

Miami-Dade County Public Schools

The Charter School At Waterstone



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	15
Title I Requirements	17
Budget to Support Goals	19

The Charter School At Waterstone

855 WATERSTONE WAY, Homestead, FL 33033

www.charterschoolatwaterstone.com

Demographics

Principal: Kelli Barrios

Start Date for this Principal: 6/9/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (57%) 2016-17: C (52%) 2015-16: C (46%) 2014-15: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	15
Title I Requirements	17
Budget to Support Goals	19

The Charter School At Waterstone

855 WATERSTONE WAY, Homestead, FL 33033

www.charterschoolatwaterstone.com

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	94%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	C	C

School Board Approval

N/A

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

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 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Baggs, Donna	Principal	Principal of The Charter School at Waterstone and the Advantage Academy of Math and Science Charter School at Waterstone
Vecin, Adriana	Dean	Dean of Curriculum and Instruction
Ward, Debra	Assistant Principal	Assistant Principal of #1010 and #3027
Barrios, Kelli	Assistant Principal	Assistant Principal of #1010 and #3027

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	187	199	194	167	191	0	0	0	0	0	0	0	938
Attendance below 90 percent	0	4	3	2	8	8	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	4	1	8	7	18	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	11	28	50	0	0	0	0	0	0	0	89

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	9	10	40	61	0	0	0	0	0	0	0	125

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	8	10	23	18	21	0	0	0	0	0	0	0	84
Students retained two or more times	0	0	1	0	2	2	0	0	0	0	0	0	0	5

FTE units allocated to school (total number of teacher units)

52

Date this data was collected or last updated

Monday 9/16/2019

Prior Year - As Reported

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	1	7	2	13	12	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	3	12	8	15	24	0	0	0	0	0	0	0	62
Level 1 on statewide assessment	0	17	31	8	92	101	0	0	0	0	0	0	0	249

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	16	10	51	70	0	0	0	0	0	0	0	150

Prior Year - Updated

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	1	7	2	13	12	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	3	12	8	15	24	0	0	0	0	0	0	0	62
Level 1 on statewide assessment	0	17	31	8	92	101	0	0	0	0	0	0	0	249

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	16	10	51	70	0	0	0	0	0	0	0	150

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	60%	63%	61%	61%	59%	57%
ELA Learning Gains	61%	61%	59%	58%	59%	57%
ELA Lowest 25th Percentile	57%	57%	54%	51%	55%	51%
Math Achievement	58%	67%	62%	52%	62%	58%
Math Learning Gains	58%	63%	59%	47%	60%	56%
Math Lowest 25th Percentile	44%	56%	52%	39%	52%	50%
Science Achievement	51%	56%	56%	54%	53%	53%
Social Studies Achievement	0%	80%	78%	0%	75%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	0 (0)	187 (0)	199 (0)	194 (0)	167 (0)	191 (0)	0 (0)	0 (0)	0 (0)	938 (0)
Attendance below 90 percent	0 (0)	4 (1)	3 (7)	2 (2)	8 (13)	8 (12)	0 (0)	0 (0)	0 (0)	25 (35)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	4 (3)	1 (12)	8 (8)	7 (15)	18 (24)	0 (0)	0 (0)	0 (0)	38 (62)
Level 1 on statewide assessment	0 (0)	0 (17)	0 (31)	11 (8)	28 (92)	50 (101)	0 (0)	0 (0)	0 (0)	89 (249)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	61%	60%	1%	58%	3%
	2018	61%	61%	0%	57%	4%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	60%	64%	-4%	58%	2%
	2018	57%	60%	-3%	56%	1%
Same Grade Comparison		3%				
Cohort Comparison		-1%				
05	2019	59%	60%	-1%	56%	3%
	2018	59%	59%	0%	55%	4%
Same Grade Comparison		0%				
Cohort Comparison		2%				
06	2019					
	2018					
Cohort Comparison		-59%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	59%	67%	-8%	62%	-3%
	2018	57%	67%	-10%	62%	-5%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	53%	69%	-16%	64%	-11%
	2018	57%	68%	-11%	62%	-5%
Same Grade Comparison		-4%				
Cohort Comparison		-4%				
05	2019	60%	65%	-5%	60%	0%
	2018	62%	66%	-4%	61%	1%
Same Grade Comparison		-2%				
Cohort Comparison		3%				
06	2019					
	2018					
Cohort Comparison		-62%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	50%	53%	-3%	53%	-3%
	2018	60%	56%	4%	55%	5%
Same Grade Comparison		-10%				
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		-60%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	35	48	65	27	59	67	15				
ELL	55	49	40	52	51	41	47				
BLK	53	68		43	52		44				
HSP	60	59	54	59	58	46	50				
WHT	68	68		68	64		58				
FRL	58	58	55	55	56	43	48				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	44	55	30	44		50				
ELL	48	55	57	47	58	49	25				
BLK	51	39		52	63	50	32				
HSP	59	57	51	60	63	49	62				
WHT	67	72		67	68		90				
FRL	57	57	54	57	64	53	55				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	26	58		42	67						
ELL	51	51	56	47	41	37	18				
ASN	100			90							
BLK	52	56		41	34	43	35				
HSP	60	54	47	52	46	39	54				
WHT	72	89		63	64		74				
FRL	56	56	49	48	45	41	50				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	72
Total Points Earned for the Federal Index	461
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Our 4th Grade Math FSA scores showed the lowest performance in 2018-2019. Contributing factors that led to this were teacher complacency, lack of ongoing professional development, and lack of follow through with data tracking and analysis

