

Miami-Dade County Public Schools

LINCOLN-MARTI CHARTER SCHOOL (HIALEAH CAMPUS)



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

 A. School Mission and Vision 2

 B. School Leadership Team, Stakeholder Involvement and SIP
 Monitoring 2

 C. Demographic Data..... 7

 D. Early Warning Systems 8

II. Needs Assessment/Data Review 12

 A. ESSA School, District, State Comparison 13

 B. ESSA School-Level Data Review 14

 C. ESSA Subgroup Data Review 15

 D. Accountability Components by Subgroup..... 16

 E. Grade Level Data Review 19

III. Planning for Improvement..... 21

IV. Positive Learning Environment 31

V. Title I Requirements (optional)..... 34

VI. ATSI, TSI and CSI Resource Review 42

VII. Budget to Support Areas of Focus 43

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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Lincoln-Marti Charter Schools, 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 Schools, 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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

952343@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

Provide strategic leadership and oversight of instructional programs and campus operations. Manage daily school functions, including staff supervision, student discipline, classroom observations, and personnel recruitment. Ensure the delivery of high-quality instruction by fostering a culture of excellence and continuous improvement.

Leadership Team Member #2

Employee's Name

Mirelys Garcia

954145@dadeschools.net

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, providing them with viable feedback to support effective instruction. In addition, the AP handles discipline, schedules, and testing, and is knowledgeable about all educational programs that the school adheres to.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

The development of the School Improvement Plan (SIP) at Lincoln-Marti Charter School (Hialeah Campus) was guided by a comprehensive and inclusive process that actively engaged all required stakeholder groups. This collaborative approach ensured that the SIP reflects the diverse perspectives and priorities of the school community.

1. School Leadership Team

The leadership team, including administrators, department heads, and instructional support staff, initiated the SIP process by conducting a thorough needs assessment. They analyzed academic performance data, attendance trends, and behavioral reports to identify key areas for improvement. Their strategic planning laid the foundation for the SIP's goals and action steps.

2. Teachers and School Staff

Teachers and staff contributed through structured surveys, focus groups, and collaborative planning sessions. Their insights into instructional practices, student engagement, and classroom challenges informed the development of targeted strategies for professional development, curriculum refinement, and behavior management.

3. Parents and Families

Parents and families were engaged through meetings, community forums, and digital surveys. Their feedback provided valuable context on student needs, communication gaps, and family engagement. As a result, the SIP includes initiatives to strengthen home-school connections, improve transparency, and expand support services.

4. Students (Mandatory for Secondary Schools)

Secondary students participated via student councils, focus groups, and school climate surveys. Their input highlighted areas such as academic support, extracurricular offerings, and campus culture. This feedback directly shaped student-centered programs and wellness initiatives included in the SIP.

5. Business and Community Leaders

Local business and community leaders were consulted through advisory boards and partnership meetings. Their perspectives on workforce readiness, community needs, and resource opportunities helped align the SIP with broader economic and civic goals. Their contributions supported the integration of career exploration, service learning, and mentorship programs.

Utilization of Stakeholder Input

The leadership team systematically reviewed all feedback. Common themes were identified and used to refine the SIP's goals, strategies, and implementation steps. For example:

- Teacher input led to the inclusion of targeted professional development.
- Parent concerns about communication resulted in enhanced outreach strategies.
- Student feedback informed the expansion of academic and extracurricular supports.

This inclusive process not only strengthened the quality of the SIP but also fostered a sense of shared ownership and accountability among stakeholders. Their active involvement ensures that the plan remains responsive to the evolving needs of the school community and focused on improving student outcomes.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 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 most significant achievement gap. The monitoring and revision process will involve the following steps:

1. Regular Data Collection and Analysis

- **Academic Performance:** Students will participate in frequent assessments, including benchmark testing, to measure progress toward state academic standards. Data will be disaggregated to identify achievement gaps and guide instructional adjustments.
- **Behavioral and Attendance Trends:** Ongoing tracking of behavior incidents and attendance rates will help identify at-risk students and evaluate the effectiveness of current interventions.
- **Instructional Practice Monitoring:** Classroom observations and teacher evaluations will be conducted regularly to assess the fidelity of instructional strategy implementation and identify professional development needs.

2. Progress Reporting

- **Monthly and Quarterly Reports:** The leadership team will compile and review progress reports summarizing academic, behavioral, and instructional data. These reports will inform decision-making and highlight areas requiring immediate attention.

3. Stakeholder Engagement

- **Leadership Team Meetings:** Bi-weekly meetings will be held to review data, discuss challenges, and adjust strategies as needed.
- **Staff Collaboration:** Teachers and staff will participate in regular meetings to share insights, review progress, and contribute to solution development.
- **Parent and Community Forums:** Periodic meetings will be held to update families and community partners on SIP progress and gather feedback.

4. Intervention Effectiveness Review

- Targeted interventions for students with the most significant achievement gaps will be closely monitored. Adjustments will be made based on student response to ensure equitable access to academic support and resources.

II. Revising the SIP for Continuous Improvement

1. Stakeholder Feedback Mechanisms

- **Surveys and Questionnaires:** Distributed regularly to students, families, staff, and community members to gather input on SIP implementation and perceived impact.
- **Focus Groups:** Conducted with diverse stakeholder groups to explore specific concerns and gather qualitative feedback.

