

Miami-Dade County Public Schools

The Charter School At Waterstone



2016-17 Schoolwide Improvement Plan

The Charter School At Waterstone

855 WATERSTONE WAY, Homestead, FL 33033

www.charterschoolatwaterstone.com

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	92%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	A*	B	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

N/A

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	29
Technical Assistance Items	31
Appendix 3: Budget to Support Goals	31

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for The Charter School At Waterstone

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Charter School at Waterstone exists as a K-5 International Learning Environment, which develops adaptive and active learners who embrace the exploration of other cultures as well as their own ancestral heritage through the utilization of art, music, and literature to excel and achieve academic heights.

b. Provide the school's vision statement.

The Charter School at Waterstone will provide a safe learning environment to promote academic and social excellence by preparing students to become honorable and responsible individuals, as well as adaptive and active learners. Students will utilize the exploration of other cultures and their own ancestral heritage to achieve their fullest personal and academic potential.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

At The Charter School at Waterstone Meet and Greet sessions are schedule for the week prior to the start date of the school year. The purpose of these sessions are for the parents and students to meet the teacher, preview the classroom, and drop off any school supplies. We also schedule our Open House dates in mid-September in order to give the parents an overview of daily classroom routines and expectations. The administrators at The Charter School at Waterstone maintain a very up to date social media page that allows the parents to instantly get important school information. All of the teachers are required to maintain a webpage where parents are able to view important classroom information, deadlines, and assignments. The parents have access to their child's Miami Dade County Public Schools Student Portal for viewing of current student grades. The administrative team at The Charter School at Waterstone meets with students by grade level at the beginning of the school year in order to communicate expectations and to establish a relationship. Finally, teachers participate in 5 days of preplanning activities which involve team building activities and communication of expectations.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The Charter School at Waterstone's procedures for arrival and dismissal are communicated to both the students and the parents on a yearly basis. These procedures are shared during scheduled Parent Information Sessions and in Monthly Newsletters posted on the school's website. All teachers are assigned to posts before and after school to ensure student safety and essential safety procedures such as locked classrooms door and exterior exits are followed. Additionally, the school has security monitoring throughout the day in order to direct visitors to the front office and prevent any student from physically leaving the school campus without supervision. Procedures for arrival and dismissal are communicated to students and parents. Emergency procedures are practiced throughout the school year. Students can report incidents of safety or concern to their teachers and/or administrators. There is also an anonymous "Bully Box" located in

the front office to report incidents of bullying. Finally, classroom rules and expectations are clearly posted in all classrooms.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The Charter School at Waterstone follows the Miami-Dade County Student Code of Conduct. Additionally,

The Charter School at Waterstone implements a positive behavior system that focuses on students Doing the Right Thing and recognitions such as Student of the Month. Also, all classroom expectations and set routines are clearly states. Finally, the school follows a school-wide policy of PARR (Participation, Attitude, Respect, and Responsibility) that allows for progressive consequences coupled with parent communication prior to detentions or any other more severe discipline action.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The Charter School at Waterstone implements character education and school-wide positive behavior support. The students who demonstrate a need for support are referred to the Dean of Students for the implementation of daily behavior management plans and daily communication between the school and the home. The Dean of Students serves as the student's mentor and as the liaison between the school and the home. The Charter School at Waterstone offers an after school sports program where students in grades K-5 can participate in basketball, soccer, and/or tennis. Additionally, all students who have counseling documented on their Individualized Education Plans receive the services they need from a certified counselor who visits the school and meets with the students. Finally, the school offers many after school clubs such as the Key Club, Fairchild Garden Club, Band/Drum Line, Dance, Cheerleading, and a variety of sports that are available to students in grades K-5 to participate in and help raise awareness of community service opportunities.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

I. Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension

The Charter School at Waterstone administrative staff/attendance committee conduct daily attendance reviews, send out attendance letters, and conduct parent conferences to develop attendance plan and contract. We also recognize students with perfect attendance each quarter.

II. One of more suspensions, whether in school or out of school

The Charter School at Waterstone administrative staff will conduct both student and parent conferences in order to decrease the number of in school and out of school suspensions. A positive behavior support system and informal behavior intervention plan will be utilized to assist students in engaging in appropriate school behavior.As a result, students will be positively rewarded for their behavior and have the desire to attend school and behave appropriately.