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

The data component which showed the greatest decline from 17-18 to 18-19 was again 4th grade Math according to FSA Data. Contributing factors that led to this were teacher complacency, lack of ongoing professional development, and lack of follow through with data tracking and analysis.

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 data component that had the greatest gap when compared to the state average is 4th grade Math bottom 25%. Contributing factors that led to this were teacher complacency, lack of ongoing professional development, and lack of follow through with data tracking and analysis

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

4th Grade ELA showed the most improvement in terms of same grade comparison. Contributing factors that led to this were increased data tracking that targeted specific standards that were low across all the different classes so that teachers could focus on their individual class needs.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The number of Level 1 students on the statewide assessment as well as the number of retained students are our potential areas of concern.

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

1. increase Math achievement and bottom quartile learning gains by 5%
2. increase Science scores by 15%
3. Increase ELA learning gains in 4th and 5th by 5%
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title Lowest Quartile Math Achievement

Rationale The school data shows the largest achievement gap between our lowest quartile math achievement and the Statewide average at 8% below the State average.

State the measurable outcome the school plans to achieve By June 2019, the lowest quartile students will increase their FSA achievement by 5% points to a 49% achievement level in mathematics achievement.

Person responsible for monitoring outcome Donna Baggs (dbaggs@charterschoolatwaterstone.com)

Evidence-based Strategy Moby Max, Envisions Black Box intervention, FL Ready, and Explore Learning Gizmos will be used in teacher small groups, intervention groups, extended learning opportunity (ELO afterschool tutoring), and through technology use and adjusting grouping as needed through continuous ongoing data tracking.

Rationale for Evidence-based Strategy The rationale for this is to support learning gains in our lowest quartile through planned instruction tailored to individual student needs based on progress monitoring of student data in data chats held as grade level teams with Instructional Coaches and Administration.

Action Step

Description

1. Identify the lowest quartile.
2. Utilize Performance Matters for Quarterly Benchmark Assessments (Data Chats,)
3. Departmentalization and classroom support provided for intervention
- 4.
- 5.

Person Responsible [no one identified]

