regular analysis of formative and summative assessments will enable teachers to adjust their instruction based on student's needs, ensuring timely support and improving overall academic outcomes.

Intervention Programs:

- Developing and expanding intervention programs is vital for supporting students who are struggling academically. These programs should include additional tutoring, after-school support, and specialized instruction to help students at Level 1 in ELA and Math, as well as those at risk of falling behind.

Engagement:

- Enhancing student engagement is essential for motivating students and improving their participation in learning activities. This involves creating a supportive and stimulating learning environment with interactive and engaging teaching methods. Increased engagement can lead to better attendance, higher motivation, and improved academic performance.

Dropout Prevention:

- Preventing dropouts is critical to ensuring students complete their education and achieve long-

term success. This priority focuses on identifying at-risk students early, providing necessary academic and personal support, and creating a positive school climate that encourages students to stay in school. Effective dropout prevention strategies will also address the low graduation rate and help close the gap with the state average.

By focusing on these priorities, we aim to address the root causes of low academic performance and graduation rates, providing a more effective and supportive educational environment for all students.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our primary area of focus is on enhancing instructional practices and developing robust intervention programs. This involves implementing evidence-based teaching methods, differentiated instruction, and targeted interventions to address the diverse learning needs of our students. The goal is to improve student engagement, comprehension, and academic performance, particularly in core subjects such as Language Arts and Math.

How It Affects Student Learning

Effective instructional practices are fundamental to student success. When teachers use engaging, interactive, and differentiated teaching methods, students are more likely to understand and retain the material. Tailored instruction helps address individual learning needs, ensuring that all students, including those who struggle, receive the support they need to succeed. Intervention programs provide additional assistance to students who are behind, helping them catch up and stay on track with their peers.

Rationale

This area of focus was identified as a crucial need based on a thorough review of the prior year's data. Several key factors highlighted the necessity for improvement in instructional practices and intervention:

1. **High Number of Students Scoring Level 1 in Language Arts and Math:**
 - The data indicated a significant portion of students were performing at the lowest proficiency level in both core subjects. This suggests that current instructional strategies may not be effectively meeting the needs of all students.
2. **Significant Decline in ELA Proficiency:**
 - There was a notable drop in ELA proficiency rates in both 4th and 9th grades. The decline from 71% to 47% in 4th grade and from 56% to 31% in 9th grade indicates a need for more effective instructional approaches and targeted interventions to support these critical transition years.

By focusing on enhancing instructional practices and intervention programs, we aim to address these critical issues, improve student learning outcomes, and close the achievement gaps. This targeted approach is essential for ensuring that all students have the opportunity to succeed academically and achieve their full potential.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on the prior year's data, the specific measurable outcome the school aims to achieve for the 2024-2025 school year is to elevate overall English Language Arts proficiency, with a particular focus on 4th and 9th grades, to 55% and reduce the number of students scoring at level 1 on state assessments.

Prior Year Data:

- 4th Grade ELA Proficiency: 47%
- 9th Grade ELA Proficiency: 31%

Target Measurable Outcome:

- Increase 4th Grade ELA proficiency from 47% to 55%.
- Increase 9th Grade ELA proficiency from 31% to 55%.

This objective is grounded in data-driven analysis and aims to significantly enhance student achievement in critical grade levels where proficiency has been low.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

To ensure the success of our primary area of focus on enhancing instructional practices and developing robust intervention programs, a comprehensive monitoring system will be established. This system will include the following components:

Regular Formative Assessments:

- Frequency: Implement biweekly formative assessments in Language Arts and Math to assess student understanding and progress. Impact: These assessments will promptly identify and address learning gaps.

Data Analysis and Review Meetings:

- Frequency: Conduct monthly data review meetings with teachers and instructional coaches to analyze assessment results and student progress.
- Impact: Regular data analysis will help identify trends and patterns to inform instructional adjustments and targeted interventions.

Differentiated Instructional Strategies:

- Frequency: Ensure teachers consistently apply differentiated instruction techniques, adapting lessons to meet students' varied needs. Impact: Differentiated instruction will help cater to individual student learning styles and needs, enhancing comprehension and retention.

Intervention Programs:

- Please make a note of the following text:
Frequency: Monitor student participation and progress in intervention programs, such as after-school tutoring and small group sessions.
Impact: Continuously monitoring intervention programs will ensure that students who require extra help are receiving it and making progress toward proficiency..

Teacher Professional Development:

- Frequency: Provide continuous professional development for educators in evidence-based teaching methods, individualized instruction, and data-driven decision-making. Impact: Empowering educators with the most current instructional strategies and resources will improve their efficacy in the classroom, resulting in enhanced student outcomes.

Student Feedback:

- Collection: Regularly gather feedback from students through surveys and informal check-ins to assess their engagement and understanding. This feedback will provide valuable insights into the effectiveness of instructional practices and highlight areas for improvement.

Parental Involvement:

1. • Engagement: Increase communication with parents regarding their child's progress and how to support learning at home. Active parental involvement will reinforce learning and provide additional support for students outside of school.

The ongoing monitoring will enable us to make real-time adjustments to instructional practices and intervention programs. This will help to ensure that they remain effective and responsive to student needs. Continuously assessing and addressing learning gaps will lead to improved student engagement, comprehension, and academic performance. Taking this proactive approach will allow us to achieve our goal of raising overall English Language Arts proficiency to 55%, particularly in 4th and 9th grades, and ensuring sustained academic growth in core subjects.

