

Miami-Dade County Public Schools

LINCOLN-MARTI SCHOOLS (INTERNATIONAL CAMPUS)



2025-26 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 (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

To provide the best quality education and instill in our students values that will make them better citizens, better workers and better human beings.

Provide the school's vision statement

At Lincoln-Marti 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

Barbara Sanchez

bsanchez@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

Serves as the educational leader who oversees day to day school operations. Establishes a shared perspective for utilizing data-driven choices; oversees the execution of the School Improvement Plan. Maintains open communication with stakeholders about school-oriented academic strategies and encourages collaboration in the school's decision-making process.

Leadership Team Member #2

Employee's Name

Marielys Llorente

928560@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Shares the same Mission and Vision as the Principal. Manages the Response to Intervention (RtI) and Multi-Tiered System of Supports (MTSS) processes. Identifies students who require additional support, collaborates with educators to develop intervention plans, and tracking progress. Coordinates and oversees standardized testing and assessments. Analyzes assessment data to make informed decisions about curriculum adjustments and instructional improvements.

Leadership Team Member #3

Employee's Name

Johanna Morales

944551@dadeschools.net

Position Title

ELL Compliance Specialist

Job Duties and Responsibilities

Oversees ELL district and state compliance. Conducts and monitors ELL testing throughout the year, in addition to holding LEP meetings as deemed necessary for the purpose of extending ESOL services or Exiting students from the ESOL program.

Leadership Team Member #4

Employee's Name

Liana Cruz

954547@dadeschools.net

Position Title

Mathematics Lead Teacher

Job Duties and Responsibilities

Oversees curriculum development, ensures alignment with educational standards, and provides instructional support to other teachers. They lead professional development sessions, analyze student performance data to inform instructional strategies, and collaborate with administration to implement school-wide math initiatives.

Leadership Team Member #5

Employee's Name

Aixa Gonzalezpardo

954347@dadeschools.net

Position Title

ELA Lead Teacher

Job Duties and Responsibilities

Oversees curriculum development, ensures alignment with educational standards, and provides instructional support to other teachers. Assists the administration and teachers by analyzing student data to inform instructional strategies.

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

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)).

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

discussed in order to assist students overcome any academic barriers.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	94.8%
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) BLACK/AFRICAN AMERICAN STUDENTS (BLK) 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: A 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	13	23	25	12	26	22	21	22	16	180
Absent 10% or more school days		9	6	1	5	3	1	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment		5	13	4	7	5	2	2	0	38
Level 1 on statewide Math assessment		19	13	4	2	2	1	0	0	41
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 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

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				1						1
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		10	6		4		1			21
One or more suspensions										0
Course failure in English Language Arts (ELA)			2							2
Course failure in Math			3							3
Level 1 on statewide ELA assessment		20	13		4		1			38
Level 1 on statewide Math assessment		20	13		1		1			35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		20	2							22
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		20	3		1					24

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		20	13		1		1			35

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										0
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

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*	69	67	61	65	65	58	61	61	53
Grade 3 ELA Achievement	57	65	62	42	63	59	28	58	56
ELA Learning Gains	78	66	61	74	64	59			
ELA Lowest 25th Percentile	88	58	55	75	58	54			
Math Achievement*	93	69	62	84	68	59	68	63	55
Math Learning Gains	79	65	60	82	66	61			
Math Lowest 25th Percentile	83	59	53	88	63	56			
Science Achievement	73	62	57	44	60	54	66	56	52
Social Studies Achievement*	100	82	74	84	79	72	62	77	68
Graduation Rate		81	72		78	71		76	74
Middle School Acceleration	79	79	75	81	77	71	92	75	70
College and Career Acceleration		75	56		76	54		73	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	67	64	61	64	64	59	50	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	79%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	866
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
79%	71%	61%	76%	61%		76%

* 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	76%	No		
Black/African American Students	84%	No		
Hispanic Students	79%	No		
Economically Disadvantaged Students	75%	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														L
	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	69%	57%	78%	88%	93%	79%	83%	73%	100%	79%			67%	
English Language Learners	59%		78%	86%	92%	85%	85%	78%		58%			67%	
Black/African American Students	73%		92%		87%	85%								
Hispanic Students	67%	59%	76%	86%	94%	78%	84%	75%	100%	82%			65%	
Economically Disadvantaged Students	64%	42%	76%	82%	91%	78%	88%	65%	100%	77%			67%	

