



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**The Charter School At Waterstone**

855 WATERSTONE WAY

Homestead, FL 33033

305-248-6206

[www.charterschoolatwaterstone.com](http://www.charterschoolatwaterstone.com)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 74%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> Yes	<b>Minority Rate</b> 92%

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## School Grades History

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<b>2013-14</b> B	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

The Charter School At Waterstone

##### Principal

Nathaniel Grash; Dr. Rebecca Valdes

##### School Advisory Council chair

Melissa Aguilar

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Rebecca Valdes	Principal
Mary March	Academic Dean
Virginia DiMichele	Dean of Students

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Melissa Aguilar-Chairperson  
 Dr. Rebecca Valdes-Principal  
 Nancy Roque-Alternate Principal  
 Marissa Muriel-Teacher  
 Marlene Saint-Cloud-Teacher  
 Dominique Diaz-Teacher  
 Jeanine Meritt-Teacher  
 Wanda Santana-Teacher  
 Anaelis Arbesu-Alternate Teacher  
 Leila Ibanez-Educational Support Employee  
 Melissa Aguilar-Alternate Support Employee  
 Raul Ruiz-Parent  
 Dalilah Ruiz-Parent  
 Elizabeth Miller-Parent  
 Johnan Munoz-Parent

Shirley Zambrano-Parent  
Aileen Fundora-Parent  
Nelly Velez-Alternate Parent  
Emely Milian-Student  
Adam Latiff-Alternate Student  
Aileen Fundora-Business/Community Representative

**Involvement of the SAC in the development of the SIP**

The SAC is provided with data and the strategies implemented to increase student achievement as documented by the SIP. SAC Committee votes to approve or make any changes to the SIP.

**Activities of the SAC for the upcoming school year**

- 1. Attend quarterly meetings to review data and student achievement
- 2. Monitor implementation of SIP plan and make changes to the SIP when necessary

**Projected use of school improvement funds, including the amount allocated to each project**

- 1. In an attempt to support the mission and vision of the school and increase student achievement, SAC funds may be used to purchase student incentives for attendance and demonstration of positive behavior.
- 2. SAC funds may be used to purchase teacher resource materials and books and supplies to further develop our school library.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Nathaniel Grash; Dr. Rebecca Valdes**

Principal

Years as Administrator: 1

Years at Current School: 5

**Credentials**

Bachelor of Science in Elementary Education  
 Master of Science in Reading  
 Doctorate of Education in Educational Leadership  
 Certification:  
 Educational Leadership  
 Elementary Education  
 Reading K-12  
 Educational Leadership (All Levels)  
 Gifted Endorsement  
 ESOL Endorsement

**Performance Record**

2013 School Grade: B  
 Rdg. Proficiency, 64%  
 Math Proficiency, 61%  
 Rdg. Lrg. Gains, 65 points  
 Math Lrg. Gains, 55 points  
 Rdg. Imp. of Lowest 25% - 63 points  
 Math Imp. of Lowest 25% - 46 points  
 Rdg. AMO –83%  
 Math AMO–81%  
 2012 School Grade: A  
 Rdg. Proficiency, 69%  
 Math Proficiency, 64%  
 Rdg. Lrg. Gains, 79 points  
 Math Lrg. Gains, 71 points  
 Rdg. Imp. of Lowest 25% - 85 points  
 Math Imp. of Lowest 25% - 64 points  
 Rdg. AMO –81%  
 Math AMO–79%  
 2011 School Grade: A  
 Rdg. Proficiency, 79%  
 Math Proficiency, 77%  
 Rdg. Lrg. Gains, 69 points  
 Math Lrg. Gains, 71 points  
 Rdg. Imp. of Lowest 25% - 68 points  
 Math Imp. of Lowest 25% - 64 points  
 Rdg. AMO –79%  
 Math AMO–77%  
 2010 School Grade: A  
 Rdg. Proficiency, 76%  
 Math Proficiency, 72%  
 Rdg. Lrg. Gains, 73 points  
 Math Lrg. Gains, 66 points  
 Rdg. Imp. of Lowest 25% - 67 points  
 Math Imp. of Lowest 25% - 63 points  
 2009 School Grade: A  
 Rdg. Proficiency, 70%  
 Math Proficiency, 66%



Rdg. Lrg. Gains, 68 points  
Math Lrg. Gains, 69 points  
Rdg. Imp. of Lowest 25% - 71 points  
Math Imp. of Lowest 25% - 73 points

### Instructional Coaches

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Pamela Picasso**

Part-time / School-based

Years as Coach: 1

Years at Current School: 5

**Areas**

Reading/Literacy

**Credentials**

Bachelor in Science in Political Science  
 Master in Science in Reading Education  
 Certification  
 Elementary Education K-6  
 ESOL K-12  
 Reading K-12

**Performance Record**

2013 School Grade: B  
 Rdg. Proficiency, 64%  
 Math Proficiency, 61%  
 Rdg. Lrg. Gains, 65 points  
 Math Lrg. Gains, 55 points  
 Rdg. Imp. of Lowest 25% - 63 points  
 Math Imp. of Lowest 25% - 46 points  
 Rdg. AMO –83%  
 Math AMO–81%  
 2012 School Grade: A  
 Rdg. Proficiency, 69%  
 Math Proficiency, 64%  
 Rdg. Lrg. Gains, 79 points  
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 Math AMO–79%  
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 Rdg. Proficiency, 79%  
 Math Proficiency, 77%  
 Rdg. Lrg. Gains, 69 points  
 Math Lrg. Gains, 71 points  
 Rdg. Imp. of Lowest 25% - 68 points  
 Math Imp. of Lowest 25% - 64 points  
 Rdg. AMO –79%  
 Math AMO–77%  
 2010 School Grade: A  
 Rdg. Proficiency, 76%  
 Math Proficiency, 72%  
 Rdg. Lrg. Gains, 73 points  
 Math Lrg. Gains, 66 points  
 Rdg. Imp. of Lowest 25% - 67 points  
 Math Imp. of Lowest 25% - 63 points  
 2009 School Grade: A  
 Rdg. Proficiency, 70%  
 Math Proficiency, 66%  
 Rdg. Lrg. Gains, 68 points  
 Math Lrg. Gains, 69 points

Rdg. Imp. of Lowest 25% - 71 points  
Math Imp. of Lowest 25% - 73 points

Pilar Valdes		
Full-time / School-based	Years as Coach: 0	Years at Current School: 7
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Bachelor of Science in Biological Sciences Master of Science in Educational Leadership Certification K-6 Elementary Education Educational Leadership ESOL Endorsed	
<b>Performance Record</b>	2013 School Grade: B Rdg. Proficiency, 64% Math Proficiency, 61% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 55 points Rdg. Imp. of Lowest 25% - 63 points Math Imp. of Lowest 25% - 46 points Rdg. AMO –83% Math AMO–81% 2012 School Grade: A Rdg. Proficiency, 69% Math Proficiency, 64% Rdg. Lrg. Gains, 79 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 85 points Math Imp. of Lowest 25% - 64 points Rdg. AMO –81% Math AMO–79% 2011 School Grade: A Rdg. Proficiency, 79% Math Proficiency, 77% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 64 points Rdg. AMO –79% Math AMO–77% 2010 School Grade: A Rdg. Proficiency, 76% Math Proficiency, 72% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 63 points 2009 School Grade: A Rdg. Proficiency, 70% Math Proficiency, 66% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 69 points	

Rdg. Imp. of Lowest 25% - 71 points  
 Math Imp. of Lowest 25% - 73 points

**Classroom Teachers**

**# of classroom teachers**

54

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

89%

**# certified in-field**

54, 100%

**# ESOL endorsed**

45, 83%

**# reading endorsed**

7, 13%

**# with advanced degrees**

9, 17%

**# National Board Certified**

0, 0%

**# first-year teachers**

3, 6%

**# with 1-5 years of experience**

28, 52%

**# with 6-14 years of experience**

22, 41%

**# with 15 or more years of experience**

2, 4%

**Education Paraprofessionals**

**# of paraprofessionals**

7

**# Highly Qualified**

7, 100%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

1. Employer will pay 90% of employee health costs
2. Employer provides opportunities for employees to enroll in Aflac and 401K options
3. Employer will provide numerous professional development opportunities that will earn the employee master plan points for certification renewal.
4. Ads are placed in local newspapers and applicants are screened prior to making an appointment for an interview.
5. Applicants are interviewed by appropriate personnel the director, the principal, dean, ESE specialist, and Reading Coach, where applicable.
6. Soliciting referrals from current employees.
7. Working with local universities to provide opportunities for internships and service learning hours.