Person responsible for monitoring outcome

Idelmis Clavijo (952343@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Evidence-based practice strategies being implemented for this area of focus include flexible grouping, tiered assignments, and scaffolded lessons to address the diverse learning needs of students. Additionally, adaptive learning technologies will be utilized to adjust the level of difficulty based on student performance. Establish after-school tutoring, small group instruction, and one-on-one mentoring sessions focusing on ELA and Math. Use programs such as Response to Intervention (RTI) and Multi-Tiered System of Support (MTSS) to provide structured, tiered support. Intervention Logs: Maintain detailed logs of student participation and progress in intervention sessions. Regular Reviews: Conduct bi-weekly review meetings with intervention specialists to discuss student progress and adjust interventions as needed. Professional Development for Teachers: Practices/Programs: Provide ongoing training on evidence-based instructional strategies, data-driven decision-making, and effective intervention techniques. Workshops and coaching sessions will focus on enhancing teacher capacity to implement differentiated instruction and targeted interventions. Monitoring: Teacher Evaluations: Use pre- and post-training evaluations to assess the impact of professional development on teacher practices. Classroom Observations: Conduct regular observations to ensure the application of new strategies and provide feedback for improvement. Teacher Surveys: Collect feedback from teachers on the usefulness and applicability of professional development sessions. Enhanced Engagement Strategies: Practices/Programs: Incorporate interactive and student-centered learning activities, such as project-based learning, collaborative group work, and technology integration. Use gamified learning platforms to increase student engagement. Monitoring: Student Surveys: Gather regular feedback from students on their engagement and interest in learning activities. Class Participation: Monitor student participation and engagement levels during classroom activities. Academic Performance: Track changes in academic performance to assess the impact of engagement strategies. Impact and Monitoring: The implementation of these evidence-based interventions will be closely monitored through a combination of formative assessments, classroom observations, progress monitoring tools, and feedback from students and teachers. Regular data analysis and review meetings will ensure that interventions are effective and responsive to student needs. By continuously refining our approach based on data and feedback, we aim to achieve the measurable outcome of elevating overall English Language Arts proficiency, particularly in 4th and 9th grades, to 55%, and ensuring sustained academic growth in core subjects.

Rationale:

These strategies were selected based on past data indicating their effectiveness in improving student outcomes. Differentiated instruction allows teachers to meet each student at their level of understanding, providing appropriate challenges and support to enhance learning outcomes. This approach is supported by research demonstrating that tailored instruction significantly improves academic achievement, especially in heterogeneous classrooms. Targeted interventions address specific learning gaps and provide intensive support for struggling students. Response to Intervention (RTI) and Multi-Tiered System of Support (MTSS) frameworks are evidence-based approaches that improve student outcomes by delivering timely and appropriate interventions. Empowering teachers with the knowledge and skills to implement evidence-based strategies effectively is crucial for enhancing student outcomes. Professional development ensures that teachers are equipped to meet the diverse needs of their students. Engaging students through interactive and meaningful activities enhances motivation and participation, leading to better academic outcomes. Research indicates that student engagement is a key factor in academic success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Implement Differentiated Instruction Strategies

Person Monitoring:

Mirelys Garcia

By When/Frequency:

Timeline: Begin training sessions in August, with ongoing support and follow-up throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To enhance instructional practices and support student learning at Lincoln-Marti Charter Hialeah Campus, we are implementing two key action steps focused on differentiated instruction strategies and professional development for teachers. These initiatives aim to address the diverse learning needs of our students and improve overall academic outcomes. Ongoing monitoring will be essential to verify the effective implementation of these strategies and to ensure they positively influence student achievement. Here are the details of the action steps: Action Step: Implement Differentiated Instruction Strategies Description: We will train teachers on flexible grouping, tiered assignments, and scaffolded lessons to better meet the diverse learning needs of students. These strategies will enable teachers to provide personalized instruction that caters to each student's unique strengths and areas for growth. Monitoring: Classroom Observations: Regular classroom observations will be conducted to ensure the effective application of differentiated strategies. Lesson Plan Reviews: Lesson plans will be reviewed to verify the incorporation of flexible grouping, tiered assignments, and scaffolded lessons. Formative Assessments: Student progress will be tracked using formative assessments to gauge improvements in understanding and engagement. This data will help in adjusting instructional approaches as needed. Action Step: Provide Professional Development for Teachers Description: We will conduct professional development sessions focused on evidence-based instructional strategies and targeted interventions. These sessions aim to equip teachers with the necessary skills and knowledge to effectively address the diverse needs of their students. Monitoring: Participant Feedback Surveys: Feedback surveys will be administered to gather participants' perceptions of the professional development sessions. Follow-Up Evaluations: Follow-up evaluations will assess the application of learned strategies in the classroom. Student Performance Data: Student performance data will be reviewed to determine if there is an improvement in academic outcomes correlating with the training. By implementing these action steps, we aim to enhance instructional practices and support student learning through targeted interventions and professional development. The ongoing monitoring of these initiatives will ensure their effective implementation and positive impact on student achievement.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Graduation**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Area of Focus: Graduation Rate

Our primary area of focus is improving the graduation rate, which has shown a significant gap compared to the state average. Last year, our graduation rate was 56%, well below the district average of 76%. This focus aims to address the systemic issues contributing to lower graduation rates and ensure that more students complete their education.

Impact on Student Learning: A low graduation rate directly affects student outcomes and future opportunities. Students who do not graduate are less likely to pursue higher education or secure stable employment, which can perpetuate cycles of socioeconomic disadvantage. By improving the graduation rate, we aim to enhance students' academic success and long-term prospects.

Rationale: The decision to prioritize the graduation rate stems from an in-depth review of prior year data, highlighted as a critical area for improvement. The significant gap between our graduation rate and the state average indicates underlying issues that need to be addressed, such as insufficient dropout prevention strategies, engagement challenges, and support systems. By focusing on graduation rate improvement, we aim to tackle these challenges and create a more supportive and effective educational environment that fosters student retention and success.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior Year Data:

- Graduation Rate: 56%
- Dropout Rate: 47%

Target Measurable Outcomes for the 2024-2025 School Year:

1. Increase Graduation Rate: Our goal is to raise the overall graduation rate from 56% to 65%.
2. Reduce Dropout Rate: We aim to decrease the dropout rate by 5 percentage points, targeting a dropout rate of 10%.

Rationale:

These targets are based on a data-driven analysis of our current graduation and dropout rates. Improving the graduation rate and reducing the dropout rate is critical for ensuring that more students complete their education and are better prepared for post-secondary opportunities. Achieving these outcomes will require a focused effort on enhancing support systems, improving engagement strategies, and addressing the factors that impact student success.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

To effectively monitor the progress and impact of the focus on improving graduation rates and

reducing dropout rates, the following strategies will be implemented:

1. Regular Data Review:

- **Action:** Track and analyze student attendance, academic performance, and engagement data every month. Use data management systems to identify at-risk students early.
- **Impact:** Regular review allows for timely intervention and support for students showing signs of disengagement or academic struggle, which can help prevent dropouts and improve overall graduation rates.

