

Miami-Dade County Public Schools

LINCOLN-MARTI CHARTER SCHOOL LITTLE HAVANA



2026-27 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 11
 - A. ESSA School, District, State Comparison 12
 - B. ESSA School-Level Data Review 13
 - C. ESSA Subgroup Data Review 14
 - D. Accountability Components by Subgroup..... 15
 - E. Grade Level Data Review 18
- III. Planning for Improvement..... 19
- IV. Positive Learning Environment 26
- V. Title I Requirements (optional)..... 31
- VI. ATSI, TSI and CSI Resource Review 35
- VII. Budget to Support Areas of Focus 36

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

Sanchez, Barbara

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

Diaz, Marilyn

945279@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Shares the same Mision and Vision as the Principal. Manages the Response to Intervention (Rtl) 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

Reyes, Katherine

reyesk@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversees curriculum and instruction, supports teachers in implementing effective instructional practices, and monitors student achievement and academic progress. Provides instructional leadership through classroom observations, teacher coaching, professional development, data analysis, and collaboration to ensure high-quality instruction aligned with school and state standards. Supports school operations, student discipline, family engagement, and initiatives that promote a positive, safe, and successful learning environment.

Leadership Team Member #4

Employee's Name

Forjans, Licety

939765@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.

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 conducts a minimum of four EESAC meetings annually. These meetings are integral to the school's decision-making process, ensuring that all stakeholders—comprising school administration, teachers, students, parents, and community members—actively engage in shaping, executing, and monitoring the school improvement plan. This collaborative approach fosters a comprehensive and inclusive environment, driving continuous improvement and excellence in education.

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 end of each Progress Monitoring Assessment period, the school leadership team will conduct a thorough analysis of the school-wide data. Based on the assessment results and any emerging data trends, they will develop the SIP Mid-Year Reflection. During this process, the team will identify and discuss strategies and supplemental programs designed to help students overcome any academic challenges they may face. This ensures that targeted interventions are implemented to address specific areas of need, promoting academic success for all students. After each Progress Monitoring Assessment period, the leadership team will present the analyzed data and Mid-Year Reflection to all stakeholders, including school leaders, teachers, students, parents, and community members. These stakeholders will be invited to provide feedback and suggest changes based on their perspectives

and experiences.

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	71.8%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	51	77	65	79	58	61	76	68	57	592
Absent 10% or more school days	1	8	8	5	2	8	11	5	11	59
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	6	2	6	1	3	3	0	0	21
Course failure in Math	0	6	1	14	5	3	3	1	0	33
Level 1 on statewide ELA assessment	0	13	20	31	25	12	13	16	10	140
Level 1 on statewide Math assessment	0	4	8	11	5	0	4	0	0	32
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	5	3	12	12	0	0	0	0	32
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	1	4	3	3	0	0	0	0	11

Current Year 2026-27

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	1	54	72	6	2	12	16	21	11	195

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	3	0	11	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2025-26) 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	
School Enrollment	82	74	75	80	63	72	76	62	84	668
Absent 10% or more school days		17	10	1	5	3	4	3	3	46
One or more suspensions										0
Course failure in English Language Arts (ELA)		8	4	8	1	4	1	1	1	28
Course failure in Math		3	5	3	8	3	2			24
Level 1 on statewide ELA assessment				9	20	22	30	28	22	131
Level 1 on statewide Math assessment					6	6	11	1	6	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		10	5	7						22
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		3	2	3	2					10

Prior Year (2025-26) 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		23	15	10	11	13	12	5	11	100

Prior Year (2025-26) 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				9			2			11
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	63	69	64	66	67	61	69	65	58
Grade 3 ELA Achievement	50	65	64	52	65	62	58	63	59
ELA Learning Gains	74	66	62	69	66	61	71	64	59
ELA Lowest 25th Percentile	60	58	55	70	58	55	68	58	54
Math Achievement*	92	71	64	93	69	62	90	68	59
Math Learning Gains	80	65	61	88	65	60	80	66	61
Math Lowest 25th Percentile	85	57	52	90	59	53	83	63	56
Science Achievement	49	65	60	61	62	57	65	60	54
Social Studies Achievement*	96	84	77	94	82	74	93	79	72
Graduation Rate		79	77		81	72		78	71
Middle School Acceleration	96	82	79	98	79	75	98	77	71
College and Career Acceleration		79	61		75	56		76	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					64	61		64	59