2. Data-Informed Decision Making

- The leadership team will analyze feedback alongside performance data to identify areas where the SIP requires revision. This includes evaluating the effectiveness of current strategies and identifying gaps in support.

3. Collaborative Revision Process

- **Stakeholder Participation:** Revisions will be developed collaboratively through workshops and planning sessions involving all stakeholder groups.
- **Action Plan Updates:** Based on findings, the SIP will be updated to include revised goals, strategies, timelines, and resource allocations.

4. Professional Development

- Staff will receive ongoing training aligned with revised SIP strategies to ensure effective implementation of evidence-based practices and continuous instructional improvement.

By maintaining a strong monitoring system and actively engaging stakeholders in the revision process, our school will ensure that the SIP remains a dynamic and responsive tool for improving student outcomes and closing learning gaps.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	82.1%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: C 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	10	10	11	12	18	18	6	18	20	123
Absent 10% or more school days		1	2			5	3			11
One or more suspensions					1			1	1	3
Course failure in English Language Arts (ELA)				1		1				2
Course failure in Math					1		1			2
Level 1 on statewide ELA assessment		9	10	2	3	10	10	7	9	60
Level 1 on statewide Math assessment		0	10	2	6	7	8	1	5	39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				1						1
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				1	1		1			3

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	8	9	2	1	6	8	1	2	37

Current Year 2025-26

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				2	1					3
Students retained two or more times										0

Prior Year (2024-25) 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							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

Prior Year (2024-25) 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	30	14	2	10	11	12	19	114

Prior Year (2024-25) 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				1						1
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 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	
School Enrollment					0
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 (2025-26)

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	61	67	61	57	65	58	48	61	53
Grade 3 ELA Achievement	80	65	62	55	63	59	44	58	56
ELA Learning Gains	61	66	61	74	64	59			
ELA Lowest 25th Percentile	68	58	55	76	58	54			
Math Achievement*	89	69	62	82	68	59	70	63	55
Math Learning Gains	84	65	60	82	66	61			
Math Lowest 25th Percentile	82	59	53	86	63	56			
Science Achievement	69	62	57	92	60	54	69	56	52
Social Studies Achievement*	93	82	74	71	79	72	89	77	68
Graduation Rate		81	72	56	78	71	29	76	74
Middle School Acceleration	88	79	75	100	77	71	26	75	70
College and Career Acceleration		75	56		76	54		73	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	67	64	61	60	64	59	46	62	55

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	77%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	842
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
77%	74%	54%	65%	47%		56%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	69%	No		
Hispanic Students	76%	No		
Economically Disadvantaged Students	77%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	61%	80%	61%	68%	89%	84%	82%	69%	93%	88%			67%
English Language Learners	48%		56%	65%	88%	84%	80%	64%					67%
Hispanic Students	60%	80%	61%	68%	88%	85%	82%	68%	93%	88%			66%
Economically Disadvantaged Students	58%		64%	77%	87%	85%	92%	74%					77%

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%

Page 17 of 44

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%		

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	57%	60%	-3%	58%	-1%
ELA	3	67%	60%	7%	57%	10%
ELA	4	28%	59%	-31%	56%	-28%
ELA	5	39%	60%	-21%	56%	-17%
ELA	7	42%	62%	-20%	57%	-15%
ELA	8	59%	60%	-1%	55%	4%
ELA	9	69%	56%	13%	56%	13%
Math	3	67%	69%	-2%	63%	4%
Math	4	67%	68%	-1%	62%	5%
Math	5	67%	62%	5%	57%	10%
Math	7	63%	54%	9%	50%	13%
Math	8	81%	60%	21%	57%	24%
Science	5	44%	56%	-12%	55%	-11%
Science	8	53%	46%	7%	49%	4%
Civics		89%	74%	15%	71%	18%
Biology		81%	74%	7%	71%	10%
Algebra		90%	59%	31%	54%	36%
Geometry		81%	58%	23%	54%	27%
ELA	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	6	* 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.				

2024-25 WINTER

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

2024-25 FALL

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

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?

In response to identified learning gaps, Lincoln-Marti Charter School implemented a series of strategic actions during the 2024–2025 school year, resulting in a significant 25-point increase in Grade 3 ELA Achievement—from 55% in 2024 to 80% in 2025.

To support this growth, the school provided targeted before- and after-school tutoring in ELA and Math for students identified through progress monitoring. Technology integration played a key role, with platforms such as i-Ready and IXL used daily to personalize instruction and guide small group interventions.

Teachers received ongoing professional development focused on differentiated instruction, data-driven decision-making, and effective use of instructional technology, supported by collaborative planning and coaching cycles. Family engagement was strengthened through literacy nights, parent workshops, and consistent communication via newsletters, conferences, and digital platforms, fostering a strong partnership between home and school.

Lowest Performance

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

The data component that showed the lowest performance during the 2024–2025 school year was ELA Achievement in grades 4 and 5. Grade 4th scored 28%, a significant drop compared to Grade 3's 55% in the previous year (2023–2024), indicating a sharp decline in performance as students progressed to the next grade level. Similarly, Grade 5 scored 39%, down from 47% the year before. Grade 7 also demonstrated low performance, with an ELA score of 42%, which is 49 points below the 2023-2024 school year. A key contributing factor to the underperformance in Grades 4 and 5 was inconsistent classroom management, which disrupted instructional time and negatively impacted student engagement. Additionally, a substantial number of students in these grade levels were English Language Learners (ELLs) with limited English proficiency, making it difficult for them to access and comprehend grade-level content. These trends emphasize the need for targeted support in classroom management, differentiated instruction, and language development strategies to improve academic outcomes in the upcoming school year.