2. Student Support Tracking:

- **Action:** Monitor the effectiveness of intervention programs and support services by tracking student participation and outcomes. This includes evaluating the impact of tutoring, mentoring, and counseling services on student retention.
- **Impact:** By assessing the success of support programs, the school can adjust strategies to better meet student needs, ultimately contributing to higher graduation rates and lower dropout rates.

3. Feedback Mechanisms:

- **Action:** Implement surveys and feedback sessions with students, parents, and teachers to gather insights on the challenges faced by students and the effectiveness of implemented strategies.
- **Impact:** Gathering feedback helps in refining interventions and support systems, ensuring they are responsive to student needs and thereby improving retention and graduation outcomes.

4. Progress Monitoring Meetings:

- **Action:** Schedule regular meetings with the school leadership team and relevant stakeholders to review progress, discuss challenges, and make data-driven decisions for further action.
- **Impact:** These meetings facilitate collaborative problem-solving and ensure that all stakeholders are aligned in their efforts to improve student outcomes, contributing to more effective strategies for reducing dropout rates and increasing graduation rates.

By implementing these monitoring strategies, the school will be able to track progress toward its goals, make informed adjustments, and enhance overall student achievement outcomes.

Person responsible for monitoring outcome

Idelmis Clavijo

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

Description of Intervention #1:

Early Warning Systems (EWS): Practices/Programs: Implement an Early Warning System to identify students at risk of dropping out based on poor attendance, low academic performance, and behavioral issues. This system will use data to provide timely alerts and trigger targeted interventions. Monitoring and Evaluation for Early Warning Systems (EWS) Continuous Data Collection and Analysis Attendance Monitoring: Daily Attendance Tracking: Automated systems to monitor daily attendance and identify patterns of absenteeism. Attendance Alerts: Immediate alerts for students with frequent absences or tardiness. Academic Performance Tracking: Grade Monitoring: Regular analysis of grades and test scores to identify students with declining performance. Course Failure Alerts: Immediate notifications for students failing key courses or subjects. Behavioral Data Tracking: Behavioral Incident Reports: Recording and analyzing disciplinary incidents and behavioral referrals. Behavior Alerts: Immediate alerts for students with repeated behavioral issues. Targeted Interventions: Individualized Support Plans: Personalized Intervention Plans: Development of tailored intervention plans for at-risk students based on EWS data. Regular Progress Reviews: Frequent check-ins to review students' progress and adjust interventions as needed. Academic and Behavioral Support: Tutoring and Mentoring Programs: Providing academic support through tutoring and personal mentoring. Counseling Services: Offering individual or group counseling to address behavioral and emotional needs. Stakeholder Engagement: Parent and Family Involvement: Regular Communication: Keeping parents informed about their child's attendance, academic performance, and behavior. Family Meetings: Organizing meetings with families to discuss intervention plans and collaborate on solutions. Teacher and Staff Collaboration: Data Sharing: Ensuring teachers and staff have access to EWS data to monitor student progress. Professional Development: Providing training for teachers on using EWS data to inform instructional strategies. Outcome Metrics and Evaluation: Attendance Improvement: Absenteeism Reduction: Tracking changes in attendance rates and the impact of interventions. Tardiness Reduction: Monitoring improvements in punctuality. Academic Performance: Grade Improvement: Measuring improvements in students' grades and test scores. Course Pass Rates: Monitoring the increase in course pass rates among at-risk students. Behavioral Improvement: Incident Reduction: Analyzing reductions in disciplinary incidents and behavioral referrals. Behavioral Progress: Monitoring improvements in students' behavior and social interactions. Feedback and Continuous Improvement: Regular Review Meetings: Data Review Sessions: Holding regular meetings with educators, counselors, and administrators to review EWS data and evaluate intervention effectiveness. Adjustment of Strategies: Making data-driven adjustments to interventions based on feedback and outcomes. Stakeholder Surveys: Parent and Student Feedback: Conducting surveys to gather feedback from students and parents on the effectiveness of interventions. Teacher Feedback: Collecting input from teachers on the implementation and impact of the EWS. By systematically monitoring and evaluating the Early Warning System, schools can ensure timely identification of at-risk students and the implementation of effective interventions, ultimately reducing dropout rates and promoting student success.

Rationale:

Regular monitoring of daily attendance helps identify early signs of disengagement, which is often a precursor to dropping out. By tracking attendance daily, schools can quickly detect patterns of absenteeism and address them promptly. Automated alerts for frequent absences enable timely intervention, allowing school staff to engage with students and families before attendance issues become chronic. Immediate notifications ensure that no at-risk student goes unnoticed. Continuous analysis of grades and test scores helps identify students who are struggling academically. Early detection of declining performance allows for targeted academic support and prevents long-term academic failure. Immediate notifications for students failing key courses help prevent course failures from accumulating. Addressing academic issues as soon as they arise can prevent students from

falling behind and reduce dropout rates. Personalized intervention plans based on EWS data ensure that the specific needs of each at-risk student are addressed. Regular progress reviews help keep interventions effective and responsive to the student's evolving needs. Automated alerts for repeated behavioral issues ensure that school staff can respond promptly to address the root causes of such behavior. Early intervention can prevent escalation and improve student outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Action Step 1: Develop and Launch the Early Warning System (EWS)

Person Monitoring:

Idelmis Clavijo

By When/Frequency:

Timeline: Month 1-2: Setup and Configuration, Month 3: Training, Month 4: Integration and Testing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The goal is to create an Early Warning System (EWS) to recognize students who are at risk based on their attendance, academic performance, and behavior. Setup and Configuration: - Set up the EWS spreadsheet to track key indicators for at-risk students. Training: - Train school staff on how to use the EWS to monitor students and interpret data. - Develop tailored training materials and sessions for different user groups (e.g., teachers, counselors, administrators). - Conduct training workshops and hands-on sessions to familiarize staff with the EWS interface and functionality. - Provide ongoing support and resources for staff to address any issues or questions. - Ensure the EWS integrates with existing school information systems. Monitoring: - Conduct surveys and focus groups with students, parents, and staff. - Gather qualitative data on the perceived effectiveness of the EWS and interventions. - Identify any challenges or barriers to the effective use of the EWS. - Regularly update and adjust the EWS settings based on feedback and data trends. - Implement changes to intervention programs to address identified gaps or issues. - Provide additional training or resources to staff as needed. By effectively monitoring the development and launch of the EWS, the school can ensure that the system accurately identifies at-risk students, facilitates timely interventions, and ultimately improves student retention and graduation rates.