*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)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						75%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						745
Total Components for the FPPI						10
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
75%	76%	76%	75%	79%	61%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	72%	No		
Hispanic Students	75%	No		
White Students	69%	No		
Economically Disadvantaged Students	74%	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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													P
	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 2024-25	C&C ACCEL 2024-25	
All Students	63%	50%	74%	60%	92%	80%	85%	49%	96%	96%			
English Language Learners	57%	44%	72%	60%	91%	79%	85%	41%	96%	94%			
Hispanic Students	60%	43%	76%	64%	93%	81%	90%	48%	96%	95%			
White Students	69%	60%	68%		90%	74%		53%					
Economically Disadvantaged Students	67%	50%	73%	52%	92%	76%	77%	63%	100%	94%			

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	66%	52%	69%	70%	93%	88%	90%	61%	94%	98%			56%
English Language Learners	60%	48%	66%	71%	93%	89%	92%	55%	91%	98%			56%
Hispanic Students	65%	45%	69%	71%	94%	91%	92%	60%	94%	98%			55%
White Students	70%	58%	64%		89%	75%		60%					61%
Economically Disadvantaged Students	70%	57%	73%	79%	90%	86%	83%	74%	88%	100%			63%

Page 16 of 37

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	69%	58%	71%	68%	90%	80%	83%	65%	93%	98%			62%
Students With Disabilities	50%		67%		42%	50%							
English Language Learners	62%	59%	70%	68%	91%	81%	82%	56%	92%	97%			62%
Hispanic Students	69%	59%	70%	68%	92%	81%	84%	66%	93%	98%			62%
White Students	68%	57%	70%		85%	70%							61%
Economically Disadvantaged Students	71%	48%	71%	70%	91%	76%	86%	68%	92%	97%			65%

Page 17 of 37

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	45%	64%	-19%	60%	-15%
ELA	4	61%	64%	-3%	60%	1%
ELA	5	52%	65%	-13%	61%	-9%
ELA	6	60%	67%	-7%	62%	-2%
ELA	7	58%	67%	-9%	62%	-4%
ELA	8	61%	65%	-4%	60%	1%
Math	3	83%	72%	11%	66%	17%
Math	4	91%	71%	20%	65%	26%
Math	5	77%	67%	10%	62%	15%
Math	6	89%	67%	22%	60%	29%
Math	7	94%	58%	36%	53%	41%
Math	8	93%	65%	28%	61%	32%
Science	5	47%	59%	-12%	60%	-13%
Science	8	42%	49%	-7%	52%	-10%
Civics	7	96%	79%	17%	77%	19%
Algebra	8	96%	85%	11%	84%	12%

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 that showed the most improvement was ELA Learning Gains, which increased from 69% in 2025 to 74% in 2026. The school increased small-group instruction, used i-Ready and Read 180 more consistently, and monitored student progress closely to provide support based on student needs.

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 lowest-performing area was Science Achievement, which was 61% in 2025 and decreased to 49% in 2026. Factors contributing to the low performance included gaps in students' science knowledge and the need for more consistent hands-on learning and targeted interventions. The trend shows that science achievement declined and continues to be an area that needs focused improvement.

Greatest Decline

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

Science Achievement showed the greatest decline, decreasing from 61% in 2025 to 49% in 2026. The decline may be related to students needing additional support with science concepts and application of skills.

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.

Grade 3 ELA Achievement showed the greatest gap compared to the state average, with the school at 50% compared to 64% statewide, a 14-point gap. Contributing factors include learning gaps in reading skills and the need for additional targeted support for third-grade students. The trend shows

that the gap has increased from previous years, making Grade 3 ELA a key area for continued focus and intervention.

EWS Areas of Concern

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

Two potential areas of concern are ELA performance and student attendance. There are 140 students who scored Level 1 on the statewide ELA assessment, with the highest numbers in grades 3 and 4. This indicates a need for additional reading support and targeted interventions. Attendance is also a concern, with 59 students absent 10% or more of school days.

Highest Priorities

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

1. Improve ELA achievement.
2. Improve science achievement.
3. Improve student attendance.

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 area of focus is improving ELA instructional practices in grades 3–8. The school will focus on consistent, standards-based instruction, small-group instruction, and targeted support based on student needs. Prior-year data showed that ELA achievement was below the state in grades 3, 5, 6, and 7. Grade 3 had the greatest concern, with 45% of students being proficient on the ELA exam compared to 60% at the state level.