III. Course failure in English Language Arts or Mathematics

The Charter School at Waterstone administrative staff will conduct frequent (at a minimum, monthly) RtI committee meetings to review student progress. Additionally, students failing or in danger of failing either English Language Arts and/or Math courses will be placed on a Progress Monitoring Plan (PMP) and scheduled for interventions. These students in interventions and with Progress Monitoring Plans will require frequent meeting with students and parents to monitor their progress and implement strategies. Finally, communication will remain open with parents by using Edline for teacher web pages, using Pinnacle for monitoring of student grades, and signing progress reports sent home quarterly.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	11	15	23	16	11	0	0	0	0	0	0	0	76
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	6	8	3	12	10	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	29	39	0	12	79	0	0	0	0	0	0	0	159

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	14	14	2	9	40	0	0	0	0	0	0	0	79

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The intervention strategies used to curtail excessive absences include the Attendance committee reviewing attendance bulletin weekly, meeting with parents to try to determine why the students are consistently absent, and assisting in any that we can to have the students attend school on a regular basis. The intervention strategies used to improve academic performance include giving daily, additional 30 minute intervention 5 times per week in a small group setting. We also provide a free Homework Help class 3 times a week for an additional 30 minutes after school.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

The Charter School at Waterstone builds positive relationships with families in various ways. The following describes The Charter School at Waterstone's efforts to communicate with parents and keep them informed: Monthly newsletter posted on both the school website and school Facebook page, Parent Resource Center and Kiosk located in the main office, posts on school's Facebook page regarding original and engaging student activities in class and after school, requirement of 10 volunteer hours per family, after school community events such as talent shows, science fairs, etc., PTSO, ads and articles in the local community newspaper, business partnerships, Career Week, EDLINE teacher web pages are maintained weekly, Pinnacle gradebooks are updated weekly, progress reports/report cards are sent home each quarter, parents are invited to attend Progress Monitoring Plan (PMP) meetings, and Boy Scouts of America monthly meetings take place in the school cafeteria.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The administrative staff at The Charter School at Waterstone reaches out to the parents who work in local businesses in order to devise a partnership plan of action. As a result of these efforts The Charter School at Waterstone has built and sustained various important partnerships with businesses in the local community. The Charter School at Waterstone has partnered with Boy Scouts of America in order to give students the opportunity to participate in a nationally recognized organization while being involved in educational activities that are family-oriented. Additionally, The Charter School at Waterstone has partnered with Dade County Sports in order to provide students in all grade levels the opportunity to participate in basketball, soccer, and/or tennis. Finally, The Charter School at Waterstone has partnered with the local Homestead Kiwanis organization to reward and motivate students who Bring Up their Grades (BUG) from one grading period to another.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Rodriguez, Rebecca	Principal
Barrios, Kelli	Dean
Manjarres, Sherrie	Teacher, K-12
Pagan, Lori	Teacher, K-12
Vecin, Adriana	Teacher, K-12
Baggs, Donna	Assistant Principal
Castellanos, Lindley	Teacher, K-12
De La Cruz, Martha	Teacher, K-12
Morales, Vanessa	Teacher, K-12
Fajardo, Kristen	Teacher, K-12
Ward, Debra	Instructional Coach
Valdes, Jaclyn	Teacher, ESE

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Tier 1(Leadership Team)

Dr. Rebecca Valdes, Principal, will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving.

Ethel Velez, Instructional Math Coach, assists teachers during Mathematics planning sessions, provides resources to the teachers, and models appropriate Mathmatics teaching.

Sherrie Manjarres, Lead Teacher, serves as a mentor to new 4th grade teachers and makes sure the grade level adheres to all procedures, policies, and deadlines through the use of weekly grade level meetings.

Virginia Di Michele, Dean of Students, follows the Miami-Dade County Student Code of Conduct and monitors student behavior referrals throughout the school building.

Vanessa Morales, Lead Teacher, serves as a mentor to new 3rd grade teachers and makes sure the grade level adheres to all procedures, policies, and deadlines through the use of weekly grade level meetings.