Greatest Decline

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

The most significant decline in performance during the 2024–2025 school year was observed in ELA Learning Gains, which dropped from 74% in 2023–2024 to 61% in 2024–2025, and in ELA Learning Gains for the Lowest 25th Percentile, which decreased from 76% to 68%. This decline can be attributed to several key factors. Notably, the introduction of new teachers in critical grade levels impacted instructional consistency and classroom culture. Challenges with classroom management affected student engagement and reduced the time for adequate learning. Additionally, many students in Grades 4th and 5th—where the lowest performance was recorded—entered the school year with limited proficiency in English Language Arts, making it difficult for them to access grade-level content and demonstrate growth. These trends underscore the need for targeted professional development, mentoring for new teachers, and enhanced support for struggling readers.

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 most significant gap in performance compared to the state average was observed in ELA Achievement in grades 4 and 5. Grade 4th scored 28%, which is 29 points below the state average of 57%, while Grade 5 scored 39%, 17 points below the state average of 56%. This significant disparity can be attributed to challenges in classroom management, which affected instructional delivery and student engagement. Additionally, a large portion of students in these grade levels were English Language Learners (ELLs) with limited proficiency in English, making it difficult for them to access grade-level content and demonstrate mastery. These trends underscore the need for targeted support in language development, differentiated instruction, and effective classroom management strategies to narrow the achievement gap.

EWS Areas of Concern

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

An analysis of the Early Warning System (EWS) data for the 2025–2026 school year at Lincoln-Marti Charter School identified two key areas of concern. First, chronic absenteeism emerged as a significant issue, with a notable number of students flagged for having 18 or more absences. Chronic absenteeism is a strong predictor of academic underperformance and disengagement, highlighting the need for improved attendance monitoring, proactive family outreach, and support systems to address barriers to consistent school attendance.

Second, academic performance in English Language Arts (ELA) remains a concern, as many students were flagged for prior-year failures in Language Arts and/or scored at Level 1 or 2 on the FSA. This trend is particularly alarming in light of low ELA achievement in Grades 4 and 5.

Highest Priorities

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

Based on the Early Warning System data, our school has identified four highest priorities for the 2025–2026 school year.

- 1- First, reducing chronic absenteeism is essential, as a significant number of students have been flagged for excessive absences, which directly impacts academic performance and engagement.
- 2-Second, improving ELA achievement and learning gains is critical, particularly in Grades 4 and 5, where students continue to perform below grade level due to prior academic struggles and low standardized test scores.
- 3- Third, providing targeted support for English Language Learners (ELLs) is necessary, as limited English proficiency continues to be a barrier to accessing grade-level content and achieving academic success.
- 4- Lastly, strengthening classroom management and instructional consistency is a key focus, especially for new teachers, to ensure a positive learning environment and increase student engagement across all grade levels.

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 ELA

Area of Focus Description and Rationale

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.

The primary instructional focus for the 2025–2026 school year at Lincoln-Marti Charter School is to strengthen Language Arts Learner Support across all grade levels, with particular emphasis on Grades 4 and 5. This focus was identified based on multiple data sources, including ELA achievement scores, FAST Level 1 and 2 performance, and Early Warning System indicators that showed prior-year failures in English Language Arts. The low proficiency levels among students—especially English Language Learners (ELLs)—highlight a critical need for targeted literacy instruction. This area of focus directly impacts student learning by addressing foundational reading and writing skills, improving comprehension, and supporting language acquisition.

Instructional strategies will include differentiated small-group instruction, the integration of adaptive learning platforms, and professional development for teachers in evidence-based literacy practices. By prioritizing this area, the school aims to close achievement gaps and improve overall ELA performance.

Measurable Outcome

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 and the identified need to strengthen Language Arts instruction, Lincoln-Marti Charter School aims to achieve measurable improvement in ELA performance across key grade levels. In the 2023–2024 school year, the Grade 4 ELA Achievement Rate was 28%, and the Grade 5 rate was 39%.

The school's goal for the **2025–2026** school year is to increase Grade 4 ELA Achievement to 50% and Grade 5 to 55%, reflecting a minimum 12–16 percentage point gain. These outcomes will be supported through targeted instructional strategies, including differentiated small group instruction, enhanced support for English Language Learners, and professional development focused on literacy best practices. Progress will be monitored through interim assessments, PM's assessments, I-Ready diagnostics, and classroom performance data to ensure students are on track to meet grade-level

expectations.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The implementation and impact of the Language Arts Learner Support focus will be monitored through a structured and data-driven approach. Student progress will be tracked using tools such as i-Ready diagnostics, progress monitoring assessments, and formative classroom evaluations to measure growth in reading comprehension, fluency, and writing.

Instructional practices will be reviewed through regular classroom walkthroughs, lesson plan audits, and teacher feedback cycles to ensure fidelity to strategies like differentiated instruction and small-group interventions.

Data will be analyzed during bi-weekly grade-level planning meetings and leadership team sessions to identify instructional gaps and adjust support as needed. Special attention will be given to new staff to strengthen classroom management and instructional consistency.

This comprehensive monitoring system will help ensure alignment with the school's measurable outcomes and instructional goals.

