

Miami-Dade County Public Schools

LINCOLN-MARTI CHARTER SCHOOL (HIALEAH CAMPUS)



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Roberto Jimenez

801855@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name

Mirelys Garcia

954145@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

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

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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

1. School Leadership Team

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

2. Teachers and School Staff

Teachers and staff contributed through structured surveys, focus groups, and collaborative planning sessions. Their insights into instructional practices, student engagement, and classroom challenges

informed the development of targeted strategies for professional development, curriculum refinement, and behavior management.

3. Parents and Families

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

4. Students (Mandatory for Secondary Schools)

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

5. Business and Community Leaders

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

Utilization of Stakeholder Input

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

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

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

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3),

ESEA Section 1114(b)(3)).

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

1. Regular Data Collection and Analysis

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

2. Progress Reporting

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

3. Stakeholder Engagement

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

4. Intervention Effectiveness Review

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

II. Revising the SIP for Continuous Improvement

1. Stakeholder Feedback Mechanisms

- **Surveys and Questionnaires:** Distributed regularly to students, families, staff, and community

members to gather input on SIP implementation and perceived impact.

- **Focus Groups:** Conducted with diverse stakeholder groups to explore specific concerns and gather qualitative feedback.

2. Data-Informed Decision Making

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

3. Collaborative Revision Process

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

4. Professional Development

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

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

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	85.1%
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) 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: C 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	4	10	10	5	5	11	16	7	13	81
Absent 10% or more school days	1	5	4	4	3	4	9	3	4	37
One or more suspensions								2	2	4
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment		10	10	3	2	10	12	5	10	62
Level 1 on statewide Math assessment		10	10	3	2	3	8	2	6	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			1	1						2

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	4	10	10	3	2	4	9	3	8	53

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

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		8	9	2	1	6	8	1	2	37

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				2	1					3
Students retained two or more times										0

2. Grades 9-12 (optional)

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
	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 (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
	9	10	11	12	
Students with two or more indicators					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
	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 (2025-26) 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 (2025-26) 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 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*	60	69	64	61	67	61	57	65	58
Grade 3 ELA Achievement	55	65	64	80	65	62	55	63	59
ELA Learning Gains	64	66	62	61	66	61	74	64	59
ELA Lowest 25th Percentile	60	58	55	68	58	55	76	58	54
Math Achievement*	85	71	64	89	69	62	82	68	59
Math Learning Gains	80	65	61	84	65	60	82	66	61
Math Lowest 25th Percentile	60	57	52	82	59	53	86	63	56
Science Achievement	63	65	60	69	62	57	92	60	54
Social Studies Achievement*	92	84	77	93	82	74	71	79	72
Graduation Rate	79	79	77	81	72	56	78	71	71
Middle School Acceleration	82	79	88	79	75	100	77	71	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						69%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						619
Total Components for the FPPI						9
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
69%	77%	74%	54%	65%	47%	

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	61%	No		
Hispanic Students	69%	No		
Economically Disadvantaged Students	64%	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													
	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	ELP PROGRESS
All Students	60%	55%	64%	60%	85%	80%	60%	63%	92%				
English Language Learners	48%		58%	56%	83%	77%	53%	50%					
Hispanic Students	60%	55%	64%	60%	85%	80%	60%	62%	91%				
Economically Disadvantaged Students	62%		63%	40%	85%	81%	58%	57%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	61%	80%	61%	68%	89%	84%	82%	69%	93%	88%			67%
English Language Learners	48%		56%	65%	88%	84%	80%	64%					67%
Hispanic Students	60%	80%	61%	68%	88%	85%	82%	68%	93%	88%			66%
Economically Disadvantaged Students	58%		64%	77%	87%	85%	92%	74%					77%