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Teacher mentoring program/plan, including the rationale for pairings and the 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.

Stephanie Jones-Mary March

Rationale for Pairing

Ms. March is an experienced teacher with many years of accomplished teaching across multiple elementary grade levels. She was also the Elementary Reading Lead Teacher and is currently the Academic Dean.

Planned Mentoring Activities

Lesson planning and modeling of classroom management.

Natosha Aponte-Anaelis Arbesu

Rationale for Pairing

Ms. Arbesu is an experienced teacher with many years of accomplished teaching across multiple elementary grade levels. She was also the Elementary Math Lead Teacher and Third Grade Team Lead.

Planned Mentoring Activities

Lesson planning and data driven curriculum planning and instruction. Modeling of instruction.

Lannie Alvarez-Jeanine Finlay

Rationale for Pairing

Mrs. Finlay is an experienced teacher with many years of accomplished teaching across multiple elementary grade levels. She is also the Elementary Reading Lead Teacher

Planned Mentoring Activities

Lesson planning and data driven curriculum planning and instruction. Modeling of instruction.

#### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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:

1. Holding regular team meetings where problem solving is the sole focus.
2. 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.
3. Determining how we will know if students have made expected levels of progress towards proficiency. We will use cut scores to track students' progress on student data chats.
4. 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.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. 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.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. 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:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. 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.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

#### Tier 1(Leadership Team)

Dr. Rebecca Valdes, Principal, and Mary March, Academic Dean 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

Pamela Picasso-Reading Coach

Pilar Valdes-Math Coach

Mary March-Academic Dean

Virginia Di Michele-Dean of Students  
Melissa Aguilar-Chairperson  
Dr. Rebecca Valdes-Principal  
Nancy Roque-Alternate Principal  
Marissa Muriel-Teacher  
Marlene Saint-Cloud-Teacher  
Dominique Diaz-Teacher  
Jeanine Meritt-Teacher  
Wanda Santana-Teacher  
Anaelis Arbesu-Alternate Teacher  
Leila Ibanez-Educational Support Employee  
Melissa Aguilar-Alternate Support Employee

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, Academic Dean, 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, Academic Dean, Program Specialist and parent/guardian make up the Tier 3 SST Problem Solving Team.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

#### Data Management

Data will be used to guide instructional decisions and system procedures for all students to:

Adjust the delivery of curriculum and instruction to meet the specific needs of students

Adjust the delivery of behavior management system

Adjust the allocation of school-based resources

Drive decisions regarding targeted professional development

Create student growth trajectories in order to identify and develop interventions

#### Data Sources

##### Academic

FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)

Oral Reading Fluency Measures

Voyager Phonemic Awareness and Phonics measures

Interim assessments

State/Local Math and Science Assessments

FCAT



Student Grades  
School Site Specific Assessments  
Behavior  
Student Case Management System  
Detentions  
Suspensions/expulsions  
Referrals by student behavior, staff behavior, and administrative context  
Office referrals per day per month  
Team climate surveys  
Attendance  
Functional Assessment  
Frequency Monitoring

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The school will participate in the MTSS district professional development which consists of:  
Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.  
MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.  
Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI.  
The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures  
A description of MTSS and MTSS parent resources will be available on the school's web site.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program  
**Minutes added to school year:** 2,280

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

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Data collected from Interim Assessments is analyzed to ensure the effectiveness of the FCAT Tutoring Program. Students who participate in the program are monitored for academic progress.

**Who is responsible for monitoring implementation of this strategy?**

The Academic Dean, Mrs. Mary March is responsible for monitoring implementation of this strategy.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Dr. Rebecca Valdes	Principal
Mary March	Academic Dean
Virginia Di Michele	Dean
Pamela Picasso	Reading Coach
Leila Ibanez	ESE Program Specialist
Jeanine Finlay	Reading Lead Teacher
Marissa Muriel	Language Arts Department Chair
Dominique Diaz	Science Lead Teacher

**How the school-based LLT functions**

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees serve on this team which meets at least once a month.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach is a member of the Reading Leadership Team. The team meets monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

**Major initiatives of the LLT**

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. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	64%	No	72%
American Indian				
Asian				
Black/African American	72%	65%	No	75%
Hispanic	69%	63%	No	72%
White	72%	73%	Yes	75%
English language learners	61%	52%	No	65%
Students with disabilities	44%	47%	Yes	50%
Economically disadvantaged	64%	47%	No	68%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	160	32%	35%
Students scoring at or above Achievement Level 4	155	31%	32%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		63%	67%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	146	75%	78%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	93	48%	53%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	88	45%	51%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	104	62%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	61%	No	73%
American Indian				
Asian				
Black/African American	63%	60%	No	67%
Hispanic	70%	61%	No	73%
White	76%	65%	No	78%
English language learners	70%	55%	No	73%
Students with disabilities	57%	33%	No	61%
Economically disadvantaged	66%	33%	No	69%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	169	34%	37%
Students scoring at or above Achievement Level 4	130	26%	27%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		55%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		46%	51%

**Area 4: Science****Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	33%	36%
Students scoring at or above Achievement Level 4	36	21%	22%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		10
Participation in STEM-related experiences provided for students	910	100%	100%

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	38	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	18	2%	1%
Students who are not proficient in reading by third grade	51	32%	29%
Students who receive two or more behavior referrals	36	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	23	2%	1%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

The Charter School at Waterstone had parent engagement activities throughout the 2012-2013 school year.

About 65% of parents were in attendance at parent engagement opportunities during the 2012-2013 school year.

About 25% percent of parents participated in parent engagement opportunities during the 2012-2013 school year.

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent attendance at school activities	657	65%	70%
Increase parent participation at school activities	253	25%	30%

## Goals Summary

- G1.** Students scoring at or above Level 3 on the 2013 Reading FCAT 2.0 exam will increase from 64% to a target performance of 72% on the 2014 Reading FCAT 2.0 for a 8 percentage point increase.
- G2.** Students scoring at or above Level 3 on the 2013 Writing FCAT 2.0 exam will increase from 62% to a target performance of 66% on the 2014 Writing FCAT 2.0 for an increase of 4 percentage points.
- G3.** Students scoring at or above Level 3 on the 2013 Math FCAT 2.0 exam will increase from 61% to a target performance of 73% on the 2014 Math FCAT 2.0 for a 12 percentage point increase.
- G4.** Students scoring at or above Level 3 on the 2013 Science FCAT 2.0 exam will increase from 33% to a target performance of 36% on the 2014 Science FCAT 2.0 for a 3 percentage points.
- G5.** The Charter School at Waterstone will maintain 100% student participation in STEM-related experiences and increase the number of STEM-related experiences provided for students from 7 to 10 throughout the 2013-2014 school year.
- G6.** Students who miss 10% or more of available instructional time will decrease, students retained will decrease, students who are not proficient in reading by 3rd grade will decrease, and students who receive 2 or more behavior referrals will decrease.
- G7.** The Charter School at Waterstone will increase parent attendance at school activities from 65% to 70% and increase parent participation at school activities from 25% to 30% throughout the 2013-2014 school year.

## Goals Detail

**G1.** Students scoring at or above Level 3 on the 2013 Reading FCAT 2.0 exam will increase from 64% to a target performance of 72% on the 2014 Reading FCAT 2.0 for a 8 percentage point increase.