Person responsible for monitoring outcome

Idelmis Clavijo, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To improve ELA achievement and support language development, our school will implement a combination of evidence-based interventions across relevant grade levels. These include the use of I-Ready Reading and Achieve3000, both of which are research-backed programs designed to differentiate instruction and accelerate literacy growth. Teachers will also utilize guided reading strategies and small-group instruction tailored to students' individual reading levels and language proficiency. These interventions will be monitored through regular progress checks, utilizing I-Ready diagnostics, formative assessments, and classroom observations, to ensure fidelity and effectiveness. Instructional staff will receive ongoing professional development to support the implementation of these practices and to adjust instruction based on student data.

Rationale:

This area of focus was identified based on prior-year data showing low ELA achievement in Grades 4 and 5, with scores of 28% and 39%, respectively, and a high number of students flagged in the Early Warning System for prior failures in Language Arts and low FAST performance. Additionally, many students are English Language Learners with limited proficiency, which further impacts their ability to access grade-level content. The selected interventions are designed to address these gaps by providing targeted, adaptive instruction that meets students where they are and supports their growth

in reading comprehension, vocabulary, and fluency. By aligning instructional practices with proven strategies, the school aims to improve literacy outcomes and close achievement gaps.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement Targeted Small-Group Instruction

Person Monitoring:

Mirelys Garcia

By When/Frequency:

Weekly, beginning September 2025

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

Teachers will implement targeted small-group reading instruction during the ELA block, using student performance data from I-Ready diagnostics, FAST PMs, classroom assessments, and teacher observations to group students by skill level and instructional need. These groups will be flexible and adjusted bi-weekly to reflect student progress. Instruction will focus on key literacy components, including phonemic awareness, fluency, vocabulary, and comprehension, with additional scaffolding for English Language Learners (ELLs). To monitor the impact, instructional leaders will conduct regular classroom walkthroughs and review lesson plans to ensure alignment with student data and instructional goals. Student progress will be tracked through I-Ready growth reports, formative assessments, and student work samples. Data will be discussed during grade-level planning meetings to inform instructional adjustments and provide targeted support to teachers. This approach ensures that instruction is responsive, data-driven, and aligned with the school's measurable outcomes for ELA achievement.

Action Step #2

Integrate Adaptive Literacy Platforms

Person Monitoring:

Curriculum Coordinator/Mirelys Garcia

By When/Frequency:

Ongoing, with monthly data reviews

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

Students will regularly engage with adaptive literacy platforms such as i-Ready Reading, Imagine Learning, and IXL, to support differentiated instruction and accelerate literacy development. These platforms offer personalized learning paths tailored to each student's diagnostic results, enabling teachers to pinpoint and address specific skill gaps in reading comprehension, vocabulary, and fluency. To monitor the impact of this action step, the school will review monthly usage reports, growth metrics, and lesson integration logs to ensure students are actively using the platforms and making measurable progress. Teachers will analyze student data during grade-level planning meetings to adjust instruction and groupings as needed. Leadership will conduct periodic walkthroughs and review platform dashboards to ensure fidelity of implementation and alignment with instructional goals.

Action Step #3

Provide Professional Development in Literacy Strategies

Person Monitoring:

Idelmis Clavijo, Principal

By When/Frequency:

Monthly PD sessions and follow-up coaching

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

Teachers will participate in monthly professional development sessions focused on evidence-based literacy strategies, including guided reading, vocabulary development, and instructional techniques for supporting English Language Learners (ELLs). These sessions will be followed by coaching cycles and collaborative planning to reinforce implementation in the classroom. To monitor the impact, school leaders will conduct classroom walkthroughs, review lesson plans, and collect teacher feedback to assess how effectively the strategies are being applied. Student performance data from i-Ready diagnostics and formative assessments will be analyzed to determine if instructional changes are leading to measurable improvements in reading achievement. The goal is to build teacher capacity and ensure consistent, high-quality literacy instruction across all grade levels.

Area of Focus #2

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

Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale

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.

The focus is on improving instructional practices and classroom management in 4th and 5th-grade ELA classrooms. Teachers will receive targeted professional development to strengthen behavior management strategies, increase student engagement, and implement differentiated instruction aligned to grade-level standards.

This includes:

- Establishing consistent classroom routines and expectations.
- Using proactive behavior strategies to reduce disruptions.
- Enhancing instructional delivery through collaborative planning and coaching.

Impact on Student Learning:

Effective classroom management and instructional practices:

- Increase time on task and reduce behavioral interruptions.
- Improve student focus and participation.
- Support academic growth in reading comprehension, writing, and vocabulary.
- Create a positive learning environment that fosters achievement.

Rationale:

This area was identified as a critical need based on the **2024–2025 FAST ELA results**, which showed:

- **4th Grade:** Only **28%** of students scored at or above grade level.
- **5th Grade:** Only **39%** of students met grade-level expectations.

These results indicate a significant gap in student achievement, suggesting that instructional delivery and classroom climate may be contributing factors. Teacher feedback and discipline data from the prior year also indicated challenges in managing student behavior and maintaining consistent instructional practices. Addressing these issues through professional learning and classroom management support is essential to improving student outcomes.

Measurable Outcome

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:

- **4th Grade ELA:** 28% of students scored at or above grade level.
- **5th Grade ELA:** 39% of students scored at or above grade level.

Target Outcome for 2025–2026 School Year:

- **4th Grade ELA:** Increase the percentage of students scoring at or above grade level to **45%**.
- **5th Grade ELA:** Increase the percentage of students scoring at or above grade level to **55%**.