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

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

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

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

SUBJECT	GRADE	2025-26 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	50%	64%	-14%	60%	-10%
ELA	5	47%	65%	-18%	61%	-14%
ELA	6	43%	67%	-24%	62%	-19%
ELA	7	73%	67%	6%	62%	11%
ELA	8	41%	65%	-24%	60%	-19%
ELA	9	55%	63%	-8%	60%	-5%
ELA	10	76%	63%	13%	61%	15%
Math	3	79%	72%	7%	66%	13%
Math	5	80%	67%	13%	62%	18%
Math	6	76%	67%	9%	60%	16%
Math	7	64%	58%	6%	53%	11%
Math	8	60%	65%	-5%	61%	-1%
Science	5	33%	59%	-26%	60%	-27%
Science	8	40%	49%	-9%	52%	-12%
Civics	7	73%	79%	-6%	77%	-4%
Biology	10	88%	63%	25%	60%	28%
Algebra	9	80%	49%	31%	41%	39%
Geometry	10	93%	43%	50%	40%	53%
ELA	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Geometry	8	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	11	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
History	11	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

III. Planning for Improvement

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

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

Most Improvement

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

In response to identified learning gaps, Lincoln-Marti Charter School implemented a series of strategic actions during the 2025–2026 school year, resulting in notable improvements in several areas including Math Achievement and select grade-level gains. To support this growth, the school provided targeted before- and after-school tutoring in ELA and Math for students identified through progress monitoring. Technology integration played a key role, with platforms such as i-Ready and IXL used daily to personalize instruction and guide small group interventions.

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

Lowest Performance

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

The data component that showed the lowest performance during the 2025–2026 school year was Science Achievement, particularly in Grade 5 (33%, 27 points below the state average of 60%) and Grade 8 (40%, 12 points below the state average of 52%). Additional low performance was noted in several ELA areas, such as Grade 6 ELA (43%) and Grade 8 ELA (41%). These scores represent significant challenges compared to stronger areas like Algebra (80%) and Geometry (93%).

A key contributing factor to the underperformance in Science and related ELA grades was inconsistent classroom management, which disrupted instructional time and negatively impacted student engagement. Additionally, a substantial number of students in these grade levels were English Language Learners (ELLs) with limited English proficiency, making it difficult for them to access and comprehend grade-level content. Trends from prior years show fluctuations in these areas, with a need for sustained support as students progress. These patterns emphasize the need for targeted support in classroom management, differentiated instruction, language development strategies, and science-specific scaffolding to improve academic outcomes in the upcoming school year.

Greatest Decline

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

The most significant decline in performance during the 2025–2026 school year was observed in Grade 3 ELA Achievement, which dropped sharply from 80% in 2024-25 to 55%. Additional notable declines occurred in overall FPPI (from 77% to 69%) and several other areas such as Grade 8 ELA (down to 41%). This decline can be attributed to several key factors. Notably, transitions in staffing and the need for continued instructional consistency impacted classroom culture. Challenges with classroom management affected student engagement and reduced the time for adequate learning. Additionally, many students entered the school year with varying levels of prior proficiency, particularly in foundational skills, making it difficult for them to demonstrate expected growth. These trends underscore the need for targeted professional development, mentoring for staff, and enhanced support for struggling learners to reverse these declines.

Greatest Gap

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

The most significant gap in performance compared to the state average was observed in Science Achievement, particularly Grade 5 at 33% (27 points below the state average of 60%) and Grade 8 at 40% (12 points below the state average of 52%). Additional gaps appeared in Grade 6 ELA (43% vs. state 62%, 19-point gap) and Grade 8 ELA (41% vs. state 60%, 19-point gap). This significant disparity can be attributed to challenges in classroom management, which affected instructional delivery and student engagement. Additionally, a large portion of students in these grade levels were English Language Learners (ELLs) with limited proficiency in English, making it difficult for them to access grade-level content and demonstrate mastery. These trends, visible across multiple years in lower-performing subjects, underscore the need for targeted support in language development, differentiated instruction, and effective classroom management strategies to narrow the achievement gap.

EWS Areas of Concern

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

An analysis of the Early Warning System (EWS) data for the 2026–2027 school year at Lincoln-Marti Charter School identified two key areas of concern. First, while overall indicators have improved, continued monitoring of chronic absenteeism is essential to prevent any rebound, as consistent attendance remains a strong predictor of academic success and engagement. Second, sustaining low levels of prior-year failures and Level 1 performance in English Language Arts (ELA), particularly for transitioning students, remains a priority given the observed gaps in several grade levels. These trends highlight the need for proactive family outreach, attendance support systems, and targeted

academic interventions to maintain and build upon recent gains.