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 2025–26 data, the school will increase ELA achievement by at least 5 percentage points in each grade level:

- Grade 3: 45% to 50% or higher
- Grade 4: 61% to 66% or higher
- Grade 5: 52% to 57% or higher
- Grade 6: 60% to 65% or higher
- Grade 7: 58% to 63% or higher
- Grade 8: 61% to 66% or higher

The overall goal is to increase ELA achievement and reduce the gap between the school and state averages.

Monitoring

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

ELA instruction will be monitored through classroom walkthroughs, lesson plan reviews, student work, and common assessments. Teachers will participate in regular data meetings to review student progress and identify students who need additional support. i-Ready and progress monitoring

assessment data will be reviewed regularly to measure the impact of instructional strategies. School leaders will use this information to provide feedback to teachers and adjust instruction as needed.

Person responsible for monitoring outcome

Katherine Reyes, Assistant 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:

Formative Assessment Process Formative Assessment Practices involve the ongoing use of informal and formal assessment strategies during instruction to monitor student understanding, provide feedback, and adjust teaching in real time.

Rationale:

This process ensures that instruction is responsive and that students receive timely support to achieve mastery of grade-level standards. Using ongoing assessments and data chats allows teachers to provide targeted support, address learning gaps, and improve ELA achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Intervention Intervention is the provision of targeted, evidence-based instruction designed to address specific skill deficits and accelerate student learning. It is delivered in addition to core instruction and is aligned to identified needs through data, ensuring students receive the intensity and support necessary to meet grade-level expectations.

Rationale:

Interventions will provide students with additional support based on their individual learning needs. They will help address skill gaps, strengthen ELA skills, and give students more opportunities to reach grade-level expectations.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Academic Vocabulary Instruction Academic Vocabulary Instruction is an evidence-based literacy practice that explicitly teaches the academic language students need to access complex texts, communicate ideas, and demonstrate understanding across content areas. Academic vocabulary is integrated into daily instruction through strategies such as interactive journals, word walls, discussion, writing, visual supports, and exposure to diverse texts.

Rationale:

Consistent vocabulary instruction strengthens reading comprehension, oral language, writing, and

content-area achievement.

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

Targeted ELA Instruction

Person Monitoring:

Marilyn Meulener and Katherine Reyes, Assistant Principals

By When/Frequency:

Weekly

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

Teachers will provide standards-based ELA instruction and small-group support based on student needs. Administrators will monitor instruction through classroom walkthroughs and lesson plan reviews.

Action Step #2

Academic Vocabulary Instruction

Person Monitoring:

Marilyn Meulener and Katherine Reyes, Assistant Principals

By When/Frequency:

Monthly

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

Teachers will explicitly teach academic vocabulary and provide students with opportunities to use new vocabulary in speaking and writing. Student work and classroom observations will be reviewed to monitor understanding and use of academic vocabulary.

Action Step #3

Formative Assessments and Interventions

Person Monitoring:

Marilyn Meulener and Katherine Reyes, Assistant Principals

By When/Frequency:

Bi-Weekly

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

Teachers will use formative assessments to identify learning gaps and provide targeted ELA interventions. The school will review assessment and student progress data to determine if students are improving and adjust instruction as needed.

Area of Focus #2

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

Instructional Practice specifically relating to Science

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 area of focus is improving science instructional practices in grades 5 and 8. This area was identified as a priority because the 2025–26 data showed low science achievement. Grade 5 was at 47% compared to 59% statewide, and Grade 8 was at 42% compared to 49% statewide. Stronger instructional practices are needed to address learning gaps and improve science achievement.

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 2025–26 data, the school will increase science achievement by at least 5 percentage points in each relevant grade level:

- Grade 5: Increase from 47% to 52% or higher.
- Grade 8: Increase from 42% to 47% or higher.

The goal is to improve student understanding of science standards and reduce the achievement gap with the state.

Monitoring

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

Science instruction will be monitored through classroom walkthroughs, lesson plan reviews, student work, and formative assessments. Teachers will review student data regularly to identify learning gaps and adjust instruction. School leaders will monitor the use of effective instructional strategies and provide feedback to teachers. Progress will be reviewed throughout the year using classroom assessments and benchmark data to determine if students are moving toward the desired outcomes.

Person responsible for monitoring outcome

Marilyn Meulener and Katherine Reyes, Assistant Principals

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:

Science Vocabulary Instruction Teachers will explicitly teach key science vocabulary before and during each unit. Students will use vocabulary in discussions, written responses, diagrams, and science activities. Teachers will use visuals, word walls, sentence frames, and repeated practice to

help students understand and use new terms. ELL students will receive additional language support through visuals, real-world examples, partner discussions, and opportunities to practice vocabulary in reading, speaking and writing for science.