### **Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

### **Resources Available to Support the Goal**

- Time for Kids
- Science Fusion Nonfiction Literature
- A variety of teacher selected nonfiction text across the curriculum

### **Targeted Barriers to Achieving the Goal**

- The area of deficiency for the Black, Hispanic, and ED subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4 Informational Text/Research Process due to limited exposure to informational text.
- ELL students scoring at or above Level 3 on the 2013 Reading FCAT 2.0 exam needs to increase from an actual performance of 52% to a target performance of 61% on the 2014 Reading FCAT 2.0 exam. The area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category 4 Informational Text/Research Process due to limited exposure to informational text.
- Level 3 students performance data from the 2013 Reading FCAT indicates that there is a deficiency in Reporting Category 3 Literary Analysis. Students are having difficulty distinguishing their own point of view from that of the narrator, characters, or of the author of the text.
- Level 4 and above students performance data from the 2013 Reading FCAT indicates that there is a deficiency in Reporting Category 3 Literary Analysis. Students are having difficulty distinguishing their own point of view from that of the narrator, characters, or of the author of the text.
- Performance data from the 2013 Reading FCAT indicates that there is a deficiency in Reporting Category 3 Literary Analysis. All students making learning gains are having difficulty distinguishing their own point of view from that of the narrator, characters, or of the author of the text.
- Performance data from the 2013 Reading FCAT indicates that there is a deficiency in Reporting Category 3 Literary Analysis. Our bottom quartile students are having difficulty distinguishing their own point of view from that of the narrator, characters, or of the author of the text.
- ELL students require additional opportunities in and outside of the classroom to listen and speak English.
- ELL students require additional opportunities to read in English.
- ELL students require additional opportunities to practice academic writing in English



## Plan to Monitor Progress Toward the Goal

Follow FCIM using data from interim and FCAT 2.0

### Person or Persons Responsible

MTSS/RTI Team

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Formative Assessments, District Interim Assessments, Summative Assessments, and Results from 2013 FCAT 2.0

**G2.** Students scoring at or above Level 3 on the 2013 Writing FCAT 2.0 exam will increase from 62% to a target performance of 66% on the 2014 Writing FCAT 2.0 for an increase of 4 percentage points.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Blueprint for Better Writing
- Writing Workshops
- Written reader's response activities across all content areas

### Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

## Plan to Monitor Progress Toward the Goal

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/ Rtl teams in order to monitor students' progress in the identified areas of need and to regroup for instruction

### Person or Persons Responsible

LLT and MTSS/Rtl Team

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Monthly writing prompts, District Interim Assessment, and 2014 FCAT 2.0

**G3.** Students scoring at or above Level 3 on the 2013 Math FCAT 2.0 exam will increase from 61% to a target performance of 73% on the 2014 Math FCAT 2.0 for a 12 percentage point increase.

### **Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

### **Resources Available to Support the Goal**

- Math Connects Series
- Mathletics
- Math Coach

### **Targeted Barriers to Achieving the Goal**

- According to the results of the 2013 Math FCAT 2.0, Black, Hispanic, White, and ED students experienced difficulty in Reporting Category 3, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.
- According to the results of the 2013 Math FCAT 2.0, ELL students experienced difficulty in Reporting Category 3, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.
- According to the results of the 2013 Math FCAT 2.0, SWD students experienced difficulty in Reporting Category 3, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.
- According to the results of the 2013 Math FCAT 2.0, level 3 students experienced difficulty in Reporting Category 1, Number: Base Ten and Fractions. Students need increased opportunities to identify, compare and order fractions in real world contexts.
- According to the results of the 2013 Math FCAT 2.0, level 4 and above students experienced difficulty in Reporting Category 1, Number: Base Ten and Fractions. Students need increased opportunities to identify, compare and order fractions in real world contexts.
- According to the results of the 2013 Math FCAT 2.0, all students making learning gains experienced difficulty in Reporting Category 3, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.
- According to the results of the 2013 Math FCAT 2.0, students in the bottom quartile experienced difficulty in Reporting Category 3, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

### Plan to Monitor Progress Toward the Goal

Following the FCIM, the Principal and Math Coach will analyze data from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

#### Person or Persons Responsible

Principal and Math Coach

#### Target Dates or Schedule:

Quarterly

#### Evidence of Completion:

District Interim Assessments and 2014 FCAT 2.0

**G4.** Students scoring at or above Level 3 on the 2013 Science FCAT 2.0 exam will increase from 33% to a target performance of 36% on the 2014 Science FCAT 2.0 for a 3 percentage points.

#### Targets Supported

- Science
- Science - Elementary School

#### Resources Available to Support the Goal

- Science Fusion Series
- Hands-On Science Labs
- Science Fair
- Science Department Chair

#### Targeted Barriers to Achieving the Goal

- As noted on the 2013 Science FCAT 2.0, level 3 students had most difficulty with The Nature of Science. There is insufficient evidence of effective conclusion writing in investigations and/or hands-on activities.
- As noted on the 2013 Science FCAT 2.0, level 4 and above students had most difficulty with The Nature of Science. There is insufficient evidence of effective conclusion writing in investigations and/or hands-on activities.

### Plan to Monitor Progress Toward the Goal

Following the FCIM, the Principal and Science Department Chair will review lab reports and conclusions at grade level meetings. Data from benchmark assessments will also be analyzed.

#### Person or Persons Responsible

Principal and Science Department Chair

#### Target Dates or Schedule:

Quarterly

#### Evidence of Completion:

Lab Reports and Conclusions, Biweekly Benchmark Assessments, District Interim Assessments, and 2014 FCAT 2.0 Results

**G5.** The Charter School at Waterstone will maintain 100% student participation in STEM-related experiences and increase the number of STEM-related experiences provided for students from 7 to 10 throughout the 2013-2014 school year.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Science Fusion Series
- STEM Committee
- Fairchild Challenge
- Science Fair
- STEM-Related Field Trips
- Mad Scientist Week
- Science Department Chair

**Targeted Barriers to Achieving the Goal**

- In order to emphasize/engage students in the problem solving process, we need to increase the number of STEM-related experiences available to our students.
- Throughout the 2013-2014 school year, The Charter School at Waterstone will need to continue offering STEM-related experiences to students in grades 1-5 in order to maintain 100% student participation.

**Plan to Monitor Progress Toward the Goal**

Principal and Science Department Chair will monitor over Science, Mathematics, Career Technical Education, Advanced Academics, Curriculum Coach, Science Leader, and STEM teachers.

**Person or Persons Responsible**

Principal and Science Department Chair

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions and Formative District Interim Assessment data.

**G6.** Students who miss 10% or more of available instructional time will decrease, students retained will decrease, students who are not proficient in reading by 3rd grade will decrease, and students who receive 2 or more behavior referrals will decrease.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Class Incentives for 100% Attendance per Quarter
- ID Badges for Scanning Tardies
- Attendance Reports
- Parent Information Nights

**Targeted Barriers to Achieving the Goal**

- Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time by providing incentives to students who demonstrate perfect attendance each grading period.
- The number of students retained will decrease from 2% to 1% through the implementation of data driven instruction and intervention.
- The number of students who are not proficient in reading by third grade will decrease from 32% to 29% through the implementation of data driven instruction and intervention.
- The number of students who receive two or more behavior referrals will decrease from 4% to 3% using daily behavior logs and parent communication throughout the school year.
- The number of students who receive one or more behavior referrals that lead to suspension will decrease from 2% to 1% using daily behavior logs and parent communication throughout the school year.

**Plan to Monitor Progress Toward the Goal**

Monitor students who receive two or more behavioral referrals and recognize students for perfect attendance and outstanding citizenship. Peer mediation teams will be developed to assist with conflict resolution and before and after school tutorial program will be established.

**Person or Persons Responsible**

Principal and MTSS/Rtl Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Observation and monitoring of attendance records

**G7.** The Charter School at Waterstone will increase parent attendance at school activities from 65% to 70% and increase parent participation at school activities from 25% to 30% throughout the 2013-2014 school year.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Monthly Newsletter
- School Marquee
- School Website
- Scheduled Call Outs
- Event Flyers
- PTSO

**Targeted Barriers to Achieving the Goal**

- During the 2013-2014 school year, it was noted that increased parent attendance is needed at school activities.
- During the 2013-2014 school year, it was noted that increased parent participation is needed at school activities.

**Plan to Monitor Progress Toward the Goal**

The principal will monitor that monthly communication efforts are made between the school and parents such as newsletters, call outs, web site posts, and PTSO meetings.