Action Step #2

Action Step 2: Implement Targeted Intervention Programs

Person Monitoring:

Mirelys Garcia

By When/Frequency:

Monthly monitoring

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Develop and carry out intervention programs specifically designed to meet the needs of at-risk students. These may include academic tutoring, mentoring, and counseling. Recruitment: Bring in qualified tutors, mentors, and counselors to implement the programs. Scheduling: Coordinate

schedules and logistics to ensure that students can participate in the interventions without conflicts with their regular classes. Data Collection and Analysis. Regular Reports: Produce regular reports on the progress of program design, recruitment activities, and scheduling efficiency. Key Performance Indicators: Establish and monitor KPIs related to each task, such as the number of qualified recruits, attendance rates, and program feedback. Feedback Mechanisms: Conduct surveys with students, parents, staff, and intervention providers to gather feedback on every aspect of the implementation. Review Meetings: Hold regular review meetings with the implementation team to discuss progress, challenges, and necessary adjustments. Continuous Improvement: Iterative Adjustments: Use data and feedback to make iterative adjustments to the program design, recruitment process, and scheduling logistics. Documentation: Keep detailed documentation of all processes and changes for accountability and future reference. By closely monitoring each task with specific steps and collecting continuous feedback, the school can ensure that the targeted intervention programs are effectively designed, staffed, and scheduled to maximize student participation and success.

Action Step #3

Action Step 3: Provide Professional Development for Staff

Person Monitoring:

Idelmis Clavijo

By When/Frequency:

Monthly monitoring

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Step 3: Provide Professional Development for Staff Description: Offer professional development sessions for teachers and staff focused on dropout prevention strategies, student engagement techniques, and effective use of EWS data. Tasks: Needs Assessment: Conduct a needs assessment to identify the specific training requirements of the staff. Training Sessions: Organize and conduct training sessions on evidence-based practices for supporting at-risk students. Follow-Up Support: Provide ongoing support and follow-up training to ensure the application of new strategies in the classroom. Monitoring Steps for Professional Development Monitoring Steps: Survey and Feedback Collection Task: Develop and distribute surveys to teachers and staff to identify their training needs and preferences. Person Responsible: Professional Development Coordinator Monitoring Activities: Analyze survey results to determine common training needs. Hold focus groups or interviews with selected staff to gain deeper insights. Data Analysis Review existing data (e.g., student performance, teacher evaluations) to identify areas where professional development is needed. Monitoring Activities: Compare survey results with performance data to prioritize training topics. Prepare a report summarizing identified training needs and proposed topics. Review and approve training materials to ensure they meet the identified needs. Conduct training sessions for staff. Monitoring Activities: Track attendance and participation during training sessions. Collect immediate feedback through post-session surveys or evaluations. Effectiveness Evaluation Task: Assess the effectiveness of training sessions in meeting the identified needs. Monitoring Activities: Analyze post-session survey results to gauge participant satisfaction and learning. Conduct follow-up surveys or interviews after a few weeks to assess the application of new strategies. 3. Follow-Up Support Monitoring Steps: Ongoing Support Provide continuous support to teachers and staff as they implement new strategies. Person Responsible: Professional Development Coordinator and School Administration Monitoring Activities: Schedule regular check-ins or coaching sessions with staff. Create a support network or online forum for staff to share experiences and tips. Classroom observations: Conduct classroom observations to ensure new strategies are being effectively applied. Monitoring Activities: Observe and document the implementation of new techniques in classrooms. Provide constructive feedback and additional support as needed. Performance Reviews Evaluate the overall impact of professional development on teacher performance and student outcomes. Monitoring Activities: Review teacher performance assessments and student data periodically.

Compare data before and after professional development to measure impact. By taking these action steps, the school aims to create a supportive environment that identifies and assists at-risk students promptly, ultimately improving graduation rates and reducing dropout rates.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Student attendance is a critical factor influencing academic success and overall school performance. For each relevant grade level, the focus will be on improving attendance rates by identifying and addressing the factors contributing to absenteeism. This includes:

- **Elementary Grades (K-5):** Emphasis on developing early habits of regular attendance, understanding the impact of missing school on foundational learning, and involving parents and guardians in promoting consistent attendance.
- **Middle School (6-8):** Focus on the transition period where students may experience increased absences due to social, emotional, and academic challenges. Interventions will include targeted support for students and collaboration with families to address barriers to attendance.
- **High School (9-12):** Addressing attendance issues related to increased independence, academic pressure, and potential disengagement. Strategies will focus on re-engaging students, providing support for those facing personal or academic difficulties, and tracking attendance more closely.

Impact on Student Learning:

1. **Academic Achievement:** Regular attendance is essential for students to keep up with the curriculum and achieve academic success. Missing school frequently can lead to gaps in knowledge, lower grades, and difficulty keeping pace with peers.
2. **Social and Emotional Development:** Consistent attendance fosters social connections with peers and teachers, which is crucial for emotional well-being and engagement in the school environment.
3. **Long-Term Outcomes:** Improving attendance is linked to better long-term educational outcomes, including higher graduation rates and increased likelihood of pursuing higher education or career opportunities.

Rationale:

The focus on student attendance was identified as a crucial need based on data reviewed from the

prior year, which highlighted the following:

1. **Absenteeism Data:** Analysis of attendance records revealed a significant percentage of students with absenteeism (defined as missing 5 or more school days). This was found to be a key factor negatively impacting their academic performance and overall school experience.
2. **Academic Performance Correlation:** Students with high levels of absenteeism were shown to have lower academic achievement, with increased numbers of lower standardized test scores compared to their peers with regular attendance.
3. **Student and Family Feedback:** Surveys and feedback from students and families indicated various barriers to regular attendance, including health issues, transportation difficulties, and lack of engagement with school.
4. **Previous Interventions' Effectiveness:** Data showed that previous interventions aimed at improving attendance were not sufficiently addressing the root causes or were not adequately implemented. This underscored the need for a more targeted and comprehensive approach.