Highest Priorities

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

Based on the Early Warning System data and overall performance trends, our school has identified four highest priorities for the 2026–2027 school year.

1. First, sustaining and further reducing chronic absenteeism and Level 1 performance in key areas is essential.
2. Second, improving Science and ELA achievement is critical, particularly in Grades 5 and 8, where students continue to show gaps.
3. Third, providing targeted support for English Language Learners (ELLs) is necessary, as limited English proficiency continues to be a barrier.
4. Lastly, strengthening classroom management and instructional consistency is a key focus to ensure a positive learning environment and increase student engagement across all grade levels.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA, 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 primary instructional focus for the 2026–2027 school year at Lincoln-Marti Charter School is to strengthen Science and ELA Learner Support across relevant grade levels, with particular emphasis on Grades 5 and 8. This focus was identified based on multiple data sources, including Science Achievement scores (Grade 5 at 33%, Grade 8 at 40%) and ELA trends showing gaps in several grades. The low proficiency levels among students—especially English Language Learners (ELLs)—highlight a critical need for targeted instruction. This area of focus directly impacts student learning by addressing foundational skills, improving comprehension, and supporting language acquisition. Instructional strategies will include differentiated small-group instruction, the integration of adaptive learning platforms, and professional development for teachers in evidence-based practices.

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, Lincoln-Marti Charter School aims to achieve measurable improvement in Science and ELA performance. In the 2025–2026 school year, Grade 5 Science was 33% and Grade 8 was 40%. The school's goal for the 2026–2027 school year is to increase Grade 5 Science Achievement and address related ELA gaps toward improved proficiency. These outcomes will be supported through targeted instructional strategies, including differentiated small group instruction, enhanced support for English Language Learners, and professional development focused on best practices. Progress will be monitored through interim assessments, PM's assessments, i-Ready diagnostics, and classroom performance data to ensure students are on track to meet grade-level expectations.

Monitoring

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

The implementation and impact of the Science and ELA Learner Support focus will be monitored through a structured and data-driven approach. Student progress will be tracked using tools such as i-Ready diagnostics, progress monitoring assessments, and formative classroom evaluations to measure growth. Instructional practices will be reviewed through regular classroom walkthroughs, lesson plan audits, and teacher feedback cycles to ensure fidelity to strategies like differentiated instruction and small-group interventions. Data will be analyzed during bi-weekly grade-level planning meetings and leadership team sessions to identify instructional gaps and adjust support as needed. Special attention will be given to new staff to strengthen classroom management and instructional consistency. This comprehensive monitoring system will help ensure alignment with the school's measurable outcomes and instructional goals.

Person responsible for monitoring outcome

Roberto Jimenez, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

To improve Science and ELA achievement and support language development, our school will implement a combination of evidence-based interventions across relevant grade levels. These include the use of i-Ready, Achieve3000 (or similar), and guided reading/small-group instruction tailored to students' individual levels and language proficiency. These interventions will be monitored through regular progress checks, utilizing diagnostics, formative assessments, and classroom observations, to ensure fidelity and effectiveness. Instructional staff will receive ongoing professional development to support the implementation of these practices and to adjust instruction based on student data.

Rationale:

This area of focus was identified based on prior-year data showing low Science achievement in Grades 5 and 8, along with ELA gaps and a number of students flagged in the Early Warning System. Additionally, many students are English Language Learners with limited proficiency, which further impacts their ability to access grade-level content. The selected interventions are designed to address these gaps by providing targeted, adaptive instruction that meets students where they are and supports their growth in comprehension, vocabulary, and fluency.

Tier of Evidence-based Intervention:

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

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Implement Targeted Small-Group Instruction

Person Monitoring:

Mirelys Garcia, Assistant Principal

By When/Frequency:

Weekly, beginning August 2026

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

Teachers will implement targeted small-group instruction during the Science and ELA blocks, using student performance data from diagnostics, progress monitoring, classroom assessments, and teacher observations to group students by skill level and instructional need. These groups will be flexible and adjusted bi-weekly to reflect student progress. Instruction will focus on key components with additional scaffolding for English Language Learners (ELLs). To monitor the impact, instructional leaders will conduct regular classroom walkthroughs and review lesson plans to ensure alignment with student data and instructional goals. Student progress will be tracked through growth reports, formative assessments, and student work samples. Data will be discussed during grade-level planning meetings to inform instructional adjustments and provide targeted support to teachers.