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	65%	42%	74%	75%	84%	82%	88%	44%	84%	81%			64%
English Language Learners	54%	31%	70%	77%	79%	82%	88%	44%					64%
Black/African American Students	55%		47%		75%	80%							
Hispanic Students	66%	39%	77%	77%	85%	83%	90%	48%	82%	79%			64%
Economically Disadvantaged Students	61%	33%	72%	77%	84%	87%	91%	43%	77%	86%			68%

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	61%	28%			68%			66%	62%	92%			50%
English Language Learners	54%	31%			72%			53%	40%				51%
Black/African American Students	68%				42%								
Hispanic Students	59%	24%			72%			69%	56%	100%			53%

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	3	46%	60%	-14%	57%	-11%
ELA	4	35%	59%	-24%	56%	-21%
ELA	5	54%	60%	-6%	56%	-2%
ELA	6	72%	62%	10%	60%	12%
ELA	7	79%	62%	17%	57%	22%
ELA	8	75%	60%	15%	55%	20%
Math	3	79%	69%	10%	63%	16%
Math	4	78%	68%	10%	62%	16%
Math	5	84%	62%	22%	57%	27%
Math	6	90%	64%	26%	60%	30%
Math	7	95%	54%	41%	50%	45%
Science	5	52%	56%	-4%	55%	-3%
Civics		95%	74%	21%	71%	24%
Biology		72%	74%	-2%	71%	1%
Algebra		75%	59%	16%	54%	21%

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?

The area showing the most significant improvement was Science Achievement, with a remarkable 29% increase from 44% to 73%. This growth can be attributed to several key actions taken during the 2024–2025 school year. Our 5th Grade Science teacher gained valuable experience and expertise, directly elevating the quality of instruction. In addition, hiring a new Biology teacher greatly strengthened results in Secondary Science. We also introduced targeted instructional strategies and provided additional resources and support, allowing students to engage more deeply with the material. Together, these efforts led to the substantial gains we achieved in this area.

Lowest Performance

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

Despite showing a 15% gain from the previous year (rising from 42% to 57%), ELA Grade 3 Achievement remained the area of greatest concern for 2024–2025. Many students performed just below the proficiency threshold, suggesting that small instructional shifts could have pushed a significant number into level 3 or above. The results point to the need for stronger, earlier emphasis on building essential literacy foundations, along with deeper practice in comprehension and vocabulary. Moving forward, a sharper instructional focus and early interventions will be critical to lifting overall performance in this area.

Greatest Decline

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

The greatest decline in our data was a 5% decrease in **Math Learning Gains for the Lowest 25%**, dropping from 88% to 83%. While this represents the largest decline across all components, it is important to highlight that the proficiency level in this area remains high. Contributing factors may include the challenge of sustaining exceptionally high performance levels from the prior year, as well as the varying levels of foundational math skills among our lowest quartile of students. Despite the decline, the data still reflects that a significant majority of our most at-risk students are making learning gains, and with continued targeted support, we anticipate regaining and surpassing this

progress.

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 greatest gap was observed in Grade 4 ELA, where our school scored 54% proficiency compared to the state's 75%, resulting in a –21% gap. Several factors may have contributed to this discrepancy. First, many of our students are English Language Learners, which impacts their reading comprehension and vocabulary development. In addition, early foundational gaps in phonics and fluency may have carried over from the primary grades, limiting success with grade-level texts. Another factor may include the need for stronger alignment of instruction to state standards, particularly in areas of critical thinking and text-based evidence.

EWS Areas of Concern

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

Based on the EWS data from Part I, two areas of concern stand out. In ELA, 13 first-grade students earned a level 1 on the F.A.S.T PM 3. It's evident that students are struggling with foundational literacy skills which affects them for mastering the B.E.S.T ELA standards. In Math, 13 first-grade students also scored at Level 1. These results emphasize the importance of providing intensive, data-driven interventions and aligning instruction with the B.E.S.T. Standards to ensure students build the literacy and numeracy skills needed for long-term academic success.