Addressing student attendance is critical for enhancing student learning and overall school success. By focusing on improving attendance rates through targeted interventions and support, the school aims to mitigate the negative effects of absenteeism, boost academic achievement, and foster a positive and engaging school environment for all students. The rationale for this focus is grounded in the data-driven insights from the prior year, which highlighted attendance as a key area needing improvement to support student success effectively.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior Year Data: 2023-2024

- **Elementary Grades (K-5):**
 - **Data:** In the prior year, 10% of elementary students missed 5 or more school days, with an average of 3 students per grade level being absent.
- **Middle School (6-8):**
 - **Data:** In the prior year, 15% of middle school students missed between 6+ school days, with an average of 3 students per grade level experiencing chronic absenteeism.
- **High School (9-12):**
 - **Data:** In the prior year, 15% of high school students missed 6+ or more school days, with an average of 4 students per grade level facing chronic absenteeism.

Specific Measurable Outcomes:

1. **Elementary Grades (K-5):**
 - **Goal:** Reduce the percentage of students with 10% or more absenteeism to 5% or less

by the end of the school year.

- **Target:** Decrease the number of chronically absent students per grade level from an average of 5 or fewer.

2. Middle School (6-8):

- **Goal:** Reduce the percentage of students with 6 or more absences to 5 or fewer by the end of the school year.
- **Target:** Decrease the number of chronically absent students per grade level from an average of 5 or fewer.

3. High School (9-12):

- **Goal:** Reduce the percentage of students with 6 or more absenteeism to 5 or less by the end of the school year.
- **Target:** Decrease the number of chronically absent students per grade level from an average of 5 or fewer.

The school has set specific, measurable goals to decrease chronic absenteeism at all grade levels. Tracking progress towards these targets will confirm that the strategies and interventions being used are effective in improving student attendance and overall academic performance.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

To effectively improve student attendance at Lincoln-Marti Charter Hialeah Campus, it is essential to have a comprehensive plan for data collection and monitoring. This plan includes tracking daily attendance, using an Early Warning System (EWS), and implementing regular reviews and feedback mechanisms to ensure that interventions are effective. This is how we will approach the process:

1. Data Collection:

- **Daily Attendance Records:** Collect daily attendance data for each student and aggregate it to monitor patterns of absenteeism.
- **Monthly Reports:** Generate monthly reports to track overall attendance rates and identify trends or recurring issues.

2. Early Warning System (EWS):

- **Alerts:** Use the EWS to set up automatic alerts for students who miss a specified number of days or show patterns of chronic absenteeism.
- **Data Analysis:** Regularly review EWS data to identify at-risk students and evaluate the effectiveness of interventions.

3. Intervention Tracking:

- **Implementation:** Track the implementation of targeted interventions, such as tutoring,

mentoring, and counseling, to ensure they are being delivered as planned.

- **Effectiveness:** Monitor student participation in these interventions and assess their impact on attendance.

4. **Feedback Mechanisms:**

- **Student and Family Surveys:** Conduct surveys to gather feedback from students and families regarding barriers to attendance and the effectiveness of support provided.
- **Staff Feedback:** Collect input from teachers and staff on student attendance and any observed improvements or challenges.

5. **Regular Review Meetings:**

- **Review Meetings:** Hold regular meetings with key stakeholders (e.g., school administrators, counselors, teachers) to discuss attendance data, review progress, and adjust strategies as needed.

6. **Performance Metrics:**

- **KPI Tracking:** Monitor key performance indicators (KPIs), such as the percentage of students with chronic absenteeism and the number of students receiving interventions.
- **Benchmarking:** Compare current data with historical trends to measure progress and identify areas for further improvement.

Impact on Student Achievement Outcomes:

1. **Enhanced Academic Performance:**

- **Timely Interventions:** By identifying and addressing absenteeism early, students are more likely to receive timely academic support, helping them keep up with the curriculum and improve their grades.
- **Reduced Learning Gaps:** Regular attendance ensures that students do not miss critical instructional time, reducing learning gaps and improving overall academic performance.

2. **Improved Engagement and Behavior:**

- **Increased School Engagement:** Consistent attendance fosters stronger connections with peers and teachers, leading to increased student engagement and participation in school activities.
- **Behavioral Improvements:** Addressing absenteeism can lead to improved behavior in the classroom, as students are more likely to be present and engaged.

3. **Higher Graduation Rates:**

- **Long-Term Success:** By improving attendance, the school supports students in staying on track for graduation. Consistent attendance is linked to higher graduation rates and better long-term educational outcomes.
- **Increased Opportunities:** Regular attendance provides students with more opportunities to succeed academically, pursue higher education, and achieve career goals.

4. Informed Decision-Making:

- **Data-Driven Adjustments:** Ongoing monitoring allows the school to make data-driven decisions and adjust strategies based on what is working and what needs improvement. This ensures that interventions are effective and responsive to student needs.

Conclusion:

Effective monitoring of student attendance requires a comprehensive approach that includes data collection, early warning systems, tracking interventions, and gathering feedback. By continuously assessing and adjusting strategies based on this data, the school can significantly impact student achievement outcomes, improve academic performance, enhance student engagement, and support higher graduation rates.

Person responsible for monitoring outcome

Mirelys Garcia

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Intervention Practices: Early Warning System (EWS): Implement an EWS to monitor student attendance patterns and identify those at risk of chronic absenteeism. This system uses data analytics to trigger alerts for students who meet specific criteria for absenteeism. Monitoring Steps: Regularly review EWS data to track the number of alerts generated and the effectiveness of interventions triggered by these alerts. Progress Reports: Prepare and review reports on the impact of EWS on attendance rates and make data-driven decisions to refine the system. The selected evidence-based interventions for improving student attendance include the implementation of an Early Warning System, attendance incentives, family engagement, targeted support, and behavioral and academic support programs. These strategies are chosen based on research demonstrating their effectiveness in reducing absenteeism and improving student outcomes. Ongoing monitoring involves data analysis, tracking participation, collecting feedback, and making data-driven adjustments to ensure the interventions effectively address attendance issues and enhance student achievement.