Kristen Fajardo, Science Department Chair, assists teachers during Science planning sessions, provides resources to the teachers, and models appropriate Science teaching.

Jaclyn Valdes-Program Specialist, assist all teachers and paraprofessionals with providing the required intervention for designated students and with referring students for the Rtl and SST processes.

Lori Pagan, Lead Teacher, serves as a mentor to new 1st grade teachers and makes sure the grade level adheres to all procedures, policies, and deadlines through the use of weekly grade level meetings.

Ethel Velez-Instructional Reading Coach, assists teachers during Reading planning sessions, provides resources to the teachers, and models appropriate Reading teaching.

Martha De La Cruz, Lead Teacher, serves as a mentor to new 2nd grade teachers and makes sure the grade level adheres to all procedures, policies, and deadlines through the use of weekly grade level meetings.

Adriana Vecin, Lead Teacher, serves as a mentor to new 5th grade teachers and makes sure the grade level adheres to all procedures, policies, and deadlines through the use of weekly grade level meetings.

Danna Baggs - Assistant Principal, oversees the instructional coaches. Reviews data, lesson plans and grade books. Assists teachers and coaches with the core instructional program.

In addition to Tier 1 problem solving, the Leadership Team members will meet on a monthly basis to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

The Principal, Assistant Principal, and Program Specialist will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

The Principal, Assistant Principal, Program Specialist and parent/guardian make up the Tier 3 SST Problem Solving Team.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by: holding regular team meetings where problem solving is the sole focus, using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success, determining how we will know if students have made expected levels of progress towards proficiency, respond when grades, subject areas, classes, or individual students have not shown a positive response. We will respond by using the Florida Continuous Improvement Model by reviewing data through data chats with teachers and coaches and adjusting instruction based on needs, responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively, gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment, ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention, and gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to: review OPM data for intervention groups to evaluate group and individual student response, support interventions where there is not an overall positive group response, and select students (see SST guidelines) for SST Tier 3 intervention.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine

impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dr. Rebecca Valdes	Principal
Nancy Roque	Principal
Martha De La Cruz	Teacher
Gabriela Suarez	Parent
Lori Pagan	Teacher
Sherrie Manjarres	Teacher
Adriana Vecin	Teacher
Vanessa Morales	Teacher
Stephanie Jones	Teacher
Ethel Velez	Education Support Employee
Rose Murray	Parent
Eliana Alonso	Parent
Natosha Aponte	Parent
Yeni Afre	Parent
Jill McGraw	Parent
Luanne Santos	Parent
Liam Arango	Student
Jordan Aponte	Student
Joseph Veltz	Business/Community
Jaclyn Valdes	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Select EESAC committee members (if people in MTSS and LLT are in EESAC) will review last year's SIP and post-assessment data (SAT-10, FAIR, Science FCAT, FSA). Review if SIP goals were met and what could have been done differently as part of the FCIM. The EESAC committee members review and approve the SIP and the EESAC and Title 1 budgets and purchases

b. Development of this school improvement plan

Select EESAC committee members (if people in MTSS and LLT are in EESAC) develop the new SIP using current data to set goals and strategies to implement and monitor the progress towards goals. EESAC Committee votes to approve or make any changes to the SIP. The EESAC committee members review and approve the SIP and the EESAC and Title 1 budgets and purchases

c. Preparation of the school's annual budget and plan

The Charter School at Waterstone will develop a needs assessment of items and services that will help in implementing strategies and interventions. \$5.00 per students is to be allocated towards Reading and Math supplemental materials to assist in weekly interventions. The EESAC committee members review and approve the SIP and the EESAC and Title 1 budgets and purchases

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

In order to implement data driven instruction throughout the school day and before and after school tutorials programs, \$1,425 of SAC funds was used to purchase academic resources and offer before and after school tutoring sessions.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Rodriguez, Rebecca	Principal
Barrios, Kelli	Dean
Manjarres, Sherrie	Teacher, K-12
Pagan, Lori	Teacher, K-12
Vecin, Adriana	Teacher, K-12
Baggs, Donna	Assistant Principal
De La Cruz, Martha	Teacher, K-12
Fajardo, Kristen	Teacher, K-12
Morales, Vanessa	Teacher, K-12
Valdes, Jaclyn	Teacher, ESE
Ward, Debra	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. The Literacy Leadership Team will help to develop lessons that provide students with opportunities for research and incorporate writing throughout. The Literacy Leadership