Rationale:

Science vocabulary can be a barrier to understanding complex concepts and assessment questions. Direct and repeated vocabulary instruction will help students understand science content and communicate their understanding more effectively.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Hands-On Science Investigations Teachers will provide regular opportunities for students to participate in experiments, investigations, labs, and other hands-on activities connected to the science standards. Students will make observations, collect data, discuss results, and explain what they learned. ELL students will benefit from seeing and doing the science concepts while using visuals, demonstrations, and structured partner or group discussions to support their understanding of academic language.

Rationale:

Hands-on learning allows students to connect science concepts to real experiences. It provides multiple ways for students, including ELL students, to understand and apply content while increasing engagement and retention.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

CER (Claim, Evidence, Reasoning) Strategy Teachers will use the Claim, Evidence, and Reasoning strategy to help students answer science questions and explain their thinking. Students will practice making claims, identifying evidence from experiments or texts, and explaining how the evidence supports their claims. ELL students will receive sentence starters, graphic organizers, vocabulary support, and teacher modeling to help them organize and communicate their scientific thinking.

Rationale:

CER helps students develop scientific reasoning and supports their ability to explain answers using evidence. Consistent use of this strategy will strengthen students' written responses and prepare them to answer science assessment questions that require explanation and evidence.

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

Support Science Vocabulary Instruction

Person Monitoring:

Marilyn Diaz and Katherine Reyes, Assistant Principals

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 provide teachers with science vocabulary resources, visuals, and strategies to support vocabulary instruction. Teachers will collaborate to identify important vocabulary for each unit, including supports for ELL students. Administrators will review lesson plans and conduct classroom walkthroughs to ensure vocabulary strategies are being used. Student work and assessment data will be reviewed to measure improvement.

Action Step #2

Provide Hands-On Science Opportunities

Person Monitoring:

Marilyn Diaz and Katherine Reyes, Assistant Principals

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 ensure teachers have access to science materials and resources needed for hands-on investigations. Teachers will plan and include experiments and investigations that connect directly to the science standards. Administrators will monitor lesson plans and classroom instruction to ensure hands-on activities are taking place. Student work and assessment results will be reviewed to determine the impact on student understanding.

Action Step #3

Implement the CER Strategy

Person Monitoring:

Marilyn Diaz and Katherine Reyes, Assistant Principals

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 provide teachers with training and resources on using the Claim, Evidence, and Reasoning strategy. Teachers will use CER during science lessons and provide ELL students with sentence frames, vocabulary support, and graphic organizers. Administrators will conduct walkthroughs and review student work to monitor consistent use of CER. Student responses and assessment data will be reviewed to determine if students are improving their ability to explain scientific thinking.

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.

The focus area is improving student attendance across all grade levels, with special attention to grades 6 and 8. The school had a total enrollment of 592 students, and 59 students, or about 10% of the student population, were identified in the EWS for missing 10% or more of school days. Frequent absences can cause students to miss important instruction and fall behind academically. Based on the prior year's attendance data, improving attendance was identified as a crucial need. The school will work with students and families to reduce absences and improve regular attendance.

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.

For the upcoming school year, the school will reduce the number of students missing 10% or more of school days from 59 to no more than 47 students, reducing the rate from 10% to 8% or less. The goal is to improve attendance across all grade levels, with a specific focus on grades 6 and 8.

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.

Student attendance will be monitored weekly using attendance reports to identify students with frequent absences or patterns of missed days. The truancy coordinator will follow up with students and families and provide support when needed. Attendance data will be reviewed monthly to track progress toward reducing the number of students missing 10% or more of school days. Improving attendance will help students be in class more consistently, receive more instruction, and improve their academic performance.

Person responsible for monitoring outcome

Licety Forjans, Truancy Coordinator

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:

The school will identify students with frequent absences and provide early support. The truancy coordinator will meet with families frequently and call parents to discuss the reasons for student absences. The school will offer help and resources to families to address barriers that may be affecting attendance. Attendance will be monitored weekly, and follow-up support will be provided as needed. This will help students attend school more regularly and improve their academic

achievement.

Rationale:

Student attendance was identified as a priority because 59 out of 592 students missed 10% or more of school days. Frequent absences reduce learning time and can negatively affect student achievement. By working closely with families, identifying the reasons for absences, and providing support, the school can improve attendance and help students stay on track academically.