Action Step #2

Integrate Adaptive Learning Platforms

Person Monitoring:

Mirelys Garcia, Assistant Principal

By When/Frequency:

Ongoing, with monthly data reviews

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

Students will regularly engage with adaptive platforms such as i-Ready to support differentiated instruction. These platforms offer personalized learning paths tailored to each student's diagnostic results. To monitor the impact, the school will review monthly usage reports, growth metrics, and lesson integration logs. Teachers will analyze student data during grade-level planning meetings to adjust instruction and groupings as needed. Leadership will conduct periodic walkthroughs and review platform dashboards to ensure fidelity of implementation.

Action Step #3

Provide Professional Development in Literacy and Science Strategies

Person Monitoring:

Roberto Jimenez, Principal

By When/Frequency:

Monthly PD sessions and follow-up coaching

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

Teachers will participate in monthly professional development sessions focused on evidence-based strategies, including guided instruction, vocabulary development, and techniques for supporting English Language Learners (ELLs). These sessions will be followed by coaching cycles and collaborative planning. To monitor the impact, school leaders will conduct classroom walkthroughs, review lesson plans, and collect teacher feedback. Student performance data will be analyzed to determine if instructional changes are leading to measurable improvements.

Area of Focus #2

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

Instructional Practice specifically relating to Professional Learning**Area of Focus Description and Rationale**

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

The focus is on improving instructional practices and classroom management across key grade levels, particularly where performance gaps persist. Teachers will receive targeted professional development to strengthen behavior management strategies, increase student engagement, and implement differentiated instruction aligned to grade-level standards. This includes establishing consistent classroom routines and expectations, using proactive behavior strategies to reduce disruptions, and enhancing instructional delivery through collaborative planning and coaching.

Impact on Student Learning:

Effective classroom management and instructional practices increase time on task and reduce behavioral interruptions, improve student focus and participation, support academic growth in core subjects, and create a positive learning environment that fosters achievement.

Rationale:

This area was identified as a critical need based on the 2025–2026 data, which showed declines in areas such as Grade 3 ELA and Science achievement, along with the need to sustain EWS gains. Teacher feedback and performance trends indicated opportunities to strengthen consistency and management to maximize instructional time.

Measurable Outcome

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

Prior Year Data:

Science Grade 5 at 33% and related ELA gaps in several grades.

Target Outcome for 2026–2027 School Year:

Improve proficiency in targeted areas (e.g., Science and ELA) through enhanced practices, with measurable reductions in behavioral disruptions.

How Progress Will Be Measured:

Quarterly progress monitoring using district benchmark assessments, ongoing review of classroom walkthrough data focused on instructional practices and classroom management, and mid-year and end-of-year assessment results. These outcomes are data-driven and reflect a realistic yet ambitious goal to improve student achievement through targeted professional learning and improved classroom management strategies.

Monitoring

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

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

1. Classroom Walkthroughs and Observations – Frequency: Bi-weekly walkthroughs by instructional coaches and administrators. Focus: Use of classroom management strategies, student engagement, and instructional delivery. Tool: A standardized walkthrough form aligned to the professional learning goals.
2. Professional Development Participation and Feedback – Tracking: Attendance and engagement in PD sessions focused on classroom management and instruction. Follow-Up: Post-PD surveys and coaching cycles to assess implementation of strategies learned.
3. Student Achievement Data – Progress Monitoring: Review of quarterly benchmark assessments and formative data. Assessment Review: Mid-year and end-of-year results will be analyzed to measure growth.
4. Behavior and Discipline Data – Monitoring: Monthly review of discipline referrals and classroom incident reports. Goal: Reduction in behavior-related disruptions.
5. Collaborative Planning and Coaching Logs – Documentation: Logs from instructional coaching sessions and grade-level planning meetings. Purpose: Ensure alignment between instructional strategies and classroom management practices.