Team will review data pertinent to student achievement as it relates to Reading and Writing. Using data results, the Literacy Leadership Team will work with the Multi-Tiered System of Support Team to develop intervention, strategies and professional development support to increase student achievement in Reading and Writing.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The Charter School at Waterstone implements several strategies to encourage positive working relationships between teachers. Most importantly, teachers have common planning times in their schedule where they are required to conduct weekly planning meetings in order to meet the needs of the students. Additionally, teachers and Department Heads/Chairs participate in monthly team meetings together with administration where grade level/department concerns are brought up and data chats take place. The administrative team also incorporates team building activities during the pre-planning week of each school year in order to build bonds between grade level teachers. Finally, during monthly faculty meetings teachers praise or compliment their colleagues using written "shout outs" that are read by administrative team members at the closing of each faculty meeting.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The Charter School at Waterstone uses various strategies to recruit, develop and retain highly qualified teachers. These strategies include: providing numerous professional development opportunities that will earn the employee master plan points for certification renewal, ads are placed in local newspapers and web sites; applicants are screened prior to making an appointment for an interview, applicants are interviewed by appropriate personnel to include the director, the principal, assistant principal, dean, ESE specialist, and instructional Coach, where applicable, we solicit referrals from current employees, work with local universities to provide opportunities for internships and service learning hours, employer pays 90% of employee health costs, and employer provides opportunities for employees to enroll in Aflac and 401K options.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The mentoring program at The Charter School at Waterstone provides the opportunity for individuals new to the teaching profession to be paired up with experienced teachers. The mentors are responsible for checking in with the new teachers on a regular basis and for making themselves available to the mentees during anytime of need. The assignment of a mentor allows the mentees to have a valuable resource during their first year of teaching. Additionally, each new teacher completes a new educator binder which allows the teacher to demonstrate mastery of the required teaching competencies for the state of Florida.

Eugena Goodfellow-Aleen Kilgore
Rationale for Pairing

Mrs. Goodfellow is an experienced teacher with many years of accomplished teaching across multiple primary elementary grade levels. The planned mentoring activities include but are not limited to lesson planning and modeling appropriate classroom management.

Diana Robbins-Lexis Gragoso/Judith Cruz
Rationale for Pairing

Mrs. Robbins is an experienced teacher with many years of accomplished teaching across multiple

primary elementary grade levels. The planned mentoring activities include but are not limited to lesson planning and modeling appropriate classroom management.

Martha De La Cruz-Desiree Aguilera

Rationale for Pairing

Mrs. De La Cruz is an experienced teacher with several years of accomplished teaching across multiple elementary grade levels. Mrs. De La Cruz is also the grade level lead and can serve as their mentor for the entire school year. The planned mentoring activities include but are not limited to lesson planning and modeling appropriate classroom management.

Shelbie Bible-Bridgette Taccolini

Rationale for Pairing

Mrs. Bible is an experienced teacher with several years of accomplished teaching across multiple primary elementary grade levels. The planned mentoring activities include but are not limited to lesson planning and modeling appropriate classroom management.

Stephanie Moux-Leslie Aponte

Rationale for Pairing

Ms. Moux is an experienced teacher with several years of accomplished teaching across multiple primary elementary grade levels. The planned mentoring activities include but are not limited to lesson planning and modeling appropriate classroom management.

Janna Rodhe-Anna Gonzalez

Rationale for Pairing

Ms. Rodhe is an experienced teacher with several years of accomplished teaching across multiple primary elementary grade levels. The planned mentoring activities include but are not limited to lesson planning and modeling appropriate classroom management.

Katherine Young-Awilda Taveras

Rationale for Pairing

Ms. Young is an experienced teacher with several years of accomplished teaching across multiple primary elementary grade levels. The planned mentoring activities include but are not limited to lesson planning and modeling appropriate classroom management.