**Person or Persons Responsible**

Principal and PTSO

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Parent Sign In Sheets at School Activities

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Students scoring at or above Level 3 on the 2013 Reading FCAT 2.0 exam will increase from 64% to a target performance of 72% on the 2014 Reading FCAT 2.0 for a 8 percentage point increase.

**G1.B1** The area of deficiency for the Black, Hispanic, and ED subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4 Informational Text/Research Process due to limited exposure to informational text.

**G1.B1.S1** Using real-world documents such as, how-to articles, brochures, flyers, and websites use text features to locate, interpret, and organize information.

### Action Step 1

Students should practice locating and verifying details, critically analyzing text and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and site generated assessments including benchmarks.

#### Facilitator:

Reading Coach

#### Participants:

Teachers

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Following FCIM model, biweekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

Quizzes, tests, and interim assessments

### **Plan to Monitor Effectiveness of G1.B1.S1**

Following FCIM, biweekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

Formative assessments, quizzes, tests, and interim assessments



**G1.B2** ELL students scoring at or above Level 3 on the 2013 Reading FCAT 2.0 exam needs to increase from an actual performance of 52% to a target performance of 61% on the 2014 Reading FCAT 2.0 exam. The area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category 4 Informational Text/Research Process due to limited exposure to informational text.

**G1.B2.S1** Using real-world documents such as, how-to articles, brochures, flyers, and websites use text features to locate, interpret, and organize information.

**Action Step 1**

Students should practice locating and verifying details, critically analyzing text and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments including benchmarks

**Facilitator:**

Reading Coach

**Participants:**

Teachers

**Plan to Monitor Fidelity of Implementation of G1.B2.S1**

Following FCIM, biweekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

Quizzes, tests, and interim assessments

## Plan to Monitor Effectiveness of G1.B2.S1

Following FCIM, biweekly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Biweekly

### Evidence of Completion

Formative assessments, quizzes, tests, and interim assessments

**G1.B3** Level 3 students performance data from the 2013 Reading FCAT indicates that there is a deficiency in Reporting Category 3 Literary Analysis. Students are having difficulty distinguishing their own point of view from that of the narrator, characters, or of the author of the text.

**G1.B3.S1** Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

### Action Step 1

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and site generated assessments including benchmarks.

### Facilitator:

Reading Coach

### Participants:

Teachers

### **Plan to Monitor Fidelity of Implementation of G1.B3.S1**

Following FCIM, biweekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

Quizzes, tests, and interim assessments

### **Plan to Monitor Effectiveness of G1.B3.S1**

Following FCIM, biweekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

Quizzes, tests, and interim assessments

**G1.B4** Level 4 and above students performance data from the 2013 Reading FCAT indicates that there is a deficiency in Reporting Category 3 Literary Analysis. Students are having difficulty distinguishing their own point of view from that of the narrator, characters, or of the author of the text.

**G1.B4.S1** Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or the author of the text.

**Action Step 1**

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments including benchmarks

**Facilitator:**

Reading Coach

**Participants:**

Teacher

**Plan to Monitor Fidelity of Implementation of G1.B4.S1**

Following FCIM, biweekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

Quizzes, tests, and interim assessments

## Plan to Monitor Effectiveness of G1.B4.S1

Following FCIM, biweekly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Biweekly

### Evidence of Completion

Formative assessments, quizzes, tests, and interim assessments

**G1.B5** Performance data from the 2013 Reading FCAT indicates that there is a deficiency in Reporting Category 3 Literary Analysis. All students making learning gains are having difficulty distinguishing their own point of view from that of the narrator, characters, or of the author of the text.

**G1.B5.S1** Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

### Action Step 1

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and site generated assessments including benchmarks

### Facilitator:

Reading Coach

### Participants:

Teachers

### **Plan to Monitor Fidelity of Implementation of G1.B5.S1**

Following FCIM, biweekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

Quizzes, tests, and interim assessments

### **Plan to Monitor Effectiveness of G1.B5.S1**

Following FCIM, biweekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

Formative assessments, quizzes, tests, and interim assessments

**G1.B6** Performance data from the 2013 Reading FCAT indicates that there is a deficiency in Reporting Category 3 Literary Analysis. Our bottom quartile students are having difficulty distinguishing their own point of view from that of the narrator, characters, or of the author of the text.

**G1.B6.S1** Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

**Action Step 1**

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments including benchmarks

**Facilitator:**

Reading Coach

**Participants:**

Teacher

**Plan to Monitor Fidelity of Implementation of G1.B6.S1**

Following FCIM, biweekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

Quizzes, Tests, and Interim Assessments

## Plan to Monitor Effectiveness of G1.B6.S1

Following FCIM, biweekly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Biweekly

### Evidence of Completion

Formative Assessments, Quizzes, Tests, and Interim Assessments

**G1.B7** ELL students require additional opportunities in and outside of the classroom to listen and speak English.

**G1.B7.S1** During instruction, students will be provided with opportunities to listen and to read-a-louds, and think-a-louds and to participate in Reader's Theatre.

### Action Step 1

During instruction, students will be provided with opportunities to listen and to read-a-louds, and think-a-louds and to participate in Reader's Theatre.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and site generated assessments including benchmarks

### Facilitator:

Reading Coach

### Participants:

Teachers



### **Plan to Monitor Fidelity of Implementation of G1.B7.S1**

Following FCIM, biweekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

Quizzes, Tests, and Interim Assessments

### **Plan to Monitor Effectiveness of G1.B7.S1**

Following FCIM, biweekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

Formative Assessments, Quizzes, Tests, and Interim Assessments

**G1.B8** ELL students require additional opportunities to read in English.

**G1.B8.S1** Differentiated instruction will be employed to address individual need along with Reciprocal Teaching strategies.

**Action Step 1**

Differentiated instruction will be employed to address individual need along with Reciprocal Teaching strategies.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Students Work and Site Generated Assessments Including Benchmarks

**Facilitator:**

Reading Coach

**Participants:**

Teachers

**Plan to Monitor Fidelity of Implementation of G1.B8.S1**

Following FCIM, biweekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

Quizzes, Tests, and Interim Assessments

## Plan to Monitor Effectiveness of G1.B8.S1

Following FCIM, biweekly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Biweekly

### Evidence of Completion

Formative Assessments, Quizzes, Tests, and Interim Assessments

## G1.B9 ELL students require additional opportunities to practice academic writing in English

**G1.B9.S1** During instruction, students will be guided in developing and using graphic organizers and Reading Response Logs.

### Action Step 1

During instruction, students will be guided in developing and using graphic organizers and Reading Response Logs.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Students Work and Site Generated Assessments Including Benchmarks

### Facilitator:

Reading Coach

### Participants:

Teachers

### **Plan to Monitor Fidelity of Implementation of G1.B9.S1**

Following FCIM, biweekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

Quizzes, Tests, and Interim Assessments

### **Plan to Monitor Effectiveness of G1.B9.S1**

Following FCIM, biweekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

Formative Assessments, Quizzes, Tests, and Interim Assessments

**G2.** Students scoring at or above Level 3 on the 2013 Writing FCAT 2.0 exam will increase from 62% to a target performance of 66% on the 2014 Writing FCAT 2.0 for an increase of 4 percentage points.

**G2.B1** Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

**G2.B1.S1** Using linear graphic organizers including timelines and storyboards to include main idea, characters, setting, problem, events, solution, and ending,

### **Action Step 1**

During Writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Monthly writing prompts and District Interim Assessment

#### **Facilitator:**

Language Arts Department Chair

#### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/ RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction

#### **Person or Persons Responsible**

LLT and MTSS/RtI

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Monthly writing prompts and District Interim Assessment

## Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/ Rtl teams in order to monitor students' progress in the identified areas of need and to regroup for instruction

### Person or Persons Responsible

LLT and MTSS/Rtl Teams

### Target Dates or Schedule

Monthly

### Evidence of Completion

Monthly writing prompts and District Interim Assessment

**G3.** Students scoring at or above Level 3 on the 2013 Math FCAT 2.0 exam will increase from 61% to a target performance of 73% on the 2014 Math FCAT 2.0 for a 12 percentage point increase.

