

Miami-Dade County Public Schools

# CHARTER HIGH AMERICAS (FLORIDA CITY 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..... 6

    D. Early Warning Systems ..... 7

II. Needs Assessment/Data Review ..... 10

    A. ESSA School, District, State Comparison ..... 11

    B. ESSA School-Level Data Review ..... 12

    C. ESSA Subgroup Data Review ..... 13

    D. Accountability Components by Subgroup..... 14

    E. Grade Level Data Review ..... 17

III. Planning for Improvement..... 18

IV. Positive Learning Environment ..... 23

V. Title I Requirements (optional)..... 25

VI. ATSI, TSI and CSI Resource Review ..... 30

VII. Budget to Support Areas of Focus ..... 31

## 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

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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)

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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

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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

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## A. School Mission and Vision

### Provide the school's mission statement

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

### Provide the school's vision statement

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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

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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

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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

Joanna Morales

944581@dadeschools.net

### Position Title

ELL Compliance Specialist

### Job Duties and Responsibilities

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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

954347@dadeschools.net

### Position Title

Mathematics Lead Teacher

### Job Duties and Responsibilities

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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

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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.*

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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)).

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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

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH 9-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>CAREER AND TECHNICAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>84.3%</b>
<b>CHARTER SCHOOL</b>	<b>YES</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: A 2023-24: B 2022-23: B 2021-22: A 2020-21:</b>



## D. Early Warning Systems

### 1. Grades K-8

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.

## 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*	80	62	59	77	60	55	57	55	50
Grade 3 ELA Achievement									
ELA Learning Gains	74	60	58	56	58	57			
ELA Lowest 25th Percentile		55	56		55	55			
Math Achievement*	88	54	49		51	45	64	43	38
Math Learning Gains	71	50	47	55	50	47			
Math Lowest 25th Percentile		54	49		56	49			
Science Achievement	89	71	72		68	68		62	64
Social Studies Achievement*		78	75		73	71	82	69	66
Graduation Rate	82	93	92		92	90		89	89
Middle School Acceleration									
College and Career Acceleration		78	69		74	67		70	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	67	56	52		57	49		49	45

\*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	551
Total Components for the FPPI	7
Percent Tested	100%
Graduation Rate	82%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
79%	63%	68%	71%	38%		

\* 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	71%	No		
Hispanic Students	78%	No		
Economically Disadvantaged Students	78%	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	80%		74%		88%	71%		89%			82%		67%
English Language Learners	50%		81%		83%	75%							67%
Hispanic Students	78%		74%		86%	72%		88%			82%		67%
Economically Disadvantaged Students	84%		68%		81%	79%					80%		



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	77%		56%			55%							
Hispanic Students	70%		54%			55%							

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	57%				64%				82%				
Hispanic Students	45%				55%				82%				
Economically Disadvantaged Students	57%				64%				82%				

## 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	64%	60%	4%	58%	6%
ELA	9	79%	56%	23%	56%	23%
Biology		88%	74%	14%	71%	17%
Algebra		82%	59%	23%	54%	28%
Geometry		88%	58%	30%	54%	34%
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		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

### III. Planning for Improvement

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#### 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?

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ELA Learning Gains showed the most improvement, rising from 56% in 2024 to 74% in 2025 (+18%). This significant growth was the result of several key actions implemented schoolwide. We provided targeted interventions, including extended learning tutoring for at-risk students, particularly our English Language Learners (ELLs). We also strengthened curriculum alignment to ensure instruction was closely tied to the B.E.S.T. Standards and placed a greater emphasis on data-driven instruction, using assessment results to guide lesson planning and interventions. These strategic efforts collectively contributed to the substantial improvement in student performance.

##### **Lowest Performance**

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

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Although we experienced increases across all components from 2024 to 2025, with every tested area earning above 70%, the lowest-performing data component was Mathematics Learning Gains, at 71%. While this still reflects strong performance overall, it represents the lowest percentage when compared to other areas. Contributing factors may include the challenge of sustaining high achievement levels from Algebra I to Geometry, as many students who earned a Level 5 on the Algebra I EOC were not able to maintain a Level 5 on the Geometry EOC.

##### **Greatest Decline**

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

---

Our school didn't present any decline in data from 2024 to 2025.

##### **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.

---

Our school didn't present any negative gaps when compared to the state average. On the contrary we had positive gaps:

Geometry School- 88 State: 54% +34%

Algebra I School- 82% State: 54% +28%

Grade 10 ELA School- 79% State: 56% School-State Comparison +23%

### **EWS Areas of Concern**

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

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Our goal is to increase our Graduation Rate from 82% to at least 90%.

### **Highest Priorities**

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

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Increase Graduation Rate from 82% to 90%.

Increase F.A.S.T ELA Achievement for our ELL students.

Increase the amount of students enrolled in Dual Enrollment classes.

## 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.

### Graduation/Acceleration specifically relating to Graduation

#### 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.

Our area of focus is to increase the Graduation Rate from 82% to 90%. Although we will not receive an official graduation rate percentage in the upcoming year due to having fewer than 10 graduates, we are proud to share that we achieved an internal graduation rate of 100%, with all three of our seniors successfully earning their high school diplomas.

#### 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, our measurable outcome is to increase the Graduation Rate from 82% to 90%. Although we will not receive an official graduation rate percentage this upcoming year due to having fewer than 10 graduates, we will continue to track our progress internally.