Vanessa Morales-Andrea Tabilo/Darlened Escudero/Lorely Perez

Rationale for Pairing

Mrs. Morales is an experienced teacher with many years of accomplished teaching across multiple elementary grade levels. Mrs. Morales is a co-teacher and also the grade level lead for these teachers and can serve as their mentor for the entire school year. The planned mentoring activities include but are not limited to lesson planning and data driven curriculum planning and instruction.

Barbara Comas-Jazmine Guzman/Iliana Verez

Rationale for Pairing

Mrs. Comas is an experienced teacher with many years of accomplished teaching across multiple elementary grade levels. Mrs. Comas is a co-teacher and can serve as their mentor for the entire school year. The planned mentoring activities include but are not limited to lesson planning and data driven curriculum planning and instruction.

Michelle Masforrol-Jessica Rodriguez

Rationale for Pairing

Mrs. Masforrol is an experienced teacher with many years of accomplished teaching across multiple elementary grade levels. Mrs. Masforrol also possesses experience in serving ESE students. Mrs. Masforrol can serve as their mentor for the entire school year. The planned mentoring activities include

but are not limited to lesson planning and data driven curriculum planning and instruction.

Sherrie Manjarres-Jamie Gonzlez

Rationale for Pairing

Ms. Manjarres is an experienced teacher with many years of accomplished teaching across multiple elementary grade levels. Ms. Manjarres is also the grade level lead for these teachers and can serve as their mentor for the entire school year. The planned mentoring activities include but are not limited to lesson planning and data driven curriculum planning and instruction.

Natosha Aponte-Chantella Graham

Rationale for Pairing

Ms. Aponte is an experienced teacher with several years of accomplished teaching across multiple elementary grade levels. The planned mentoring activities include but are not limited to lesson planning and data driven curriculum planning and instruction.

Adriana Vecin-Melissa Ross-Brenes/Stephanie Zaldivar

Rationale for Pairing

Ms. Vecin is an experienced teacher with many years of accomplished teaching across multiple elementary grade levels. Ms. Vecin is also the grade level lead for these teachers and can serve as their mentor for the entire school year. The planned mentoring activities include but are not limited to lesson planning and data driven curriculum planning and instruction.

Keila Cruz-Steve Gorten

Rationale for Pairing

Mrs. Cruz is an experienced teacher with several years of accomplished teaching across multiple elementary grade levels. The planned mentoring activities include but are not limited to lesson planning and data driven curriculum planning and instruction.

Natalie Oviedo-Tatlin Thomas

Rationale for Pairing

Ms. Oviedo is an experienced teacher with several years of accomplished teaching across multiple elementary grade levels. The planned mentoring activities include but are not limited to lesson planning and data driven curriculum planning and instruction.

Ailette Mendoza-Claribel Contreras

Rationale for Pairing

Mrs. Mendoza is an experienced teacher with many years of accomplished teaching across multiple elementary grade levels. The planned mentoring activities include but are not limited to lesson planning and data driven curriculum planning and instruction.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The teachers at The Charter School at Waterstone follow district pacing guides in order for effective curriculum and data driven lesson planning to take place using the Florida Standards. The teachers have been formally trained on the numerous resources that CPALMS has to offer which are all aligned to district pacing guides. Finally, The Charter School at Waterstone utilizes stated adopted textbooks that guide and facilitate instruction in the classrooms.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Data driven instruction is required across grade levels at The Charter School at Waterstone. FAIR data is used to drive instruction for differentiated instruction in student learning centers on a daily basis. Data is also used to drive whole group instruction and pacing. Additionally, data is utilized to develop a list of Tier II and Tier III students that require specific strategies and interventions in order to assist them in attaining the proficient level on state assessments. Finally, data is used for progress monitoring and to evaluate the success of Tier I, Tier II, and Tier III instruction.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,040

After school FSA Tutoring in grades 3-5 is offered in the areas of Reading and Math.

Strategy Rationale

The extended school day at The Charter School at Waterstone provides teachers with the opportunity to offer additional instruction time and to facilitate differentiated instruction. The teachers ensure that the lessons have rigor, follow pacing guides and have centers built in to meet individual student needs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Baggs, Donna, dbaggs@charterschoolatwaterstone.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data collected from Interim Assessments, READ Theory, Mathletics and FAIR Assessments is analyzed to ensure the effectiveness of the FSA Tutoring Program. Students who participate in the program are monitored for academic progress.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The Charter School at Waterstone follows appropriate protocol when enrolling and registering new students. All students must complete an application and are placed in a lottery. Our lottery is public and parents are welcome to come to the school and witness the student names chosen from the lottery data base. Students who are chosen are then contacted and invited to various registration sessions that the school holds in house. Additionally, we offer school tours throughout the school day during designated days of the week, we advertise in the local newspaper, and we honor sibling and

military preference.