**G3.B1** According to the results of the 2013 Math FCAT 2.0, Black, Hispanic, White, and ED students experienced difficulty in Reporting Category 3, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

**G3.B1.S1** Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

### Action Step 1

Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

District Interim Assessments

### Facilitator:

Math Coach

### Participants:

Teachers

### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Following the FCIM, the LLT will analyze data from biweekly assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

**Person or Persons Responsible**

Principal and Math Coach

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

District Interim Assessment

### **Plan to Monitor Effectiveness of G3.B1.S1**

Following the FCIM, the Principal and Math Coach will analyze data from biweekly assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

**Person or Persons Responsible**

Principal and Math Coach

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

District Math Interim Assessments

**G3.B2** According to the results of the 2013 Math FCAT 2.0, ELL students experienced difficulty in Reporting Category 3, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

**G3.B2.S1** Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

**Action Step 1**

Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District Interim Assessments

**Facilitator:**

Math Coach

**Participants:**

Teachers

**Plan to Monitor Fidelity of Implementation of G3.B2.S1**

Following the FCIM, the Principal and Math Coach will analyze data from biweekly assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

**Person or Persons Responsible**

Principal and Math Coach

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

District Interim Assessments



### Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM, the Principal and Math Coach will analyze data from biweekly assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

**Person or Persons Responsible**

Principal and Math Coach

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

District Interim Assessments

**G3.B3** According to the results of the 2013 Math FCAT 2.0, SWD students experienced difficulty in Reporting Category 3, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

**G3.B3.S1** Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

**Action Step 1**

Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District Interim Assessments

**Facilitator:**

Math Coach

**Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G3.B3.S1**

Following the FCIM, the Principal and Math Coach will analyze data from biweekly assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

**Person or Persons Responsible**

Principal and Math Coach

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

District interim Assessments

### **Plan to Monitor Effectiveness of G3.B3.S1**

Following the FCIM, the Principal and Math Coach will analyze data from biweekly assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

**Person or Persons Responsible**

Principal and Math Coach

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

District Interim Assessments

**G3.B4** According to the results of the 2013 Math FCAT 2.0, level 3 students experienced difficulty in Reporting Category 1, Number: Base Ten and Fractions. Students need increased opportunities to identify, compare and order fractions in real world contexts.

**G3.B4.S1** A variety of real world lessons will be developed to help students add and subtract fractions with both like and unlike denominators, use models, add and subtract decimals and order fractions.

**Action Step 1**

A variety of real world lessons will be developed to help students add and subtract fractions with both like and unlike denominators, use models, add and subtract decimals and order fractions.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District Interim Assessments

**Facilitator:**

Math Coach

**Participants:**

Teacher

**Plan to Monitor Fidelity of Implementation of G3.B4.S1**

Following the FCIM, the Principal and Math Coach will analyze data from biweekly assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

**Person or Persons Responsible**

Principal and Math Coach

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

District Interim Assessments

### Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM, the Principal and Math Coach will analyze data from biweekly assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

**Person or Persons Responsible**

Principal and Math Coach

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

District Interim Assessments

**G3.B5** According to the results of the 2013 Math FCAT 2.0, level 4 and above students experienced difficulty in Reporting Category 1, Number: Base Ten and Fractions. Students need increased opportunities to identify, compare and order fractions in real world contexts.

**G3.B5.S1** A variety of real world lessons will be developed to help students add and subtract fractions with both like and unlike denominators, use models, add and subtract decimals and order fractions.

**Action Step 1**

A variety of real world lessons will be developed to help students add and subtract fractions with both like and unlike denominators, use models, add and subtract decimals and order fractions.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District Interim Assessments

**Facilitator:**

Math Coach

**Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G3.B5.S1**

Following the FCIM, the Principal and Math Coach will analyze data from biweekly assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

**Person or Persons Responsible**

Principal and Math Coach

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

District Interim Assessments

### **Plan to Monitor Effectiveness of G3.B5.S1**

Following the FCIM, the Principal and Math Coach will analyze data from biweekly assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

**Person or Persons Responsible**

Principal and Math Coach

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

District Interim Assessments

**G3.B6** According to the results of the 2013 Math FCAT 2.0, all students making learning gains experienced difficulty in Reporting Category 3, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

**G3.B6.S1** Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice.

**Action Step 1**

Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District Interim Assessments

**Facilitator:**

Math Coach

**Participants:**

Teachers

**Plan to Monitor Fidelity of Implementation of G3.B6.S1**

Following the FCIM, the Principal and Math Coach will analyze data from biweekly assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

**Person or Persons Responsible**

Principal and Math Coach

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

District Interim Assessments

### Plan to Monitor Effectiveness of G3.B6.S1

Following the FCIM, the Principal and Math Coach will analyze data from biweekly assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

**Person or Persons Responsible**

Principal and Math Coach

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

District Interim Assessments

**G3.B7** According to the results of the 2013 Math FCAT 2.0, students in the bottom quartile experienced difficulty in Reporting Category 3, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

**G3.B7.S1** Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice.

**Action Step 1**

Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District Interim Assessments

**Facilitator:**

Math Coach

**Participants:**

Teacher

### **Plan to Monitor Fidelity of Implementation of G3.B7.S1**

Following the FCIM, the Principal and Math Coach will analyze data from biweekly assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

**Person or Persons Responsible**

Principal and Math Coach

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

District Interim Assessments

### **Plan to Monitor Effectiveness of G3.B7.S1**

Following the FCIM, the Principal and Math Coach will analyze data from biweekly assessments from all grade levels to be sure that students are making progress and that instruction is being modified appropriately.

**Person or Persons Responsible**

Principal and Math Coach

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

District Interim Assessments



**G4.** Students scoring at or above Level 3 on the 2013 Science FCAT 2.0 exam will increase from 33% to a target performance of 36% on the 2014 Science FCAT 2.0 for a 3 percentage points.

**G4.B1** As noted on the 2013 Science FCAT 2.0, level 3 students had most difficulty with The Nature of Science. There is insufficient evidence of effective conclusion writing in investigations and/or hands-on activities.

**G4.B1.S1** By increasing the rigor in science writing by the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement.

### **Action Step 1**

By increasing the rigor in science writing by the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Lab Reports and Conclusions, Biweekly Benchmark Assessments, and District Interim Data

#### **Facilitator:**

Science Department Chair

#### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Following the FCIM, the Principal and Science Department Chair will review lab reports and conclusions at biweekly grade level meetings. Data from biweekly benchmark assessments will also be analyzed.

#### **Person or Persons Responsible**

Principal and Science Department Chair

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Lab Reports and Conclusions, Biweekly Benchmark Assessments and District Interim Assessments

## Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM, the Principal and Science Department Chair will review lab reports and conclusions at biweekly grade level meetings. Data from biweekly benchmark assessments will also be analyzed.

### Person or Persons Responsible

Principal and Science Department Chair

### Target Dates or Schedule

Biweekly

### Evidence of Completion

Lab Reports and Conclusions, Biweekly Benchmark Assessments and District Interim Assessments

**G4.B2** As noted on the 2013 Science FCAT 2.0, level 4 and above students had most difficulty with The Nature of Science. There is insufficient evidence of effective conclusion writing in investigations and/or hands-on activities.

**G4.B2.S1** By increasing the rigor in science writing by the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement.

### Action Step 1

By increasing the rigor in science writing by the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Lab Reports and Conclusions, Biweekly Benchmark Assessments, and District Interim Data

### Facilitator:

Science Department Chair

### Participants:

Teachers

### **Plan to Monitor Fidelity of Implementation of G4.B2.S1**

Following the FCIM, the Principal and Science Department Chair will review lab reports and conclusions at biweekly grade level meetings. Data from biweekly benchmark assessments will also be analyzed.

#### **Person or Persons Responsible**

Principal and Science Department Chair

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Lab Reports and Conclusions, Biweekly Benchmark Assessments and District Interim Assessments

### **Plan to Monitor Effectiveness of G4.B2.S1**

Following the FCIM, the Principal and Science Department Chair will review lab reports and conclusions at biweekly grade level meetings. Data from biweekly benchmark assessments will also be analyzed.

#### **Person or Persons Responsible**

Principal and Science Department Chair

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Lab Reports and Conclusions, Biweekly Benchmark Assessments, and District Interim Data

**G5.** The Charter School at Waterstone will maintain 100% student participation in STEM-related experiences and increase the number of STEM-related experiences provided for students from 7 to 10 throughout the 2013-2014 school year.