Highest Priorities

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

Provide Targeted ELA and Mathematics Interventions in Grades K–2

Strengthen foundational literacy and numeracy skills through small-group instruction, progress monitoring, and intervention supports to ensure students are on track with the B.E.S.T. Standards.

Increase Proficiency in Grade 3 ELA

Address students on the cusp of proficiency by focusing on comprehension, vocabulary, and writing skills to close the gap and raise overall achievement.

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.

Although Third Grade ELA Achievement increased from 42% to 57%, it continues to be our lowest-performing area. For this reason, our priority this year is to raise proficiency in Third Grade English Language Arts (ELA) while continuing to strengthen instruction in B.E.S.T. Standards for both ELA and Mathematics. By aligning teaching and interventions to the rigor of the B.E.S.T. Standards, we aim to deepen students' reading comprehension, vocabulary, and writing skills, while also reinforcing critical numeracy and problem-solving abilities. This focused approach will ensure that students build the strong literacy and math foundations necessary for long-term academic success.

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.

Our goal is to increase the ELA Grade 3 Achievement from 57% (2025) to 60% (2026).

Monitoring

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

Students will be academically monitored throughout the different F.A.S.T. PM Assessments, the I-Ready Diagnostics and the 3rd Grade Reading Portfolio weekly data (January - May 2026).

Person responsible for monitoring outcome

Barbara Sanchez, 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 monitor this Area of Focus effectively, we will regularly track I-Ready usage to ensure consistent student engagement. The Standards Mastery Assessments on I-Ready will be utilized to measure students' benchmark understanding and identify areas needing improvement. For students not meeting grade-level expectations, after-school tutoring will be provided to offer targeted support commencing in January 2026. Ongoing monitoring will allow us to adjust instructional strategies promptly, leading to improved student achievement outcomes by ensuring all students receive the necessary interventions to meet or exceed grade-level standards.

Rationale:

Our goal is to increase the ELA Grade 3 Achievement from 57% (2025) to 60% (2026).

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(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

The administration will systematically monitor student performance data collected throughout the school year. After each assessment, the administration and teachers will engage in data chats to analyze the results. Based on the analysis, targeted interventions will be developed and provided to students who qualify based on their assessment results.

Person Monitoring:

Marielys Llorente

By When/Frequency:

Monthly

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

To address this Area of Focus and implement the intervention, we will take the following action steps: 1. Integrate I-Ready: Utilize I-Ready for personalized student assessments and targeted instruction to address learning gaps. 2. Standards Mastery Assessments: Administer Standards Mastery Assessments on I-Ready regularly to monitor student progress and adjust instruction accordingly. 3. Leverage IXL: Incorporate IXL for additional practice and reinforcement of key skills aligned with state standards. These steps will ensure a comprehensive approach to improving student outcomes through data-driven instruction and continuous progress monitoring.

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.

Attendance and academics are two interconnected aspects of education that play a crucial role in a student's overall learning and development. Therefore, our area of focus is to increase our overall student attendance average.

Measurable Outcome

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.

The school will increase its percent of student attendance by 2%. From the reported 91.50% to 93.50%.

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 Area of Focus (attendance) will be monitored through leadership team meetings on a bi-weekly basis. In addition, teachers will continue to review the attendance bulletin on a daily basis.

Person responsible for monitoring outcome

Nathaly Perez, Counselor

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:

Early Intervention: The school will identify students who are struggling with attendance and address the issues early by providing counseling sessions, meetings with parents, or providing additional support. Recognize and Reward Attendance: The school will implement attendance rewards programs where students with good attendance are acknowledged and rewarded.

Rationale:

The rationale for implementing evidence-based interventions to improve student attendance is grounded in the understanding that regular attendance is a fundamental pillar of academic success and overall student well-being. Evidence-based interventions are approaches that have been proven effective through research and data analysis. Early Intervention: Implementing evidence-based interventions allows schools to identify attendance issues early and provide timely support to students at risk of chronic absenteeism. Addressing attendance challenges proactively prevents more severe academic issues throughout the school year.

Tier of Evidence-based Intervention:

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

Person Monitoring:

By When/Frequency:

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

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.