The Charter School at Waterstone's feeder pattern middle school hosts parent/student information nights for students to attend and learn more about their future school. Additionally, 5th grade students at The Charter School at Waterstone visit the feeder pattern middle school during a field trip where they can become introduced to the new school that they will be attending and take a tour.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase student achievement by improving core instruction in all content areas. 1a

G087721

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	82.0
AMO Math - African American	78.0
FSA Mathematics Achievement	64.0
AMO Math - Hispanic	82.0
Math Gains	72.0
AMO Math - White	86.0
AMO Math - ELL	82.0
Math Lowest 25% Gains	71.0
AMO Reading - All Students	82.0
FSA ELA Achievement	67.0
ELA/Reading Gains	76.0
ELA/Reading Lowest 25% Gains	69.0
AMO Reading - African American	83.0
AMO Reading - Hispanic	82.0
AMO Reading - ELL	77.0
AMO Reading - SWD	67.0
FCAT 2.0 Science Proficiency	56.0
CELLA Writing Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- All teachers require support, training, and resources on how to provide effective instruction in all core content areas using state adopted text and curriculum resources.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coach support for implementation of My Math; Mathletics; Reflex Math; and Gizmos
- Instructional Coach support for Wonders Reading Series; Wonder Works Interventions; MyOn Reader; and Evidence-based writing.
- Science Lead Teacher support using Science Fusion Series; Hands-On Science Labs; Science Fair; STEM Resources
- Data to Intervention meetings that will provide articulation on student needs and goals
- Teacher to Student data chats, both formative and summative based.
- Leadership, Instructional Coach and Teachers to attend on site and district offered professional development.
- Provision of resources to teachers that will direct their planning in a more state standards approach.

Plan to Monitor Progress Toward G1. 8

Student/Teacher Data Chats; Core Curriculum OPM, FAIR Assessment Data Analysis by Instructional Coaches, Assistant Principal and Principal; District Interim Assessment Data Analysis by Instructional Coaches, Assistant Principal and Principals; 2016 FSA Assessment Data Analysis

Person Responsible

Donna Baggs

Schedule

Biweekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Student/Teacher Data Chats; FAIR Assessments; District Interim Assessments; 2016 FSA Assessment; Core Curriculum OPM; Rtl documents and forms

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Increase student achievement by improving core instruction in all content areas. **1**

 G087721

G1.B1 All teachers require support, training, and resources on how to provide effective instruction in all core content areas using state adopted text and curriculum resources. **2**

 B233225

G1.B1.S1 All teachers will be provided with ongoing professional development, monitoring and support for effective implementation and instruction of the core curriculum. **4**

 S246146

Strategy Rationale

In order for core instruction to be effectively incorporated in the core content areas, teachers need ongoing training and support, along with monitoring, in order to ensure fidelity and effectiveness in implementation and execution of instruction.

Action Step 1 **5**

Teachers will be provided with ongoing professional development, support and monitoring

Person Responsible

Debra Ward

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Weekly Lesson Plan Checks; Classroom Walk Throughs; Informal and Formal Evaluations; Evidence of PD

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Weekly Lesson Plan Checks conducted by the Assistant Principal and Principal.
Classroom Walk Throughs from Instructional Coaches, Assistant Principal and Principals.
Informal and Formal Evaluations from Instructional Coaches, Assistant Principal and Principal

Person Responsible

Rebecca Rodriguez

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Weekly Lesson Plan Checks; Classroom Walk Throughs; Informal and Formal Evaluations

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Weekly Data Analysis by Instructional Coaches, Assistant Principal and Principal and monthly MTSS, and LLT Meetings will take place in order to monitor effectiveness of using higher order thinking skills in the classroom.