Rationale:

Research shows that early identification of attendance issues enables timely interventions, preventing the escalation of absenteeism. The EWS provides actionable data to proactively address attendance problems before they become more severe.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Develop and Launch the Early Warning System (EWS)

Person Monitoring:

Idelmis Clavijo

By When/Frequency:

08/15/2024-10/18/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Steps: Design the EWS to monitor key attendance indicators (e.g., absences, tardies) and set criteria for generating alerts for at-risk students. Data Integration: Integrate the EWS with existing school data systems to ensure accurate and timely data collection. Training: Provide training for school staff on how to use the EWS effectively and interpret the data it generates. Launch: Roll out the EWS school-wide, ensuring all relevant staff have access and understand their roles in monitoring and responding to alerts.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

List the school's webpage where the SIP is made publicly available.

During the September 2024 EESAC meeting, Lincoln Marti Charter School Hialeah Campus will present and discuss the School Improvement Plan (SIP) and the Title I budget. This session is designed to engage all stakeholders and gather valuable feedback. To ensure broad awareness, the school will distribute informational flyers to students and post them on its official website and social media platforms. These materials will be available in English and Spanish and distributed at least seven days before the meeting.

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

In December 2024, the SAC will hold a follow-up meeting to evaluate the progress of the SIP. This session will review data on the plan's advancement and assess the effectiveness of its activities. The data-driven review will provide insights into the plan's trajectory and determine if any adjustments or updates are needed to ensure it remains effective and aligned with the school's objectives.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

At Lincoln-Marti Charter School, our mission is closely linked to the relationships we build with parents, families, and community stakeholders. We understand that these relationships are crucial for supporting students' needs, ensuring parental involvement, and maintaining open communication about each child's progress. Our approach includes several key elements:

1. School Culture as the Foundation: Our school culture is the cornerstone of our educational environment. We are committed to fostering strong relationships with teachers, students, and parents. By integrating student perspectives into decision-making, we aim to create a learning environment that is both enriching and secure.

2. Interconnected Relationships: Positive relationships among teachers, students, and parents are essential for a supportive school climate. Dynamic interactions between teachers and students, along with collaborative relationships among staff, contribute significantly to a positive school atmosphere.

3. Leadership's Role in Cultivating Positivity: The leadership team, including the school administration, assistant principal, counselor, and lead teachers, is dedicated to nurturing and enhancing our school culture. Their focus on maintaining a cohesive and supportive environment is crucial for fostering a positive school experience.

4. Collaborative Planning: Weekly planning sessions will strengthen bonds among teachers and staff. These sessions are designed to enhance teamwork and contribute to creating a harmonious school community.

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

6. Engagement Through Councils: The Educational Excellence School Advisory Council (EESAC) and Parent Academy Meetings offer platforms for parents and families to engage with school decisions and policies, ensuring their input is valued and incorporated.

7. Support and Professional Development: We will implement a mentoring program for new teachers and staff, alongside student-led organizations and clubs, to foster a sense of belonging and investment within the school community. Robust leadership and professional development initiatives will also support the continuous growth of our faculty.

By strengthening these relationships and implementing various engagement strategies, we aim to build a strong partnership between parents, families, community stakeholders, and the school. This collaborative effort aligns with our mission, enhances student success, and promotes a thriving educational environment.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the

amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

To enhance the academic program and improve the quality of learning time at our school, we have developed a comprehensive plan that promotes shared responsibility among teachers and the school leadership team. Our strategy includes focused subject-area planning, targeted coaching, and data-informed decision-making.

Key Elements of Our Plan:

1. **Collaborative Subject-Area Planning:** The reading coach will lead subject-area planning sessions with ELA teachers during common planning periods on Mondays and Wednesdays. These sessions are designed to improve target/task alignment and refine instructional strategies and outcomes.
2. **Weekly Coaching Calendars:** We will implement structured weekly coaching calendars that detail specific coaching sessions for teachers. This approach ensures that teachers receive personalized guidance and support to enhance their instructional practices.
3. **Well-Rounded Program:** Our curriculum will be designed to address the diverse needs of all students, providing educational assistance where needed. By offering a well-rounded program, we aim to deliver an enriched and inclusive educational experience.
4. **Identification of At-Risk Students:** We will focus on early identification of students at risk of academic failure. Prompt identification allows us to implement timely interventions to support these students and help them stay on track.
5. **Strengthening School Conditions:** We are committed to improving overall school conditions to support effective student learning. This includes enhancing classroom environments, increasing student engagement, and fostering positive teacher-student interactions.
6. **Progress Monitoring and Data Utilization:** Regular monitoring of student progress will be conducted, with data used to inform instructional decisions. This data-driven approach ensures that interventions are targeted and effective, leading to improved student outcomes.
7. **Feedback and Classroom Walkthroughs:** We will perform regular classroom walkthroughs to assess progress toward academic goals. Feedback from these walkthroughs will help us refine our strategies and enhance our approach.

By integrating these elements, we aim to elevate the academic program, maximize learning time, and offer an enriched and accelerated curriculum. This plan is crucial for achieving the goals outlined in our School Improvement Plan (SIP), particularly in the context of our identified Area of Focus. Through collaborative efforts and data-informed decision-making, we are dedicated to creating a strong academic environment that benefits all students.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under

ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Lincoln Marti Charter School (Hialeah Campus) collaborates with various federal, state, and local services to develop and implement the School Improvement Plan. These include:

- **Title I, Part A:** Provides supplemental education for disadvantaged students.
- **Title II, Part A:** Supports teacher development through various professional growth opportunities.
- **Title III:** Implements multicultural services to support diverse student needs.
- **Title IV, Part A:** Facilitates student enrichment activities to enhance learning experiences.
- **Title IX:** Offers support for students and families in transition.
- **Perkins Career and Technical Education:** Provides postsecondary opportunities and career experiences.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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

At Lincoln-Marti Charter Hialeah Campus, school counselors are crucial in supporting students socially, emotionally, and academically. They address challenges that may hinder students from thriving in the school environment by offering individual counseling, small-group sessions (including social skills development, career planning, and peer rapport), and guidance lessons for students, faculty, and staff.