At Lincoln-Marti Charter Schools International Campus, we are committed to ensuring that all stakeholders are fully informed and engaged in our School Improvement Plan (SIP). To achieve this, we will utilize a comprehensive communication strategy that includes the following:

1. Parent Communication Platforms: The SIP will be made accessible through ClassDojo, email newsletters, and on our school's website. We will provide this information in both English and Spanish to cater to the needs of our diverse community.
2. Parent Meetings: We will present the SIP during our yearly Title I Annual Meeting. Bilingual support will be available to ensure that every parent fully understands the plan and its implications for our students.
3. Hard Copies: For those who prefer a physical copy, the SIP will be available at the front office. These copies can be provided in the language preferred by the parent.
4. School Website: The SIP will also be posted on our website for easy access at any time <https://lincoln-marticharters.com>.

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)).

At Lincoln-Marti Charter Schools International Campus, we are committed to fostering strong and positive relationships with parents, families, and community stakeholders to support our students' success. We will achieve this by maintaining open lines of communication through regular updates, parent-teacher conferences, and our bilingual ClassDojo platform. Additionally, we will host family engagement events, workshops, and community forums to ensure that parents and stakeholders are actively involved in our school community. By working together, we aim to fulfill our mission of empowering students to reach their full potential while keeping families informed and engaged in their child's academic journey. The PFEP is publicly available on our website: <https://lincoln-marticharters.com>.

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)).

At Lincoln-Marti Charter Schools International Campus, we are committed to strengthening our academic program by enhancing the quality and quantity of learning time and offering an enriched, accelerated curriculum. Our focus areas include English Language Arts (ELA) and Science, where we aim to significantly increase student proficiency on the F.A.S.T. assessments, primarily third Grade ELA.

To achieve these goals, we will implement targeted instructional strategies, provide additional resources and support for students, and extend learning opportunities beyond the classroom. Our approach includes incorporating rigorous and engaging content, differentiated instruction to meet diverse student needs, and ongoing professional development for our teachers to ensure they are equipped with the latest best practices in education. Through these efforts, we are confident in our ability to continue to elevate student achievement and foster a culture of excellence in ELA.

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)).

Lincoln Marti Charter Schools International 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

At Lincoln-Marti Charter (International 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

At Lincoln-Marti Charter Schools International Campus K–8, our 8th-grade students take the PERT assessment to identify those who qualify to begin Dual Enrollment courses at Miami Dade College. This initiative reflects our commitment to preparing students for postsecondary opportunities and the workforce. In addition, we implement a career planning program through XELLO, an interactive college and career readiness platform that helps students explore career pathways, assess their strengths and interests, and set academic goals aligned to their future aspirations. By combining XELLO's individualized planning tools with access to college-level coursework, we empower students to explore career and technical education programs, gain valuable skills, and build a strong foundation for future academic and professional 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)).

At Lincoln-Marti Charter Schools International Campus, we implement a schoolwide tiered model to prevent and address problem behavior, ensuring a supportive learning environment for all students. This model includes three tiers of intervention: Tier 1 focuses on universal prevention strategies for all students, Tier 2 provides targeted support for students displaying at-risk behaviors, and Tier 3 delivers intensive, individualized interventions. Early intervening services are coordinated with activities under the Individuals with Disabilities Education Act (IDEA), ensuring that students receive the appropriate support early on. This integrated approach promotes positive behavior and academic success for every student.

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)).

At Lincoln-Marti Charter Schools International Campus, we prioritize continuous professional development for our teachers. We provide targeted professional learning opportunities that focus on improving instructional strategies and the effective use of data from academic assessments to enhance student outcomes. Teachers participate in workshops, data chats, and collaborative planning sessions designed to improve classroom practices and student achievement. Additionally, we implement recruitment and retention strategies, particularly for high-need subjects, by offering mentorship programs, leadership development, and creating a supportive and collaborative work environment.

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)).

At Lincoln-Marti Charter Schools International Campus, we prioritize a smooth transition for preschool children into elementary school. Our strategies include structured classroom routines, early exposure to foundational literacy and math skills, and regular parent-teacher communication. We also provide social-emotional learning opportunities to help children develop confidence and independence through the cloud 9 world program.

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.

N/A

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).

N/A

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