Person Responsible

Debra Ward

Schedule

Monthly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Weekly Lesson Plan Reviews and Monthly Data, MTSS, and LLT Meeting Minutes

G1.B1.S2 Instructional leaders and teachers will work together to review data in order to monitor the quality and effectiveness of core instruction. 4

S246147

Strategy Rationale

In order to measure the quality and effectiveness of core instruction in all content areas, ongoing progress monitoring and data collection must be used and adjustments made to instruction, when needed, in order to maximize student achievement and growth.

Action Step 1 5

Review of ongoing progress monitoring that is built in to the core curriculum in order to measure effectiveness of core instruction and any adjustments needed to instruction as reflected in the data.

Person Responsible

Debra Ward

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Student OPM data from core curriculum and data chats with teachers and students

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Completion of Progress Monitoring Plan (PMP) forms by the teachers.

Instructional Coach, Assistant Principal and Principals will monitor completion and quarterly updates of the PMP forms and weekly grade book checks monitoring increase/decrease in student grades.

Implementation of teachers utilizing a Formative Assessment Model that identifies evidence of student learning.

Observance by coaches and administration of the implementation of the Formative Assessment Model.

Person Responsible

Rebecca Rodriguez

Schedule

Monthly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Completed PMP forms, any anecdotal notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Specific instructional strategies provided by Instructional Coach and Administration. Implementation of professional development topics and strategies as observed in Walk Throughs, Informal and Formal Observations by Instructional Coach, Assistant Principal and Principals.

Person Responsible

Debra Ward

Schedule

Monthly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Instructional Coach will model lessons skills and strategies daily through coaching cycles then provide constructive feedback as teachers simulate the lesson with students. Professional development will be proposed by Assistant Principal, Principals and Instructional Coach to accommodate needs of the teaching staff.

G1.B1.S3 All teachers and instructional leaders will work together to identify students (based on data) not responding to core instruction in Reading, Writing, Math and Science. 4

 S246148

Strategy Rationale

All teachers and instructional leaders will work together to identify the resources and interventions needed in addition to core instruction for those students not responding to core instruction.

Action Step 1 5

Identify students not responding to core instruction and identify core curriculum resources available for effective DI and intervention.

Person Responsible

Debra Ward

Schedule

Monthly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Intervention List, OPM Data, Evidence of DI in Lesson Plans, Data Chats

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Observations and Classroom Walk-throughs, lesson plan reviews, instructional modeling and data chats

Person Responsible

Rebecca Rodriguez

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Observe4Success documentation of walk-throughs, observations and lesson plan reviews. Data chats and Rtl forms.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Collect and review OPM data from the core curriculum as well as district and state assessments.