**G5.B1** In order to emphasize/engage students in the problem solving process, we need to increase the number of STEM-related experiences available to our students.

**G5.B1.S1** We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions.

**Action Step 1**

Teachers will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions and Formative District Interim Assessment data.

**Facilitator:**

Science Department Chair

**Participants:**

Teachers

**Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Principal and Science Department Chair will monitor over Science, Mathematics, Curriculum Coach, Science Leader, and STEM teachers.

**Person or Persons Responsible**

Principal and Science Department Chair

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions and Formative District Interim Assessment data

### Plan to Monitor Effectiveness of G5.B1.S1

Principal and Science Department Chair will monitor over Science, Mathematics, Curriculum Coach, Science Leader, and STEM teachers.

#### Person or Persons Responsible

Principal and Science Department Chair

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions and Formative District Interim Assessment data.

**G5.B2** Throughout the 2013-2014 school year, The Charter School at Waterstone will need to continue offering STEM-related experiences to students in grades 1-5 in order to maintain 100% student participation.

**G5.B2.S1** We will establish a STEM timeline and offer students in grades 1-5 participation in STEM-related experiences throughout the school year.

#### Action Step 1

Establish a STEM timeline and offer students in grades 1-5 participation in STEM-related experiences throughout the school year.

#### Person or Persons Responsible

Principal and Science Department Chair

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions and Formative District Interim Assessment data.

### **Plan to Monitor Fidelity of Implementation of G5.B2.S1**

Principal and Science Department Chair will monitor over Science, Mathematics, Curriculum Coach, Science Leader, and STEM teachers.

#### **Person or Persons Responsible**

Principal and Science Department Chair

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions and Formative District Interim Assessment data

### **Plan to Monitor Effectiveness of G5.B2.S1**

Principal and Science Department Chair will monitor over Science, Mathematics, Curriculum Coach, Science Leader, and STEM teachers.

#### **Person or Persons Responsible**

Principal and Science Department Chair

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions and Formative District Interim Assessment data.

**G6.** Students who miss 10% or more of available instructional time will decrease, students retained will decrease, students who are not proficient in reading by 3rd grade will decrease, and students who receive 2 or more behavior referrals will decrease.

**G6.B1** Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time by providing incentives to students who demonstrate perfect attendance each grading period.

**G6.B1.S1** Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team. A reward system will be established to recognize students for perfect attendance.

**Action Step 1**

Recognize students for perfect attendance.

**Person or Persons Responsible**

Principal and MTSS/Rtl Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Observation and monitoring of attendance records

**Facilitator:**

Principal

**Participants:**

Principal and MTSS/Rtl Team

**Plan to Monitor Fidelity of Implementation of G6.B1.S1**

Recognize students for perfect attendance.

**Person or Persons Responsible**

Principal and MTSS/Rtl Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Observation and monitoring of attendance records

### Plan to Monitor Effectiveness of G6.B1.S1

Recognize students for perfect attendance.

**Person or Persons Responsible**

Principal and MTSS/RtI Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Observation and monitoring of attendance records

**G6.B2** The number of students retained will decrease from 2% to 1% through the implementation of data driven instruction and intervention.

**G6.B2.S1** Data driven intervention throughout the school day and before and after school tutorials programs will be established to address students' areas of need.

**Action Step 1**

Data driven intervention throughout the school day and before and after school tutorials programs will be established to address students' areas of need.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Interim Assessments

### Plan to Monitor Fidelity of Implementation of G6.B2.S1

Data driven intervention throughout the school day and before and after school tutorials programs will be established to address students' areas of need.

**Person or Persons Responsible**

Principal, Reading Coach, and Math Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Interim Assessments



## Plan to Monitor Effectiveness of G6.B2.S1

Data driven intervention throughout the school day and before and after school tutorials programs will be established to address students' areas of need.

### Person or Persons Responsible

Principal, Reading Coach, and Math Coach

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Interim Assessments

**G6.B3** The number of students who are not proficient in reading by third grade will decrease from 32% to 29% through the implementation of data driven instruction and intervention.

**G6.B3.S1** Data driven intervention throughout the school day and before and after school tutorials programs will be established to address students' areas of need.

### Action Step 1

Data driven intervention throughout the school day and before and after school tutorials programs will be established to address students' areas of need.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Interim Assessments and 2014 Reading FCAT 2.0 Assessment

### **Plan to Monitor Fidelity of Implementation of G6.B3.S1**

Data driven intervention throughout the school day and before and after school tutorials programs will be established to address students' areas of need.

**Person or Persons Responsible**

Principal and Reading Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Interim Assessments and 2014 Reading FCAT 2.0 Assessment

### **Plan to Monitor Effectiveness of G6.B3.S1**

Data driven intervention throughout the school day and before and after school tutorials programs will be established to address students' areas of need

**Person or Persons Responsible**

Principal and Reading Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Interim Assessments and 2014 Reading FCAT 2.0 Assessment

**G6.B4** The number of students who receive two or more behavior referrals will decrease from 4% to 3% using daily behavior logs and parent communication throughout the school year.

**G6.B4.S1** The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. A reward system will be established to recognize students for outstanding citizenship through "Do the Right Thing" project. Peer Mediation teams will be developed as a means of assisting with conflict resolution.

**Action Step 1**

The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. A reward system will be established to recognize students for outstanding citizenship through "Do the Right Thing" project. Peer Mediation teams will be developed as a means of assisting with conflict resolution.

**Person or Persons Responsible**

MTSS/RtI Team and Dean of Students

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Observation and Behavior Logs/Records

**Plan to Monitor Fidelity of Implementation of G6.B4.S1**

The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. A reward system will be established to recognize students for outstanding citizenship through "Do the Right Thing" project. Peer Mediation teams will be developed as a means of assisting with conflict resolution.

**Person or Persons Responsible**

MTSS/RtI Team and Dean of Students

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Observation and Behavior Logs/Records

### Plan to Monitor Effectiveness of G6.B4.S1

The MTSS/Rtl team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. A reward system will be established to recognize students for outstanding citizenship through "Do the Right Thing" project. Peer Mediation teams will be developed as a means of assisting with conflict resolution.

#### Person or Persons Responsible

MTSS/Rtl Team and Dean of Students

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Observation and Behavior Logs/Records

**G6.B5** The number of students who receive one or more behavior referrals that lead to suspension will decrease from 2% to 1% using daily behavior logs and parent communication throughout the school year.

**G6.B5.S1** The MTSS/Rtl team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. A reward system will be established to recognize students for outstanding citizenship through "Do the Right Thing" project. Peer Mediation teams will be developed as a means of assisting with conflict resolution.

#### Action Step 1

The MTSS/Rtl team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. A reward system will be established to recognize students for outstanding citizenship through "Do the Right Thing" project. Peer Mediation teams will be developed as a means of assisting with conflict resolution.

#### Person or Persons Responsible

MTSS/Rtl Team and Dean of Students

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Observation and Behavior Logs/Records

### **Plan to Monitor Fidelity of Implementation of G6.B5.S1**

The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. A reward system will be established to recognize students for outstanding citizenship through "Do the Right Thing" project. Peer Mediation teams will be developed as a means of assisting with conflict resolution.

#### **Person or Persons Responsible**

MTSS/RtI Team and Dean of Students

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Observation and Behavior Logs/Records

### **Plan to Monitor Effectiveness of G6.B5.S1**

The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. A reward system will be established to recognize students for outstanding citizenship through "Do the Right Thing" project. Peer Mediation teams will be developed as a means of assisting with conflict resolution.

#### **Person or Persons Responsible**

MTSS/RtI Team and Dean of Students

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Observation and Behavior Logs/Records

**G7.** The Charter School at Waterstone will increase parent attendance at school activities from 65% to 70% and increase parent participation at school activities from 25% to 30% throughout the 2013-2014 school year.

**G7.B1** During the 2013-2014 school year, it was noted that increased parent attendance is needed at school activities.

**G7.B1.S1** Enhanced communication efforts will take place in order to increase parent attendance at school activities.

**Action Step 1**

Schedule enhanced communication techniques in order to reach out to parents for attendance at school activities.