Person responsible for monitoring outcome

Roberto Jimenez, 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:

CHAMPS Classroom Management Program (or equivalent proactive framework) that helps teachers establish clear expectations for student behavior, routines, and transitions. It promotes a positive classroom climate, reduces disruptions, and increases instructional time. Evidence Base: Supported by research showing improved student behavior and engagement. Grade Levels: Relevant grades with identified gaps. Monitoring: Bi-weekly classroom walkthroughs using a fidelity checklist. Monthly review of discipline referral data. Teacher self-assessments and coaching reflections.

Rationale:

The proactive classroom management framework was chosen because it offers a structured approach for teaching and reinforcing positive behavior expectations. It helps teachers create a predictable and respectful learning environment, which is vital for maximizing instructional time. Prior year data showed performance gaps linked to consistency needs. Monitoring implementation includes walkthroughs, discipline data reviews, teacher reflections, and student achievement data to examine the link between improved behavior and academic growth.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Provide Initial Training on Classroom Management Strategies

Person Monitoring:

Mirelys Garcia, AP / Nathaly Perez, Counselor

By When/Frequency:

Pre-service and ongoing monthly sessions

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

During pre-service week in August, the school will deliver targeted professional development to teachers on proactive classroom management strategies, including establishing clear expectations, routines, transitions, and positive reinforcement systems. The training will include an overview of the framework, modeling of effective practices, role-playing of real classroom scenarios, and dedicated planning time for teachers to develop routines specific to their classrooms. This will ensure teachers are fully prepared to implement consistent strategies from the first day of school.

To monitor the impact of this action step, the school will use pre- and post-training surveys to measure gains in teacher confidence and understanding. Bi-weekly classroom walkthroughs will be conducted using a standardized fidelity checklist to observe implementation of routines, posted expectations, and student adherence. Monthly reviews of discipline referral trends in targeted grades will track reductions in behavioral incidents. Teacher reflections and coaching logs will be collected during follow-up sessions to identify successes, challenges, and areas needing additional support. Student achievement data will also be examined to link improved classroom management to academic growth.

Action Step #2

Develop and Display Consistent Expectations in Classrooms

Person Monitoring:

Mirelys Garcia, AP / Nathaly Perez, Counselor

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 develop and visibly post clear expectations for key classroom activities (such as whole group instruction, independent work, transitions, and small group activities) using the CHAMPS framework or equivalent. These expectations will be explicitly taught to students at the beginning of the year and reinforced daily through modeling, practice, and positive feedback to build consistency and structure across classrooms.

To ensure this step is implemented effectively and contributes to improved classroom management, the school will monitor impact through bi-weekly classroom walkthroughs conducted by administrators and instructional coaches using a fidelity checklist. This will verify the visibility and alignment of posted expectations with daily activities, as well as student adherence to the established routines. Behavioral data (discipline referrals and classroom incident reports) will be reviewed monthly to track reductions in disruptions. Teachers will provide reflections during coaching sessions, allowing for timely adjustments based on student response and observed needs. This data-driven approach will help sustain a positive and productive learning environment.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

This area of focus targets improving and sustaining student attendance across all grade levels (K-12), with particular attention to students identified in the Early Warning System. The school will implement proactive strategies to foster a positive learning environment that encourages regular attendance. These strategies include increased family engagement, attendance incentives, personalized outreach for students with attendance concerns, and collaboration with support staff (including the counselor) to address barriers such as transportation, health, or home-related challenges. The goal is to create a school culture where students feel safe, supported, valued, and motivated to attend daily.

Rationale:

Attendance data from the prior school year showed improvement in overall EWS indicators compared to previous years, yet maintaining and further reducing chronic absenteeism remains essential. Chronic absenteeism is a strong predictor of academic underperformance and disengagement, particularly in foundational subjects like ELA and Science where gaps persist. Students who miss instructional time fall behind, contributing to lower achievement and retention risks. Building on this year's professional learning and classroom management initiatives, addressing attendance is a crucial need to ensure equitable access to learning and to support overall school improvement efforts.