By addressing academic, personal, and social challenges, counselors help students develop essential social skills, leading to positive outcomes such as increased confidence, enhanced self-worth, stronger friendships, improved grades, and better behavior.

Preparing for Postsecondary Opportunities and the Workforce

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

At our school, we employ a range of strategies to prepare high school students for postsecondary education. Our plan includes interventions such as tutoring, rigorous coursework, and comprehensive counseling. We also provide ongoing assessments and various supports to help struggling students and those with disabilities stay on track for high school graduation and future success.

Our approach integrates academic and technical content, including Career and Technical Education (CTE), Dual Enrollment, and AP Courses. Additionally, we offer counseling and support to students from disadvantaged backgrounds and their families, addressing college costs, financing options, and the courses required for college admission.

Addressing Problem Behavior and Early Intervening Services

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

At Lincoln-Marti Charter Hialeah Campus, we have implemented a schoolwide tiered model designed to prevent and address problem behaviors while providing early intervention services to students in

need. This model aligns closely with the activities and services outlined under the Individuals with Disabilities Education Act (IDEA) and consists of three tiers of support:

- **Tier 1 - Universal Supports:** We offer all students a positive and proactive school environment that promotes a sense of belonging and safety. This includes establishing schoolwide behavior expectations, reinforcing positive behavior, and implementing character education programs to foster a healthy school culture.
- **Tier 2 - Targeted Interventions:** For students needing additional support, we provide targeted interventions such as small-group counseling, social skills training, and behavior improvement plans. These interventions aim to address specific behavioral challenges and encourage positive decision-making.
- **Tier 3 - Intensive Interventions:** Students with more significant behavioral needs receive intensive support, including individualized behavior support plans, regular check-ins with counselors, and close collaboration with families. These interventions are tailored to meet each student's unique needs.

Our approach integrates with IDEA-related activities to ensure a seamless support system. We work with special education professionals to identify students who may benefit from both behavioral and academic interventions. This coordinated effort ensures that students receive the appropriate services to address their individual needs, fostering a positive and productive learning environment for all.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

At Lincoln-Marti Charter Hialeah Campus, our commitment to continuous improvement extends to our educators and school personnel through targeted professional learning and development activities. To enhance instruction and effectively utilize academic assessment data, we implement the following strategies:

- **Data-Informed Instruction:** We conduct regular professional development sessions to help teachers interpret and use academic assessment data to tailor instruction to meet individual student needs. This promotes data-driven decision-making, enabling teachers to adjust their strategies and interventions to improve student outcomes.
- **Curriculum Enhancement:** Teachers receive training on research-based instructional practices and curricular improvements based on assessment results. This empowers educators to deliver engaging and effective lessons that address diverse learning needs.
- **Collaborative Learning Communities:** We foster teacher collaboration and the sharing of best practices through professional learning communities. Educators discuss effective strategies, share insights from assessment data, and collaboratively develop interventions to

address academic challenges.

- **Recruitment and Retention of Effective Teachers:** To attract and retain high-quality teachers, we offer mentorship programs, career development opportunities, and competitive compensation packages. We provide additional support and incentives for teachers in high-need subjects, including professional growth pathways.

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

Strategies to Assist Preschool Children

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

The transition from early childhood education to elementary school is a crucial moment for preschool children. At Lincoln-Marti Charter Hialeah Campus, we have developed comprehensive strategies to ensure a smooth and successful transition:

- **Orientation and Familiarization:** We host orientation sessions for preschool children and their families before the transition. These sessions introduce them to our school environment, teachers, and staff, helping to reduce anxiety and build familiarity with the new setting.
- **Collaboration with Early Childhood Programs:** We work closely with local early childhood education programs to share information about children's strengths, needs, and developmental progress. This collaboration helps us prepare our elementary school to meet each student's individual requirements.
- **Individualized Transition Plans:** For children with specific needs, we create individualized transition plans outlining the necessary supports and accommodations. These plans are developed in collaboration with families and relevant professionals to ensure a tailored approach.
- **Open Communication:** We prioritize regular communication between preschool educators, elementary school teachers, and families. This ongoing dialogue allows us to share insights, strategies, and expectations, fostering a unified commitment to the child's successful transition.
- **Transition Activities:** We organize various activities, such as school tours, meet-and-greet sessions with teachers, and joint events involving both preschool and elementary students. These activities help preschoolers make social connections and become familiar with their new environment.

Through these strategies, we aim to provide preschool children with a seamless and positive transition to elementary school, laying a strong foundation for their continued academic success.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

To enhance graduation rates at Lincoln-Marti Charter Hialeah Campus effectively, the school is set to implement a structured process for evaluating resource utilization. This process will ensure that resources are allocated efficiently, aimed accurately, and modified based on their effectiveness.

Below is an elaborate outline of this process:

1. Initial Resource Assessment and Planning

a. Identifying Resources and Needs:

- Resource Inventory: The school will catalog all resources dedicated to boosting graduation rates, such as tutoring programs, mentoring, counseling services, and early warning systems (EWS).
- Needs Analysis: An examination of data on current graduation rates, student performance, absenteeism, and other pertinent metrics will be conducted to pinpoint specific needs.

b. Setting Objectives:

Clear, quantifiable objectives for each resource will be established, aiming to increase student involvement in tutoring programs or to raise attendance figures among students at risk.

2. Implementation and Tracking

The school will initiate the planned resources, including tutoring, mentoring, and counseling services.

Initial data will be documented to set benchmarks for future comparison, encompassing current graduation rates, attendance figures, and academic performance indicators.

Monitoring Utilization:

The frequency and efficacy of resource usage will be monitored, such as the attendance at tutoring sessions and involvement in mentoring programs.

Data on student engagement, progression, and results will be collected, utilizing tools like EWS to monitor students' academic performance and attendance.

Review and Evaluation

Periodic evaluations (e.g., quarterly) will be conducted to gauge the usage of resources and appraise the impact of tutoring, mentoring, and counseling efforts.