**Person or Persons Responsible**

Principal and PTSO

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Parent Sign-In Sheets at School Activities

**Plan to Monitor Fidelity of Implementation of G7.B1.S1**

The principal will monitor that monthly communication efforts are made between the school and parents such as newsletters, call outs, web site posts, and PTSO meetings.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Parent Sign In Sheets at School Activities

## Plan to Monitor Effectiveness of G7.B1.S1

The principal will monitor that monthly communication efforts are made between the school and parents such as newsletters, call outs, web site posts, and PTSO meetings.

### Person or Persons Responsible

Principal and PTSO

### Target Dates or Schedule

Monthly

### Evidence of Completion

Parent Sign In Sheets at School Activities

**G7.B2** During the 2013-2014 school year, it was noted that increased parent participation is needed at school activities.

**G7.B2.S1** Award parents who participate in school related activities hours in order to satisfy their 10 volunteer hour requirement.

### Action Step 1

Award parents who participate in school related activities hours in order to satisfy their 10 volunteer hour requirement.

### Person or Persons Responsible

Principal and PTSO

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Sign In Sheets

### **Plan to Monitor Fidelity of Implementation of G7.B2.S1**

Award parents who participate in school related activities hours in order to satisfy their 10 volunteer hour requirement.

**Person or Persons Responsible**

Principal and PTSO

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Parent Sign In Logs

### **Plan to Monitor Effectiveness of G7.B2.S1**

Award parents who participate in school related activities hours in order to satisfy their 10 volunteer hour requirement.

**Person or Persons Responsible**

Principal and PTSO

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Parent Sign In Logs



## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Students scoring at or above Level 3 on the 2013 Reading FCAT 2.0 exam will increase from 64% to a target performance of 72% on the 2014 Reading FCAT 2.0 for a 8 percentage point increase.

**G1.B1** The area of deficiency for the Black, Hispanic, and ED subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4 Informational Text/Research Process due to limited exposure to informational text.

**G1.B1.S1** Using real-world documents such as, how-to articles, brochures, flyers, and websites use text features to locate, interpret, and organize information.

### PD Opportunity 1

Students should practice locating and verifying details, critically analyzing text and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers.

#### Facilitator

Reading Coach

#### Participants

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and site generated assessments including benchmarks.

**G1.B2** ELL students scoring at or above Level 3 on the 2013 Reading FCAT 2.0 exam needs to increase from an actual performance of 52% to a target performance of 61% on the 2014 Reading FCAT 2.0 exam. The area of deficiency as noted on the 2013 FCAT 2.0 administration was Reporting Category 4 Informational Text/Research Process due to limited exposure to informational text.

**G1.B2.S1** Using real-world documents such as, how-to articles, brochures, flyers, and websites use text features to locate, interpret, and organize information.

### **PD Opportunity 1**

Students should practice locating and verifying details, critically analyzing text and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers.

#### **Facilitator**

Reading Coach

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work and site generated assessments including benchmarks

**G1.B3** Level 3 students performance data from the 2013 Reading FCAT indicates that there is a deficiency in Reporting Category 3 Literary Analysis. Students are having difficulty distinguishing their own point of view from that of the narrator, characters, or of the author of the text.

**G1.B3.S1** Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

**PD Opportunity 1**

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

**Facilitator**

Reading Coach

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments including benchmarks.

**G1.B4** Level 4 and above students performance data from the 2013 Reading FCAT indicates that there is a deficiency in Reporting Category 3 Literary Analysis. Students are having difficulty distinguishing their own point of view from that of the narrator, characters, or of the author of the text.

**G1.B4.S1** Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or the author of the text.

**PD Opportunity 1**

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

**Facilitator**

Reading Coach

**Participants**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments including benchmarks

**G1.B5** Performance data from the 2013 Reading FCAT indicates that there is a deficiency in Reporting Category 3 Literary Analysis. All students making learning gains are having difficulty distinguishing their own point of view from that of the narrator, characters, or of the author of the text.

**G1.B5.S1** Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

**PD Opportunity 1**

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

**Facilitator**

Reading Coach

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments including benchmarks

**G1.B6** Performance data from the 2013 Reading FCAT indicates that there is a deficiency in Reporting Category 3 Literary Analysis. Our bottom quartile students are having difficulty distinguishing their own point of view from that of the narrator, characters, or of the author of the text.

**G1.B6.S1** Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

**PD Opportunity 1**

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

**Facilitator**

Reading Coach

**Participants**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments including benchmarks

**G1.B7** ELL students require additional opportunities in and outside of the classroom to listen and speak English.

**G1.B7.S1** During instruction, students will be provided with opportunities to listen and to read-a-louds, and think-a-louds and to participate in Reader's Theatre.

**PD Opportunity 1**

During instruction, students will be provided with opportunities to listen and to read-a-louds, and think-a-louds and to participate in Reader's Theatre.

**Facilitator**

Reading Coach

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments including benchmarks

**G1.B8** ELL students require additional opportunities to read in English.

**G1.B8.S1** Differentiated instruction will be employed to address individual need along with Reciprocal Teaching strategies.

**PD Opportunity 1**

Differentiated instruction will be employed to address individual need along with Reciprocal Teaching strategies.

**Facilitator**

Reading Coach

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Students Work and Site Generated Assessments Including Benchmarks

**G1.B9** ELL students require additional opportunities to practice academic writing in English

**G1.B9.S1** During instruction, students will be guided in developing and using graphic organizers and Reading Response Logs.

**PD Opportunity 1**

During instruction, students will be guided in developing and using graphic organizers and Reading Response Logs.

**Facilitator**

Reading Coach

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Students Work and Site Generated Assessments Including Benchmarks

**G2.** Students scoring at or above Level 3 on the 2013 Writing FCAT 2.0 exam will increase from 62% to a target performance of 66% on the 2014 Writing FCAT 2.0 for an increase of 4 percentage points.

**G2.B1** Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

**G2.B1.S1** Using linear graphic organizers including timelines and storyboards to include main idea, characters, setting, problem, events, solution, and ending,

### **PD Opportunity 1**

During Writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts.

#### **Facilitator**

Language Arts Department Chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Monthly writing prompts and District Interim Assessment

**G3.** Students scoring at or above Level 3 on the 2013 Math FCAT 2.0 exam will increase from 61% to a target performance of 73% on the 2014 Math FCAT 2.0 for a 12 percentage point increase.

**G3.B1** According to the results of the 2013 Math FCAT 2.0, Black, Hispanic, White, and ED students experienced difficulty in Reporting Category 3, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

**G3.B1.S1** Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

### **PD Opportunity 1**

Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

#### **Facilitator**

Math Coach

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

District Interim Assessments



**G3.B2** According to the results of the 2013 Math FCAT 2.0, ELL students experienced difficulty in Reporting Category 3, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

**G3.B2.S1** Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

**PD Opportunity 1**

Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

**Facilitator**

Math Coach

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District Interim Assessments

**G3.B3** According to the results of the 2013 Math FCAT 2.0, SWD students experienced difficulty in Reporting Category 3, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

**G3.B3.S1** Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

**PD Opportunity 1**

Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

**Facilitator**

Math Coach

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District Interim Assessments

**G3.B4** According to the results of the 2013 Math FCAT 2.0, level 3 students experienced difficulty in Reporting Category 1, Number: Base Ten and Fractions. Students need increased opportunities to identify, compare and order fractions in real world contexts.

**G3.B4.S1** A variety of real world lessons will be developed to help students add and subtract fractions with both like and unlike denominators, use models, add and subtract decimals and order fractions.

**PD Opportunity 1**

A variety of real world lessons will be developed to help students add and subtract fractions with both like and unlike denominators, use models, add and subtract decimals and order fractions.

**Facilitator**

Math Coach

**Participants**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District Interim Assessments

**G3.B5** According to the results of the 2013 Math FCAT 2.0, level 4 and above students experienced difficulty in Reporting Category 1, Number: Base Ten and Fractions. Students need increased opportunities to identify, compare and order fractions in real world contexts.

**G3.B5.S1** A variety of real world lessons will be developed to help students add and subtract fractions with both like and unlike denominators, use models, add and subtract decimals and order fractions.