#2	
Title	ELA Achievement
Rationale	The school FSA ELA data for Spring of 2019 shows stagnant achievement scores from 2018 to 2019.
State the measurable outcome the school plans to achieve	By June 2019, third through fifth grade students will increase their FSA achievement by 5% points to a 65% achievement level in ELA achievement.
Person responsible for monitoring outcome	Donna Baggs (945734@dadeschools.net)
Evidence-based Strategy	Moby Max, Wonderworks Intervention, FL Ready, and Vocabulary.com will be used in teacher small groups, intervention groups, extended learning opportunity (ELO afterschool tutoring), and Core Connections Writing Training (PD) through technology use and adjusting grouping as needed through continuous ongoing data tracking.
Rationale for Evidence-based Strategy	The rationale for this is to support learning gains in ELA for 3rd through 5th grades through planned instruction tailored to individual student needs based on progress monitoring of student data in data chats held as grade level teams with Instructional Coaches and Administration.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify students in need of reteach and remediation 2. Schedule Core Connection Writing Training for the 2019 - 2020 school year (4 trainings). 3. Utilize Performance Matters for Quarterly Benchmark Assessments (Data Chats,) 4. Departmentalization and classroom support provided for intervention and push in support provided by Interventionists, Instructional Coach, and Specials area teachers. 5.
Person Responsible	Donna Baggs (945734@dadeschools.net)

#3	
Title	Fifth Grade Science Achievement
Rationale	The school FSA Fifth Grade Science data for Spring of 2019 shows a 10% points drop in achievement scores from 2018 to 2019.
State the measurable outcome the school plans to achieve	By June 2019, fifth grade students will increase their FSA achievement by 15% points to a 66% achievement level in science achievement.
Person responsible for monitoring outcome	Donna Baggs (945734@dadeschools.net)
Evidence-based Strategy	Moby Max, Gizmos, differentiated science centers/station rotations, and hands-on instruction from Elevate will be used in teacher small groups, technology use, and adjusting grouping as needed through continuous ongoing data tracking. Gizmos will be used in 3rd - 4th grade to support future 5th grade students with fair game standards. Science 4 Us will help build background knowledge in grade K - 2.
Rationale for Evidence-based Strategy	The rationale for this is to support students in K - 5, in order for 5th grade students taking the NGSSS Science assessment to have strong background knowledge. Fifth grade students will also practice 5th grade standards and fair game standards through planned instruction tailored to individual student needs based on progress monitoring of student data in data chats held as grade level teams with Instructional Coaches and Administration.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify available science resources for science instruction. 2. Implement science station/center rotations for instruction in 5th grade science classrooms 3. Utilize Performance Matters for Quarterly Benchmark Assessments (Data Chats) 4. Departmentalization and classroom support provided by push in support provided by Instructional Coach. 5.
Person Responsible	Donna Baggs (945734@dadeschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

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, PowerSchools teacher web pages are maintained weekly, PowerSchools gradebooks are updated weekly, progress reports/report cards are sent home each quarter, and parents are invited to attend Progress Monitoring Plan (PMP) meetings.

PFEP Link

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

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.

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.

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 Team use the Tier 1 Problem Solving process to set goals, monitors academic and behavioral data, evaluate ongoing progress by: using four step problem solving process for goal setting, planning, and program evaluation to focus on increasing student achievement or behavioral success, determining if students have made expected levels of progress, respond to individual students that have not shown a positive response; reviewing through data chats with teachers/coaches, adjusting instruction based on needs, responding when students are demonstrating a positive response, gather and analyze data at all Tiers to determine PD for faculty, ensure that students in need of intervention receive Tier 2 intervention with fidelity, gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2 consists of interventions provided in addition to core instruction/behavioral supports to targeted students who have been identified for Tier 2. Meetings occur monthly to: review OPM data for intervention groups to evaluate group and individual response, adjust interventions as needed by student response, and select students 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. Tier 2 supports are provided to students who haven't met or are at-risk of proficiency not meeting proficiency.

MTSS End of Year Tier 1 problem solving evaluates the SIP efforts, dictates strategies for the next year's SIP. Previous years trend data across grade levels is used to examine and plan for supporting students in need.

While the SIP plan does not focus on the 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.

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

Relating curriculum to real-world uses/careers (STEAM/STEM), Career Week, goal setting, community partnerships with Miami-Dade Community College and Everglades Preparatory, clubs that support specials interests (yearbook, STEAM, Sewing, Athletics, Arts, etc.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Lowest Quartile Math Achievement	\$0.00
2	III.A.	Areas of Focus: ELA Achievement	\$0.00
3	III.A.	Areas of Focus: Fifth Grade Science Achievement	\$0.00
Total:			\$0.00