#### Monitoring

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

We plan to sustain this success by closely monitoring credit completion, ensuring students remain on track for timely graduation. Progress will be reviewed through quarterly data chats and academic advisement sessions, where student performance, attendance, and coursework completion will be evaluated. We will also expand access to dual enrollment opportunities and provide ongoing guidance to help students balance high school and college-level coursework. In addition, we will strengthen early interventions for at-risk students, including tutoring, mentoring, and parent engagement, to address challenges before they impact graduation progress. These monitoring strategies will allow us to measure implementation effectively and ensure that all students remain on track to meet the graduation target.

#### Person responsible for monitoring outcome

Barbara Sanchez and Nathaly Perez

**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:**

As an evidence-based intervention, we will implement Check & Connect, a research-proven mentoring and monitoring program designed to improve student engagement, attendance, and course completion rates. Trained staff will serve as mentors, regularly checking in with identified at-risk students, problem-solving barriers to success, and maintaining consistent communication with families.

**Rationale:**

Improving the graduation rate is a crucial focus because it directly reflects student readiness for postsecondary education, career pathways, and long-term success. The prior year's data revealed a graduation rate of 82%, highlighting the need for stronger systems of support to ensure all students complete their high school requirements on time. While we internally achieved a 100% graduation rate with our three seniors in 2025, sustaining and expanding this success as enrollment grows requires a structured, evidence-based approach.

**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****Person Monitoring:****By When/Frequency:**

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

**Area of Focus #2**

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

**Graduation/Acceleration specifically relating to Acceleration****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.

Our area of focus for acceleration is to continue promoting Dual Enrollment opportunities to expand access for students and attract new enrollment. Dual Enrollment provides eligible students with the

chance to earn college credits while still in high school, offering both academic acceleration and exposure to postsecondary rigor. This opportunity supports college and career readiness by allowing students to experience advanced coursework, explore potential career pathways, and build confidence in their ability to succeed beyond high school.

### **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.

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Based on prior year data, our measurable outcome is to increase student participation in Dual Enrollment courses at Miami Dade College by 20% during the 2025–2026 school year.

### **Monitoring**

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

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This area of focus will be monitored through ongoing tracking of student eligibility, enrollment, and course performance. Students will be assessed using the PERT to determine readiness, and results will be reviewed to identify and support those on the cusp of qualifying. Once enrolled, student progress will be monitored through grade reports from Miami Dade College, with school counselors and administrators conducting regular check-ins to ensure students are meeting expectations and successfully completing their coursework.

### **Person responsible for monitoring outcome**

Barbara Sanchez and Nathaly Perez

### **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:**

This area of focus will be monitored through ongoing tracking of student eligibility, enrollment, and course performance. Students will be assessed using the PERT to determine readiness, and results will be reviewed to identify and support those on the cusp of qualifying. Once enrolled, student progress will be monitored through grade reports from Miami Dade College, with school counselors and administrators conducting regular check-ins to ensure students are meeting expectations and successfully completing their coursework.

### **Rationale:**

### **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**

Acceleration through Dual Enrollment is a priority because it gives students access to rigorous, college-level coursework, directly supporting graduation readiness and postsecondary success. Prior year data showed that eligible students earned college credits, proving they can thrive with the right supports.

**Person Monitoring:**

Nathaly Perez

**By When/Frequency:**

Monthly

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

The school will identify eligible students through the PERT assessment, provide advisement to guide them into appropriate Dual Enrollment courses, and monitor their academic progress through Miami Dade College grade reports. Counselors and administrators will conduct monthly progress checks to support success in advanced coursework. The impact will be measured by increased student participation, course completion rates, and the percentage of students earning passing grades in Dual Enrollment classes.

## IV. Positive Learning Environment

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**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 93.66% to 95.66%.

**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**

Barbara Sanchez

**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:****Rationale:****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)

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### 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.

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At Charter High School of the Americas (Florida City 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>.

Through this multi-faceted approach, we aim to ensure that all families have the opportunity to access and understand the goals and progress outlined in our SIP.

#### 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)).

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At Charter High School of the Americas (Florida City 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.

### **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)).

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At Charter High School of the Americas (Florida City Campus), we are committed to strengthening our academic program by enhancing learning opportunities and providing an enriched, accelerated curriculum. Our focus areas are to increase the graduation rate and expand Dual Enrollment participation so that more students graduate prepared for college and career success.

To achieve this, we will implement targeted supports such as credit monitoring, academic advisement, and mentoring for at-risk students, while also providing expanded access to Dual Enrollment courses at Miami Dade College. Our approach includes individualized student planning, parent engagement, and the integration of evidence-based strategies such as AVID to ensure students are prepared to succeed in rigorous coursework. Through these efforts, we are confident in our ability to raise graduation outcomes, increase access to postsecondary opportunities, and foster a culture of academic excellence and acceleration.

### **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)).

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Charter High School of the Americas (Florida City 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)).

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At Charter High School of the Americas (Florida City 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)).

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At Charter High School of the Americas (Florida City Campus), we prepare students for postsecondary opportunities and the workforce by offering Dual Enrollment through Miami Dade College, allowing them to earn college credits while still in high school. Additionally, students have access to Career and Technical Education (CTE) courses via Florida Virtual School, equipping them with practical skills for various career paths. These programs broaden students' academic horizons, enhance college readiness, and provide valuable career training, ensuring they are well-prepared for both higher education and the workforce.

#### 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)).

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At Charter High School of the Americas (Florida City 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)).

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At Charter High School of the Americas (Florida City 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)).

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N.A

## VI. ATSI, TSI and CSI Resource Review

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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.

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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).

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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

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