How Progress Will Be Measured:

- Quarterly progress monitoring using district benchmark assessments.
- Ongoing review of classroom walkthrough data focused on instructional practices and classroom management.
- Mid-year and end-of-year FAST assessment results.

These outcomes are data-driven and reflect a realistic yet ambitious goal to improve student achievement through targeted professional learning and improved classroom management strategies.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To ensure successful implementation and impact of this area of focus, the school will use a multi-tiered approach to monitor progress toward the desired outcomes:

1. Classroom Walkthroughs and Observations

- **Frequency:** Bi-weekly walkthroughs by instructional coaches and administrators.
- **Focus:** Use of classroom management strategies, student engagement, and instructional

delivery.

- **Tool:** A standardized walkthrough form aligned to the professional learning goals.

2. Professional Development Participation and Feedback

- **Tracking:** Attendance and engagement in PD sessions focused on classroom management and ELA instruction.
- **Follow-Up:** Post-PD surveys and coaching cycles to assess implementation of strategies learned.

3. Student Achievement Data

- **Progress Monitoring:** Review of quarterly benchmark assessments and formative data.
- **FAST Assessment Review:** Mid-year and end-of-year FAST ELA results will be analyzed to measure growth toward the measurable outcomes:
 - 4th Grade: Increase from 28% to 45% proficiency.
 - 5th Grade: Increase from 39% to 55% proficiency.

4. Behavior and Discipline Data

- **Monitoring:** Monthly review of discipline referrals and classroom incident reports.
- **Goal:** Reduction in behavior-related disruptions in 4th and 5th grade ELA classrooms.

5. Collaborative Planning and Coaching Logs

- **Documentation:** Logs from instructional coaching sessions and grade-level planning meetings.
- **Purpose:** Ensure alignment between instructional strategies and classroom management practices.

Person responsible for monitoring outcome

Idelmis Clavijo, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Intervention 1: CHAMPS Classroom Management Program CHAMPS is a proactive classroom management framework that helps teachers establish clear expectations for student behavior, routines, and transitions. It promotes a positive classroom climate, reduces disruptions, and increases instructional time. Evidence Base: CHAMPS meets ESSA Tier 2 (Moderate Evidence) and is supported by research from Safe & Civil Schools, showing improved student behavior and engagement. Grade Levels: 4th and 5th Grade ELA Monitoring: Bi-weekly classroom walkthroughs

using a CHAMPS fidelity checklist. Monthly review of discipline referral data. Teacher self-assessments and coaching reflections.

Rationale:

The CHAMPS Classroom Management Program was chosen because it offers a structured, proactive framework for teaching and reinforcing positive behavior expectations. It helps teachers create a predictable and respectful learning environment, which is vital for maximizing instructional time and enhancing student outcomes. In the 2024–2025 FAST ELA results, only 28% of 4th-grade and 39% of 5th-grade students scored at or above grade level. Classroom observations and discipline data showed that inconsistent behavior management led to lost instructional time and student disengagement. CHAMPS addresses these issues by helping teachers set clear expectations, routines, and positive reinforcement systems. Monitoring implementation and impact includes bi-weekly walkthroughs using a CHAMPS fidelity checklist, monthly discipline data reviews to track reductions in behavioral incidents, teacher reflections and coaching logs to document progress, and student achievement data to examine the link between improved behavior and academic growth.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Provide Initial CHAMPS Training

Person Monitoring:

Mirelys Garcias, Assistant Principal/ Nathaly Perez, Counselor

By When/Frequency:

Weekly Grade-Level Planning Meetings/ Monthly Data-Driven Instruction (DDI) Meetings

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

During pre-service week in August, the school delivered targeted professional development to 4th and 5th-grade ELA teachers on the CHAMPS Classroom Management Program. The training included: An overview of the CHAMPS framework (Conversation, Help, Activity, Movement, Participation, Success). Modeling of classroom routines and expectations. Strategies for reinforcing positive behavior and managing transitions. Opportunities for teachers to practice and plan CHAMPS routines for their classrooms. The training will be interactive, incorporating real classroom scenarios, role-playing, and planning time to ensure teachers are prepared to implement CHAMPS from the first day of school. Monitoring the Impact of This Action Step To ensure the training leads to effective implementation and improved classroom management, the school will monitor impact through: Pre- and Post-Training Surveys Measure teacher confidence and understanding of CHAMPS strategies before and after the training. Classroom Walkthroughs Conduct bi-weekly walkthroughs using a CHAMPS fidelity checklist to observe posted expectations, routines, and student behavior. Discipline Data Review Monitor monthly discipline referral trends in 4th and 5th-grade ELA classrooms to assess reductions in behavioral incidents. Teacher Reflections and Coaching Logs Collect teacher feedback during coaching sessions to identify successes, challenges, and areas needing additional support.