By following this structured process, Lincoln-Marti Charter Hialeah Campus will effectively review and optimize the use of resources aimed at improving graduation rates, ensuring that all students receive the support they need to succeed.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Specifics to Address the Need: Improving Graduation Rates

1. Identify the Specific Resources:

- **Tutoring Programs:** Implement both in-school and after-school tutoring programs in core subjects where students show the most need.
- **Mentoring Services:** Provide one-on-one or small group mentoring for at-risk students to offer personalized guidance and support.
- **Counseling Services:** Enhance access to school counselors for academic advising, career planning, and personal support.
- **Early Warning Systems (EWS):** Utilize EWS to identify students at risk of falling behind based on academic performance, attendance, and behavior.
- **Parental Engagement Initiatives:** Develop workshops and regular communication strategies to involve parents in their children's education.

2. Rationale (Data):

- **Graduation Rate Data:** Recent data indicates that the graduation rate has been below the target, with specific groups, such as economically disadvantaged students and students with high absenteeism.
- **Performance Metrics:** Academic assessments and performance data reveal gaps in core subject areas among at-risk students.
- **Absenteeism Data:** Increased absenteeism is a significant factor contributing to lower graduation rates, highlighting the need for targeted interventions.

3. Plan to Address the Needs:

a. Timeline:

Phase 1: Immediate Actions (0-3 Months)

- **Resource Deployment:** Launch tutoring programs and mentoring services immediately. Begin scheduling regular sessions and assigning mentors.
- **Early Warning Systems (EWS):** Implement EWS to identify at-risk students as early as possible. Start collecting data and flagging students for additional support.
- **Parental Engagement:** Organize initial workshops and communication efforts to engage parents and provide them with resources to support their children.

Phase 2: Short-Term Actions (4-6 Months)

- **Monitoring and Adjustments:** Begin tracking the usage and effectiveness of tutoring programs, mentoring services, and counseling. Analyze early data from EWS to assess impact.
- **Counseling Expansion:** Increase counseling availability and develop individualized plans for students identified by EWS.
- **Parent Workshops:** Continue to offer and expand workshops based on feedback and

observed needs.

Phase 3: Mid-Term Actions (7-12 Months)

- **Comprehensive Review:** Evaluate the impact of all resources based on collected data, including improvements in academic performance, attendance, and behavioral outcomes.
- **Feedback Integration:** Collect and analyze feedback from students, parents, and staff to identify areas for improvement. Adjust programs and strategies as needed.
- **Continued Support:** Maintain and refine tutoring and mentoring programs. Ensure that counseling services are tailored to ongoing student needs.

Phase 4: Long-Term Actions (12+ Months)

- **Impact Assessment:** Conduct a thorough assessment of the impact on graduation rates and other key metrics. Review long-term trends and make data-driven adjustments to resource allocation.
- **Strategic Planning:** Use insights gained to develop a strategic plan for ongoing resource allocation and future interventions aimed at sustaining and further improving graduation rates.
- **Community Communication:** Share successes and ongoing strategies with the school community to maintain transparency and support.

By deploying these specific resources and following this structured plan, Lincoln-Marti Charter Hialeah Campus aims to address the factors affecting graduation rates, ultimately leading to improved outcomes for all students.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Areas of Focus	Instructional Practice - Intervention	6500/643	UNISIG	0.0	13,200.00
<p>To address the learning loss experienced by students, the school has allocated funds to enhance instructional support through the acquisition of new technology. Specifically, the school will be purchasing 22 laptops, each priced at \$600, for a total expenditure of \$13,200. This investment in technology is a strategic move to provide students with the necessary tools to engage in effective learning, both inside and outside the classroom. The laptops will facilitate access to digital resources, enable participation in online educational programs, and support the completion of assignments and projects. By integrating these devices into the learning environment, the school aims to bridge educational gaps and enhance the overall learning experience, ultimately fostering better academic outcomes for students.</p>					
Areas of Focus	Instructional Practice - Intervention	5000/100	UNISIG	3.0	8,000.00
<p>To support students in overcoming learning loss, the school will invest in key educational resources by purchasing student licenses for two essential programs: Read 180 and IXL. The school will acquire 80 Read 180 student licenses for \$100 per license, totaling \$8,000. Read 180 is a proven intervention program designed to improve reading comprehension and literacy skills, offering personalized support to help students advance in their reading abilities. Additionally, the school will purchase IXL licenses for 100 students. IXL provides a comprehensive, personalized learning experience in various subjects, allowing students to practice and master skills at their own pace. These investments in educational technology will enhance instructional support, providing students with the tools they need to address learning gaps and achieve academic success.</p>					
Areas of Focus	Instructional Practice - Intervention	5000/100	UNISIG	3.0	14,080.00
<p>To provide targeted support to students, the school will launch an array of extended learning time programs. These initiatives include Early Bird Tutoring sessions held both before and during school hours, as well as classroom-based interventions designed to offer supplemental instructional support through diverse delivery models. The implementation of these programs will involve the engagement of approximately four hourly interventionists and/or teachers. Each professional will be compensated at an average rate of \$40 per hour, working up to 16 hours per week over a span of 22 weeks. This structured approach ensures that students receive consistent and focused support, tailored to address their individual learning needs and bridge gaps that have emerged. By investing in these extended learning opportunities, the school aims to create a more robust and supportive educational environment, ultimately enhancing student achievement and mitigating the impact of recent disruptions on their academic progress.</p>					
Areas of Focus	Instructional Practice - Intervention	5000/500	UNISIG	0.0	7,196.10
<p>To bolster curriculum engagement and enhance instructional quality, the school will invest in additional supplemental materials for English Language Arts (ELA) and Intensive Reading programs. Specifically, the school will purchase resources for the Read 180 program, which serves students in grades 6 through 12. The total cost for these supplemental instructional materials is \$7,196.10. These materials are designed to complement and reinforce the existing curriculum, providing targeted support to help students improve their reading and language skills. By integrating these resources into the classroom, the school aims to engage students more effectively and address their individual learning needs, ultimately fostering</p>					

BUDGET		ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
<i>greater academic achievement and progress.</i>						
Total		Areas of Focus				42, 476.10
Plan Budget Total						42, 476.10