Measurable Outcome

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

In the 2025–2026 school year, EWS data reflected reduced indicators overall, with chronic absenteeism as a continued area of monitoring. For the 2026–2027 school year, Lincoln-Marti

Charter School aims to further reduce chronic absenteeism rates (students with 10% or more absences) by building on current gains, targeting sustained low levels across all grades. This outcome will be achieved through targeted attendance interventions, increased family engagement, consistent monitoring of attendance data, proactive support to address barriers, and integration with classroom management strategies. Progress will be tracked via daily attendance systems and monthly EWS reviews.

Monitoring

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

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

Ongoing tracking will directly impact student achievement by ensuring students are present to receive consistent instruction, participate in targeted interventions (such as small-group ELA/Science support), and engage fully in the positive learning environment—ultimately improving academic outcomes, reducing Level 1 performance, and supporting the school's measurable goals in core subjects.

Person responsible for monitoring outcome

Roberto Jimenez, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

To address attendance and improve student engagement, Lincoln-Marti Charter School will implement a combination of evidence-based interventions. These include proactive mentoring/check-in systems (such as Check & Connect principles) for at-risk students and school-wide attendance incentive programs to recognize consistent attendance. These interventions will be applied across all grade levels, with focused support for students flagged in the EWS.

Rationale:

The decision to implement these interventions is grounded in EWS data showing the importance of consistent attendance for academic success. Chronic absenteeism correlates with lower achievement in ELA and Science. By combining mentoring, incentives, and family outreach with this year's classroom management initiatives, the school aims to create a supportive environment that

encourages regular attendance and contributes to improved outcomes.

Tier of Evidence-based Intervention:

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

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Implement a Daily Attendance Monitoring System

Person Monitoring:

Roberto Jimenez, Principal / Attendance Clerk

By When/Frequency:

Daily, with weekly leadership reviews

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

The school will establish a consistent and efficient system to monitor student attendance on a daily basis. This includes using the district's student information system for accurate recording, setting up automated alerts for students approaching chronic absenteeism thresholds, and generating weekly attendance reports to identify trends and flag at-risk students. The attendance clerk will ensure accurate data entry, while the leadership team reviews reports during weekly data meetings. Families will receive proactive communication for emerging concerns.

To evaluate the effectiveness of this action step, the school will track attendance trends by comparing weekly and monthly data, measure reductions in chronic absenteeism rates, review outcomes of interventions (e.g., parent contacts and counseling referrals), and share aggregated data with stakeholders during staff meetings and family events to promote transparency and collective accountability.

Action Step #2

Enhance Family Engagement and Incentive Programs

Person Monitoring:

Mirelys Garcia, AP / Nathaly Perez, Counselor

By When/Frequency:

Ongoing, with monthly reviews

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

The school will strengthen family partnerships through regular outreach, attendance workshops, and recognition events. Personalized support plans will be developed for chronically absent students in collaboration with the counselor. School-wide incentive programs will celebrate consistent attendance and improvement. These efforts will be integrated with classroom management strategies to reinforce the value of daily presence.

To monitor impact, sign-in sheets and participation data from events will be tracked, along with family feedback surveys. Monthly EWS and attendance reports will measure reductions in absenteeism, while leadership walkthroughs and student engagement observations will assess overall school climate improvements. Adjustments will be made based on data to ensure barriers are addressed effectively.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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

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

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

6. Monitoring Dissemination and Understanding:

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

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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

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

Monitoring Engagement:

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

PFEP Webpage Link:

The Parental Family Engagement Plan (PFEP) is publicly available at: <https://lincoln-marticharters.com/wp-content/uploads/2024/09/Title-I-Parent-Notification-Letter-English.pdf>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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

Key Strategies:

1. Collaborative Planning for Standards-Based Instruction
 - Teachers engage in weekly collaborative planning sessions to unpack standards, design rigorous lessons, and differentiate instruction based on student data.
 - This ensures consistency, alignment, and high expectations across classrooms.
2. Implementation of Proactive Classroom Management Strategies
 - By improving classroom routines and reducing disruptions, these strategies increase effective instructional time and support a focused learning environment.
3. Targeted Small Group Instruction
 - Teachers use formative and benchmark data to provide differentiated instruction in small groups, addressing specific skill gaps and accelerating learning for all students.
4. Extended Learning Opportunities
 - The school offers before- and after-school tutoring, intervention blocks during the school day, and other supports to provide additional instructional time for students needing assistance or enrichment.
5. Use of High-Quality Instructional Materials
 - Curriculum resources are aligned to Florida's B.E.S.T. standards and include scaffolds for English Language Learners (ELLs) and students with disabilities.
6. Ongoing Professional Development
 - Teachers receive training in classroom management, data-driven instruction, and literacy/science strategies to continuously improve instructional practices.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