Action Step #2

Develop and Display CHAMPS Expectations in Classrooms

Person Monitoring:

Nathaly Perez, School Counselor/ 4th and 5th
Grade ELA Teachers

By When/Frequency:

bi-weekly

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

Teachers in 4th and 5th-grade ELA classrooms will develop and visibly post CHAMPS expectations for key classroom activities, such as: *Whole group instruction *Independent work *Transitions *Small group activities These expectations will outline clear behavioral guidelines using the CHAMPS framework (Conversation, Help, Activity, Movement, Participation, Success). Teachers will explicitly teach these expectations to students and reinforce them daily to build consistency and structure. To ensure this step is implemented effectively and contributes to improved classroom management, the school will monitor impact through: *Classroom Walkthroughs *Conducted bi-weekly by administrators and instructional coaches. *Use a CHAMPS fidelity checklist to observe: *Visibility of posted expectations *Alignment to classroom activities *Student adherence to routines * Behavioral Data Tracking *Monitor discipline referrals and classroom incident reports monthly. Teacher Reflection and Coaching Teachers will reflect on the effectiveness of their CHAMPS expectations during coaching sessions. Adjustments will be made based on student response and classroom needs.

IV. Positive Learning 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.

This area of focus targets improving student attendance across all grade levels, with particular attention to students identified in the Early Warning System as having attendance rates below 40%. The school will implement proactive strategies to foster a positive learning environment that encourages regular attendance. These strategies include increased family engagement, attendance incentives, personalized outreach for chronically absent students, and collaboration with support staff to address barriers such as transportation, health, or home-related challenges. The goal is to create a school culture where students feel safe, supported, and motivated to attend daily.

Rationale:

Attendance data from the prior school year revealed that more than 10% of the student population had attendance rates below 40%, qualifying as chronically absent. Chronic absenteeism is a strong predictor of academic underperformance and disengagement, particularly in foundational subjects like English Language Arts. Students who consistently miss instructional time tend to fall behind, which contributes to lower educational achievement and an increased risk of retention issues.

Addressing attendance is therefore a crucial need to ensure equitable access to learning and to support overall school improvement efforts.

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.

In the 2024–2025 school year, 10% of students identified in the Early Warning System had attendance rates below 40%, indicating a pattern of chronic absenteeism.

For the 2025–2026 school year, Lincoln-Marti Charter School aims to reduce chronic absenteeism by at least 20%, aiming to lower the percentage to 8% or less. This outcome will be achieved through targeted attendance interventions, increased family engagement, consistent monitoring of attendance data, and proactive support to address barriers that prevent regular school attendance.

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.

The school will monitor student attendance through daily tracking using the district's attendance reporting system and weekly reviews of Early Warning System (EWS) data. Attendance trends will be analyzed monthly to identify students at risk of chronic absenteeism and to evaluate the effectiveness of interventions. Staff will conduct outreach to families of students with attendance below 40%, and support teams will meet bi-weekly to review progress and adjust strategies as needed. Monitoring will also include tracking participation in attendance incentive programs and documenting follow-up actions for students with persistent absences.

Ongoing tracking will directly impact student achievement by ensuring students are present to receive consistent instruction, participate in interventions, and engage in the learning environment—ultimately improving academic outcomes across all grade levels.

Person responsible for monitoring outcome

Idelmis Clavijo, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To address chronic absenteeism and improve student attendance, Lincoln-Marti Charter School will implement a combination of evidence-based interventions. These include the use of Check & Connect, a research-based mentoring program designed to improve student engagement and attendance through regular check-ins and goal setting. Additionally, attendance incentive programs will be introduced to recognize and reward students who demonstrate consistent attendance. These

interventions will be applied across all grade levels, with a particular focus on students identified in the Early Warning System as having an attendance rate below 40%.

Rationale:

The decision to implement evidence-based interventions targeting student attendance is grounded in the analysis of Early Warning System (EWS) data, which revealed that over 10% of the student population had attendance rates below 40% during the 2024–2025 school year. Chronic absenteeism is strongly correlated with lower academic achievement, reduced engagement, and increased risk of grade retention. Students who are frequently absent miss critical instructional time, fall behind in core subjects—particularly English Language Arts—and are less likely to benefit from school-wide academic and social-emotional supports. By adopting proven strategies such as Check & Connect and attendance incentive programs, the school aims to create a more supportive and engaging learning environment that encourages consistent attendance and contributes to improved academic outcomes across all grade levels.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement a Daily Attendance Monitoring System

Person Monitoring:

Idelmis Clavijo, Principal/ Attendance Clerk

By When/Frequency:

daily

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

The school will establish a consistent and efficient system to monitor student attendance on a daily basis. This includes: *Using the district's student information system to record attendance. *Setting up automated alerts for students who have three or more absences. *Creating a weekly attendance report to identify trends and flag students at risk of chronic absenteeism. The attendance clerk will be responsible for ensuring accurate data entry and generating reports as needed. The leadership team will review these reports during weekly data meetings. To evaluate the effectiveness of this action step, the school will: Track Attendance Trends: Compare weekly and monthly attendance data to identify areas for improvement or ongoing concerns. Monitor Chronic Absenteeism Rates: Measure the percentage of students with 10 or more absences and aim for a reduction over time. Review Intervention Outcomes: For students flagged by the system, monitor whether follow-up actions (e.g., parent contact, counseling) lead to improved attendance. Share Data with Stakeholders: Present attendance data during staff meetings and family engagement events to promote transparency and collective accountability.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

To ensure transparency and stakeholder engagement, the school will disseminate the School Improvement Plan (SIP) and Schoolwide Program (SWP) plan using the following methods:

Dissemination to Stakeholders:

1. School Website
 - The SIP and SWP plans will be posted on the school's official website.
 - Webpage URL: <https://lincoln-marticharters.com/wp-content/uploads/2024/09/dade-lincoln-marti-charter-school-hialeah-campus-2024-25-sip.pdf>
2. Parent Communication Platforms
 - Information will be shared via parent newsletters, school-wide emails, and messaging apps (e.g., ClassDojo, Remind, WhatsApp).
 - Documents will be translated into Spanish and other languages as needed to ensure accessibility for all families.
3. Family Engagement Events
 - The SIP and Title I plan will be presented during open house, Title I annual meetings, and parent-teacher conferences.
 - Printed copies will be available upon request.
4. Staff Meetings and PLCs
 - School staff reviewed the SIP and SWP plan during pre-service week and quarterly staff meetings.
 - Teachers will receive updates on progress and implementation during Professional Learning Communities (PLCs).
5. Community Partnerships

- Local businesses and organizations will be informed through community newsletters and partnership meetings.
- Opportunities for collaboration and support will be discussed.

6. Monitoring Dissemination and Understanding:

- Sign-in sheets and feedback forms will be used during meetings and events.
- Surveys will be distributed to families and staff to assess understanding and gather input.
- The school will ensure that all materials are written in clear, parent-friendly language and translated to the extent practicable.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Lincoln-Marti Charter School – Hialeah Campus is committed to fostering strong, positive relationships with parents, families, and community stakeholders to support student success and fulfill the school's mission. The school will:

- **Host Family Engagement Events:** Including Title I Annual Meetings, Open House, Curriculum Nights, and Parent Workshops to promote collaboration and awareness.
- **Maintain Consistent Communication:** Through newsletters, ClassDojo, Remind, emails, and phone calls in both English and Spanish to ensure accessibility.
- **Provide Academic Updates:** Via parent portals, progress reports, report cards, and scheduled parent-teacher conferences.
- **Encourage Volunteerism and Participation:** Families and community members are invited to participate in school activities, advisory committees, and classroom support roles.
- **Partner with Local Organizations:** Collaborate with businesses and nonprofits to enhance student learning and provide enrichment opportunities.

Monitoring Engagement:

- Use sign-in sheets, surveys, and feedback forms during events.
- Track participation rates and adjust outreach strategies based on family input.
- Ensure materials are provided in languages parents can understand, as practicable.

PFEP Webpage Link

The **Parental Family Engagement Plan (PFEP)** is publicly available at:

🔗 <https://lincoln-marticharters.com/wp-content/uploads/2024/09/Title-I-Parent-Notification-Letter-English.pdf>

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Lincoln-Marti Charter School – Hialeah Campus is committed to strengthening its academic program by increasing the quality and quantity of learning time and providing an enriched, standards-aligned curriculum. These efforts are directly aligned with the Area of Focus identified in Part II of the SIP: Instructional Practice – Professional Learning & Classroom Management in 4th and 5th grade ELA.

Key Strategies:

1. Collaborative Planning for Standards-Based Instruction

- Teachers engage in weekly collaborative planning sessions to unpack ELA standards, design rigorous lessons, and differentiate instruction based on student data.
- This ensures consistency, alignment, and high expectations across classrooms.

2. Implementation of CHAMPS Classroom Management Program

- By improving classroom routines and reducing disruptions, CHAMPS increases effective instructional time and supports a focused learning environment.

3. Targeted Small Group Instruction

- Teachers use formative and benchmark data to provide differentiated instruction in small groups, addressing specific skill gaps and accelerating learning for all students.

4. Extended Learning Opportunities

- The school offers before- and after-school tutoring, Saturday academies, and intervention blocks during the school day to provide additional instructional time for students needing support or enrichment.

5. Use of High-Quality Instructional Materials

- Curriculum resources are aligned to Florida's B.E.S.T. standards and include scaffolds for English Language Learners (ELLs) and students with disabilities.

6. Ongoing Professional Development

- Teachers receive training in classroom management, data-driven instruction, and literacy strategies to continuously improve instructional practices.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The School Improvement Plan (SIP) for Lincoln-Marti Charter School – Hialeah Campus is developed through a collaborative process that integrates federal, state, and local services and programs to support the academic, behavioral, and social-emotional needs of all students. The planning process includes input from school leadership, instructional staff, families, and community stakeholders.

Coordination with Other Programs and Services:

1. Title I, Part A – Schoolwide Program

- The SIP aligns with Title I goals to improve academic achievement for all students, especially those identified as academically at risk.
- Resources are used to support professional development, intervention programs, and family engagement.

2. Violence Prevention and Mental Health Services

- The school partners with district and community-based programs to provide counseling, conflict resolution, and behavior support services.
- CHAMPS implementation is aligned with these efforts to promote a safe and respectful learning environment.

3. Nutrition Programs

- Coordination with the National School Lunch Program ensures students have access to healthy meals that support learning and well-being.
- Nutrition education is integrated into health and science instruction.

4. Career and Technical Education (CTE)

- While not a direct focus at the elementary level, the school promotes college and career readiness through enrichment activities and exposure to literacy-based career pathways.

Stakeholder Involvement:

- The plan is developed with input from parents, teachers, school staff, and community partners through surveys, meetings, and advisory committees.
- Feedback is used to prioritize needs, select evidence-based interventions, and monitor progress.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Lincoln-Marti Charter School – Hialeah Campus recognizes the importance of supporting the whole child by addressing students' social-emotional, behavioral, and developmental needs in conjunction with academic instruction. The school implements a variety of strategies and services to improve students' skills outside the core academic areas:

1. Counseling and Mental Health Services

- The school partners with district mental health professionals and licensed counselors to provide individual and group counseling.
- SEL (Social-Emotional Learning) lessons and teacher training are integrated into classroom routines to promote emotional regulation, empathy, and resilience.