Person Responsible

Debra Ward

Schedule

Monthly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Data from Core Instruction OPM; District and State Assessment Results; data chats and meeting minutes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M332386	Student/Teacher Data Chats; Core Curriculum OPM, FAIR Assessment Data Analysis by Instructional...	Baggs, Donna	8/29/2016	Student/Teacher Data Chats; FAIR Assessments; District Interim Assessments; 2016 FSA Assessment; Core Curriculum OPM; RtI documents and forms	6/9/2017 biweekly
G1.B1.S1.MA1 M332380	Weekly Data Analysis by Instructional Coaches, Assistant Principal and Principal and monthly MTSS,...	Ward, Debra	8/29/2016	Weekly Lesson Plan Reviews and Monthly Data, MTSS, and LLT Meeting Minutes	6/9/2017 monthly
G1.B1.S1.MA1 M332381	Weekly Lesson Plan Checks conducted by the Assistant Principal and Principal. Classroom Walk...	Rodriguez, Rebecca	8/29/2016	Weekly Lesson Plan Checks; Classroom Walk Throughs; Informal and Formal Evaluations	6/9/2017 weekly
G1.B1.S1.A1 A319111	Teachers will be provided with ongoing professional development, support and monitoring	Ward, Debra	8/22/2016	Weekly Lesson Plan Checks; Classroom Walk Throughs; Informal and Formal Evaluations; Evidence of PD	6/9/2017 monthly
G1.B1.S2.MA1 M332382	Specific instructional strategies provided by Instructional Coach and Administration....	Ward, Debra	8/29/2016	Instructional Coach will model lessons skills and strategies daily through coaching cycles then provide constructive feedback as teachers simulate the lesson with students. Professional development will be proposed by Assistant Principal, Principals and Instructional Coach to accommodate needs of the teaching staff.	6/9/2017 monthly
G1.B1.S2.MA1 M332383	Completion of Progress Monitoring Plan (PMP) forms by the teachers. Instructional Coach,...	Rodriguez, Rebecca	8/29/2016	Completed PMP forms, any anecdotal notes	6/9/2017 monthly
G1.B1.S2.A1 A319112	Review of ongoing progress monitoring that is built in to the core curriculum in order to measure...	Ward, Debra	8/29/2016	Student OPM data from core curriculum and data chats with teachers and students	6/9/2017 weekly
G1.B1.S3.MA1 M332384	Collect and review OPM data from the core curriculum as well as district and state assessments.	Ward, Debra	8/29/2016	Data from Core Instruction OPM; District and State Assessment Results; data chats and meeting minutes	6/9/2017 monthly
G1.B1.S3.MA1 M332385	Observations and Classroom Walk-throughs, lesson plan reviews, instructional modeling and data chats	Rodriguez, Rebecca	8/29/2016	Observe4Success documentation of walk-throughs, observations and lesson plan reviews. Data chats and RtI forms.	6/9/2017 weekly
G1.B1.S3.A1 A319113	Identify students not responding to core instruction and identify core curriculum resources...	Ward, Debra	8/29/2016	Intervention List, OPM Data, Evidence of DI in Lesson Plans, Data Chats	6/9/2017 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase student achievement by improving core instruction in all content areas.

G1.B1 All teachers require support, training, and resources on how to provide effective instruction in all core content areas using state adopted text and curriculum resources.

G1.B1.S1 All teachers will be provided with ongoing professional development, monitoring and support for effective implementation and instruction of the core curriculum.

PD Opportunity 1

Teachers will be provided with ongoing professional development, support and monitoring

Facilitator

Instructional Coach; Assistant Principal, Principal; Teachers

Participants

All Teachers

Schedule

Monthly, from 8/22/2016 to 6/9/2017

G1.B1.S2 Instructional leaders and teachers will work together to review data in order to monitor the quality and effectiveness of core instruction.

PD Opportunity 1

Review of ongoing progress monitoring that is built in to the core curriculum in order to measure effectiveness of core instruction and any adjustments needed to instruction as reflected in the data.

Facilitator

Instructional Coach; ESE Program Specialist; Assistant Principal

Participants

All Teachers

Schedule

Weekly, from 8/29/2016 to 6/9/2017

G1.B1.S3 All teachers and instructional leaders will work together to identify students (based on data) not responding to core instruction in Reading, Writing, Math and Science.

PD Opportunity 1

Identify students not responding to core instruction and identify core curriculum resources available for effective DI and intervention.

Facilitator

Reading Coach; Math Coach; Assistant Principal; Instructional Coach' Rtl team

Participants

All teachers

Schedule

Monthly, from 8/29/2016 to 6/9/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Teachers will be provided with ongoing professional development, support and monitoring				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1010 - The Charter School At Waterstone	Other		\$1,000.00
			<i>Notes: PD Presentation -ongoing professional development on effective implementation of the core curriculum.</i>			
2	G1.B1.S2.A1	Review of ongoing progress monitoring that is built in to the core curriculum in order to measure effectiveness of core instruction and any adjustments needed to instruction as reflected in the data.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1010 - The Charter School At Waterstone	School Improvement Funds		\$4,000.00
			<i>Notes: Materials, such as intervention material, copy paper, and scantron supplies/ bubble sheets to administer progress monitoring data to evaluate effectiveness of core instruction.</i>			
3	G1.B1.S3.A1	Identify students not responding to core instruction and identify core curriculum resources available for effective DI and intervention.				\$187,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1010 - The Charter School At Waterstone	Title I, Part A		\$187,000.00
			<i>Notes: Money noted in this budget line is from Title 1. The money will be used to increase student achievement with the students who need it the most. Expenditures include technology for computer-based tutoring and testing, Extended day tutoring, and curriculum coaches providing push-in intervention to increase student achievement.</i>			
Total:						\$192,000.00