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

Coordination with Other Programs and Services:

1. Title I, Part A – Schoolwide Program
 - The SIP aligns with Title I goals to improve academic achievement for all students, especially those identified as academically at risk.
 - Resources are used to support professional development, intervention programs, and family engagement.
2. Violence Prevention and Mental Health Services
 - The school partners with district and community-based programs to provide counseling, conflict resolution, and behavior support services.
 - Classroom management initiatives are aligned with these efforts to promote a safe and respectful learning environment.
3. Nutrition Programs
 - Coordination with the National School Lunch Program ensures students have access to healthy meals that support learning and well-being.
 - Nutrition education is integrated into health and science instruction.
4. Career and Technical Education (CTE)
 - The school promotes college and career readiness through enrichment activities and exposure to literacy-based career pathways.

Stakeholder Involvement:

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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

1. Counseling and Mental Health Services
 - The school partners with district mental health professionals and licensed counselors (including the school counselor) to provide individual and group counseling.
 - SEL (Social-Emotional Learning) lessons and teacher training are integrated into classroom routines to promote emotional regulation, empathy, and resilience.
2. School-Based Behavior Support
 - Implementation of proactive classroom management strategies helps create structured, respectful environments that support positive behavior and reduce disciplinary incidents.
 - Behavior intervention plans are developed for students needing additional support, in collaboration with families and specialists.
3. Mentoring Programs
 - Students are paired with staff mentors or participate in peer mentoring initiatives to build confidence, goal-setting skills, and positive relationships.
 - Mentoring is focused on attendance, behavior, and academic motivation.
4. Family and Community Engagement
 - Workshops and events are offered to help families support their children's emotional and behavioral development.
 - Partnerships with local organizations provide enrichment opportunities and access to wraparound services.

5. Enrichment Activities

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

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

To ensure students are well-prepared for life beyond high school, our school offers a comprehensive approach to postsecondary readiness and workforce development. We provide access to dual enrollment programs and advanced coursework, allowing eligible high school students to earn college credit while completing their secondary education. These opportunities expose students to the rigor and expectations of college-level work.

Additionally, we offer a range of Career and Technical Education (CTE) courses designed to equip students with practical skills and industry-recognized credentials. These programs are aligned with current labor market demands, helping students explore potential careers and gain hands-on experience. By broadening access to advanced coursework and career-focused learning, we aim to increase student awareness of postsecondary options and empower them to make informed decisions about their future. Our efforts are guided by a commitment to equity, ensuring that all students—regardless of background—have the opportunity to pursue college and career success.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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

Tiered Behavioral Support Model

• Tier 1: Universal Supports

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

learning environment.

- **Tier 2: Targeted Interventions**

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

- **Tier 3: Intensive Individualized Support**

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

Early intervening services are designed to support students who have not yet been identified for special education but require additional academic or behavioral assistance. These services include professional development for staff, behavioral assessments, and collaborative planning between general and special education teams.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Our school is committed to continuous improvement in teaching and learning through targeted professional development, data-informed instruction, and strategic efforts to recruit and retain effective educators, particularly in high-need subject areas. We provide ongoing, job-embedded professional learning for teachers, paraprofessionals, and other school personnel to enhance instructional practices and student outcomes. Key components include:

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

Recruitment and Retention of Effective Teachers

To address staffing challenges and ensure equitable access to high-quality instruction, we implement

strategies to attract and retain effective teachers, especially in high-need areas such as science, ELA support, and bilingual education:

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

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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

- **Family Engagement Activities**

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

- **Student Readiness Assessments**

We use developmentally appropriate assessments to understand each child's academic, social, and emotional readiness. This data informs instructional planning.

- **Record Transfer and Communication**

With parental consent, we receive and review records from preschool programs to better understand each child's needs. Communication channels are established between preschool and elementary staff.

- **Transition Plans for Vulnerable Populations**

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

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