2. School-Based Behavior Support

- Implementation of the CHAMPS Classroom Management Program helps create structured, respectful environments that support positive behavior and reduce disciplinary incidents.
- Behavior intervention plans are developed for students needing additional support, in collaboration with families and specialists.

3. Mentoring Programs

- Students are paired with staff mentors or participate in peer mentoring initiatives to build confidence, goal-setting skills, and positive relationships.
- Mentoring is focused on attendance, behavior, and academic motivation.

4. Family and Community Engagement

- Workshops and events are offered to help families support their children's emotional and behavioral development.
- Partnerships with local organizations provide enrichment opportunities and access to wraparound services.

5. Enrichment Activities

- The school offers clubs, arts/dance programs, and physical education to promote creativity, teamwork, and physical well-being.
- These activities help students develop leadership, communication, and collaboration skills.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

To ensure students are well-prepared for life beyond high school, our school offers a comprehensive approach to postsecondary readiness and workforce development. We provide access to dual enrollment programs and AP Classes, allowing eligible high school students to earn college credit while completing their secondary education. These opportunities not only reduce the cost and time required to complete a postsecondary degree but also expose students to the rigor and expectations of college-level coursework.

Additionally, we offer a range of **Career and Technical Education (CTE) courses** designed to equip students with practical skills and industry-recognized credentials. These programs span multiple career pathways and are aligned with current labor market demands, helping students explore potential careers and gain hands-on experience.

By broadening access to advanced coursework and career-focused learning, we aim to increase student awareness of postsecondary options and empower them to make informed decisions about their future. Our efforts are guided by a commitment to equity, ensuring that all students—regardless of background—have the opportunity to pursue college and career success.

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Our school implements a schoolwide tiered model of support to prevent and address problem behaviors proactively. This model is closely coordinated with early intervening services and activities under the Individuals with Disabilities Education Act (IDEA) to ensure comprehensive and inclusive support for all students.

Tiered Behavioral Support Model

- Tier 1: Universal Supports

All students benefit from clearly defined schoolwide behavior expectations, integrated social-emotional learning (SEL), and consistent positive reinforcement strategies. Staff receive ongoing training in evidence-based practices to foster a safe, respectful, and supportive

learning environment.

- **Tier 2: Targeted Interventions**

Students identified as at-risk receive targeted small-group interventions, such as check-in/check-out systems, social skills groups, and behavior contracts. These supports are guided by behavioral data and monitored regularly to ensure effectiveness and responsiveness to student needs.

- **Tier 3: Intensive Individualized Support**

Students with persistent behavioral challenges receive individualized behavior intervention plans (BIPs), functional behavior assessments (FBAs), and access to wraparound services. These supports are developed collaboratively with families and staff.

Early intervening services are designed to support students who have not yet been identified for special education but require additional academic or behavioral assistance. These services include:

- Professional development for staff on behavioral and instructional strategies.
- Behavioral assessments and targeted support plans.
- Collaborative planning between general and special education teams.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Our school is committed to continuous improvement in teaching and learning through targeted professional development, data-informed instruction, and strategic efforts to recruit and retain effective educators, particularly in high-need subject areas.

We provide ongoing, job-embedded professional learning for teachers, paraprofessionals, and other school personnel to enhance instructional practices and student outcomes. Key components include:

- **Data-driven instruction:** Staff are trained to analyze and use data from academic assessments to inform lesson planning, differentiate instruction, and monitor student progress.
- **Collaborative planning:** Teachers engage in professional learning communities to share best practices, review student work, and align instruction with state standards.
- **Instructional coaching:** On-site coaches (more experienced teachers) support teachers with modeling, feedback, and co-teaching to strengthen pedagogy and classroom management.
- **Integration of technology and evidence-based strategies:** Training includes the use of digital tools and research-based methods to support diverse learners.

Recruitment and Retention of Effective Teachers

To address staffing challenges and ensure equitable access to high-quality instruction, we implement strategies to attract and retain effective teachers, especially in high-need areas such as special education and bilingual education:

- **Mentoring and induction programs:** New teachers are paired with experienced mentors to support their transition and professional growth.
- **Supportive working conditions:** We foster a positive school culture, provide planning time, and ensure access to resources that support teacher effectiveness and well-being.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Our school recognizes the importance of a smooth and supportive transition for preschool children as they enter kindergarten and elementary school. To facilitate this process, we implement a variety of developmentally appropriate strategies:

- **Family Engagement Activities**

Families are invited to participate in transition-focused events such as kindergarten orientation, classroom visits, and parent workshops. These activities help build relationships between families and school staff, easing the emotional transition for children.

- **Student Readiness Assessments**

We use developmentally appropriate assessments to understand each child's academic, social, and emotional readiness. This data informs instructional planning and helps teachers tailor support for incoming kindergarteners.

- **Record Transfer and Communication**

With parental consent, we receive and review records from preschool programs to better understand each child's needs. We also establish communication channels between preschool and elementary staff to discuss individual student development.

- **Transition Plans for Vulnerable Populations**

Special attention is given to children with disabilities, English learners, and those experiencing homelessness or trauma. Individualized transition plans may include additional support services, counseling, or coordination with specialized staff.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00