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

Weekly Attendance Monitoring

Person Monitoring:

Licety Forjans

By When/Frequency:

Weekly

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

The truancy coordinator will review attendance reports each week to identify students with frequent absences. Parents will be contacted to discuss the reason for absences and offer support. The school will monitor changes in attendance each week to determine if absences are decreasing.

Action Step #2

Family Attendance Support

Person Monitoring:

Licety Forjans

By When/Frequency:

As needed

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

The truancy coordinator will meet with families of students with ongoing attendance concerns to discuss barriers and provide available school support. The school will review attendance data monthly to measure progress and determine if additional support is needed.

Area of Focus #2

Multiple Early Warning Signs

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 school will focus on identifying and addressing students who demonstrate two or more early warning indicators, with particular attention to Grades 1, 2, 6, and 7. Based on 2025–26 data, a total of 195 students demonstrate two or more early warning indicators. The data indicates multiple areas

of concern, including 140 students scoring Level 1 on the statewide ELA assessment. Multiple early warning signs can negatively affect student learning by limiting students' access to consistent instruction, reducing academic engagement, and making it more difficult for students to demonstrate proficiency on grade-level standards. Addressing these indicators early will allow the school to provide targeted academic interventions, attendance supports, progress monitoring, and family engagement before students experience further academic decline

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.

Using the 2025–26 baseline of 195 students with two or more early warning indicators, the school will reduce the number of students demonstrating multiple early warning signs by at least 20% by the end of the 2026–27 school year, decreasing the number from 195 to no more than 156 students. The school will place additional emphasis on the grade levels with the greatest number of students identified. The school will work toward a measurable reduction in the number of students with multiple indicators in these grade levels through targeted academic interventions, attendance supports, progress monitoring, and coordinated student support.

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.

School leadership will review grade-level trends during monthly data meetings and compare current data to the 2025–26 baseline. Particular attention will be given to Grades 1, 2, 6, and 7 because these grade levels have the largest numbers of students with multiple early warning indicators. Ongoing monitoring will allow the school to identify concerns early, provide timely interventions, and prevent additional risk factors from developing. By continuously reviewing student progress and adjusting interventions based on evidence, the school expects to reduce the number of students with multiple early warning signs and improve overall student achievement, attendance, and academic performance by the end of the 2026–27 school year.

Person responsible for monitoring outcome

School Leadership Team

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:

Response to Early Warning Systems (EWS) Response to Early Warning Systems (EWS) is a data-

driven process used to identify students who exhibit academic, behavioral, attendance, or engagement indicators associated with increased risk of course failure, retention, or dropping out. EWS enables schools to proactively identify at-risk students, analyze root causes, implement targeted interventions, monitor progress, and adjust supports based on student needs.

Rationale:

Effective EWS implementation ensures timely intervention and coordinated support to improve student outcomes and increase access to learning opportunities.

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

Monthly Early Warning Data Review

Person Monitoring:

Leadership Team

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 review early warning data monthly to identify students with two or more indicators and determine appropriate interventions. Leadership will track the number of students with multiple indicators and review progress during monthly data meetings.

Action Step #2

Targeted Academic and Attendance Interventions

Person Monitoring:

Teachers

By When/Frequency:

Weekly

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

The school will provide targeted ELA, Math, reading, and attendance interventions based on each student's identified needs.

Teachers will monitor assessment, intervention, and attendance data to determine whether students are making progress and adjust interventions as needed.

Action Step #3

Individual Student Support and Family Engagement

Person Monitoring:

School Leadership Team

By When/Frequency:

As needed

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

The school will develop support plans for students with multiple indicators and communicate regularly with families regarding academic and attendance goals. Student progress, attendance, grades, and assessment data will be reviewed monthly to determine whether students are reducing their early warning indicators.

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 Little Havana 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 Little Havana 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://lincolnmarticharters.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 Little Havana Campus, we are committed to strengthening our academic program by increasing the quality and quantity of learning time and providing an enriched, accelerated curriculum. Our primary area of focus is Science, with the goal of increasing proficiency in Grade 5 Science and Grade 8 Science. To achieve this goal, we will use targeted, standards-based instruction, district-adopted science materials, hands-on and project-based learning through Project Lead the Way, and differentiated support to meet students' individual needs. We will also provide extended learning opportunities and ongoing professional development for teachers. Student progress will be monitored regularly through district Science Topic Assessments, previous assessments, and sample test questions. Through these efforts, we aim to strengthen students' understanding and application of scientific concepts and continue fostering a culture of academic excellence.

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 Little Havana 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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (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 2026-27 UniSIG funds but has chosen NOT to apply.

No

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