**PD Opportunity 1**

A variety of real world lessons will be developed to help students add and subtract fractions with both like and unlike denominators, use models, add and subtract decimals and order fractions.

**Facilitator**

Math Coach

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District Interim Assessments

**G3.B6** According to the results of the 2013 Math FCAT 2.0, all students making learning gains experienced difficulty in Reporting Category 3, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

**G3.B6.S1** Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice.

**PD Opportunity 1**

Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice.

**Facilitator**

Math Coach

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District Interim Assessments

**G3.B7** According to the results of the 2013 Math FCAT 2.0, students in the bottom quartile experienced difficulty in Reporting Category 3, Geometry and Measurement. Students need many and varied opportunities to make real-world measurements, such as length, time, and temperature and to explore geometric relationships.

**G3.B7.S1** Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice.

**PD Opportunity 1**

Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice.

**Facilitator**

Math Coach

**Participants**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District Interim Assessments

**G4.** Students scoring at or above Level 3 on the 2013 Science FCAT 2.0 exam will increase from 33% to a target performance of 36% on the 2014 Science FCAT 2.0 for a 3 percentage points.

**G4.B1** As noted on the 2013 Science FCAT 2.0, level 3 students had most difficulty with The Nature of Science. There is insufficient evidence of effective conclusion writing in investigations and/or hands-on activities.

**G4.B1.S1** By increasing the rigor in science writing by the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement.

### **PD Opportunity 1**

By increasing the rigor in science writing by the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement.

#### **Facilitator**

Science Department Chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Lab Reports and Conclusions, Biweekly Benchmark Assessments, and District Interim Data

**G4.B2** As noted on the 2013 Science FCAT 2.0, level 4 and above students had most difficulty with The Nature of Science. There is insufficient evidence of effective conclusion writing in investigations and/or hands-on activities.

**G4.B2.S1** By increasing the rigor in science writing by the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement.

**PD Opportunity 1**

By increasing the rigor in science writing by the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement.

**Facilitator**

Science Department Chair

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lab Reports and Conclusions, Biweekly Benchmark Assessments, and District Interim Data

**G5.** The Charter School at Waterstone will maintain 100% student participation in STEM-related experiences and increase the number of STEM-related experiences provided for students from 7 to 10 throughout the 2013-2014 school year.

**G5.B1** In order to emphasize/engage students in the problem solving process, we need to increase the number of STEM-related experiences available to our students.

**G5.B1.S1** We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions.

### **PD Opportunity 1**

Teachers will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions.

#### **Facilitator**

Science Department Chair

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions and Formative District Interim Assessment data.

**G6.** Students who miss 10% or more of available instructional time will decrease, students retained will decrease, students who are not proficient in reading by 3rd grade will decrease, and students who receive 2 or more behavior referrals will decrease.

**G6.B1** Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time by providing incentives to students who demonstrate perfect attendance each grading period.

**G6.B1.S1** Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team. A reward system will be established to recognize students for perfect attendance.

### **PD Opportunity 1**

Recognize students for perfect attendance.

#### **Facilitator**

Principal

#### **Participants**

Principal and MTSS/Rtl Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Observation and monitoring of attendance records



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G5.	The Charter School at Waterstone will maintain 100% student participation in STEM-related experiences and increase the number of STEM-related experiences provided for students from 7 to 10 throughout the 2013-2014 school year.	\$500
G6.	Students who miss 10% or more of available instructional time will decrease, students retained will decrease, students who are not proficient in reading by 3rd grade will decrease, and students who receive 2 or more behavior referrals will decrease.	\$3,450
G7.	The Charter School at Waterstone will increase parent attendance at school activities from 65% to 70% and increase parent participation at school activities from 25% to 30% throughout the 2013-2014 school year.	\$200
Total		\$4,150

### Budget Summary by Funding Source and Resource Type

Funding Source	Other	Personnel	Total
School-Based Budget	\$500	\$0	\$500
PTSO Funds	\$600	\$200	\$800
SAC Funds	\$0	\$2,850	\$2,850
Total	\$1,100	\$3,050	\$4,150

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G5.** The Charter School at Waterstone will maintain 100% student participation in STEM-related experiences and increase the number of STEM-related experiences provided for students from 7 to 10 throughout the 2013-2014 school year.

**G5.B1** In order to emphasize/engage students in the problem solving process, we need to increase the number of STEM-related experiences available to our students.

**G5.B1.S1** We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions.

**Action Step 1**

Teachers will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions.

**Resource Type**

Other

**Resource**

STEM Competition Expenses

**Funding Source**

School-Based Budget

**Amount Needed**

\$500

**G6.** Students who miss 10% or more of available instructional time will decrease, students retained will decrease, students who are not proficient in reading by 3rd grade will decrease, and students who receive 2 or more behavior referrals will decrease.

**G6.B1** Student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time by providing incentives to students who demonstrate perfect attendance each grading period.

**G6.B1.S1** Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team. A reward system will be established to recognize students for perfect attendance.

**Action Step 1**

Recognize students for perfect attendance.

**Resource Type**

Other

**Resource**

Perfect Attendance incentives

**Funding Source**

PTSO Funds

**Amount Needed**

\$200

**G6.B2** The number of students retained will decrease from 2% to 1% through the implementation of data driven instruction and intervention.

**G6.B2.S1** Data driven intervention throughout the school day and before and after school tutorials programs will be established to address students' areas of need.

**Action Step 1**

Data driven intervention throughout the school day and before and after school tutorials programs will be established to address students' areas of need.

**Resource Type**

Personnel

**Resource**

Before and After School Tutors

**Funding Source**

SAC Funds

**Amount Needed**

\$1,425

**G6.B3** The number of students who are not proficient in reading by third grade will decrease from 32% to 29% through the implementation of data driven instruction and intervention.

**G6.B3.S1** Data driven intervention throughout the school day and before and after school tutorials programs will be established to address students' areas of need.

**Action Step 1**

Data driven intervention throughout the school day and before and after school tutorials programs will be established to address students' areas of need.

**Resource Type**

Personnel

**Resource**

Before and After School Tutors

**Funding Source**

SAC Funds

**Amount Needed**

\$1,425

**G6.B4** The number of students who receive two or more behavior referrals will decrease from 4% to 3% using daily behavior logs and parent communication throughout the school year.

**G6.B4.S1** The MTSS/Rtl team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. A reward system will be established to recognize students for outstanding citizenship through "Do the Right Thing" project. Peer Mediation teams will be developed as a means of assisting with conflict resolution.

**Action Step 1**

The MTSS/Rtl team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. A reward system will be established to recognize students for outstanding citizenship through "Do the Right Thing" project. Peer Mediation teams will be developed as a means of assisting with conflict resolution.

**Resource Type**

Other

**Resource**

Do the Right Thing Incentives

**Funding Source**

PTSO Funds

**Amount Needed**

\$200

**G6.B5** The number of students who receive one or more behavior referrals that lead to suspension will decrease from 2% to 1% using daily behavior logs and parent communication throughout the school year.

**G6.B5.S1** The MTSS/Rtl team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. A reward system will be established to recognize students for outstanding citizenship through "Do the Right Thing" project. Peer Mediation teams will be developed as a means of assisting with conflict resolution.

**Action Step 1**

The MTSS/Rtl team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. A reward system will be established to recognize students for outstanding citizenship through "Do the Right Thing" project. Peer Mediation teams will be developed as a means of assisting with conflict resolution.

**Resource Type**

Personnel

**Resource**

Do the Right Thing Incentives

**Funding Source**

PTSO Funds

**Amount Needed**

\$200

**G7.** The Charter School at Waterstone will increase parent attendance at school activities from 65% to 70% and increase parent participation at school activities from 25% to 30% throughout the 2013-2014 school year.

**G7.B1** During the 2013-2014 school year, it was noted that increased parent attendance is needed at school activities.

**G7.B1.S1** Enhanced communication efforts will take place in order to increase parent attendance at school activities.

**Action Step 1**

Schedule enhanced communication techniques in order to reach out to parents for attendance at school activities.

**Resource Type**

Other

**Resource**

Incentives for Perfect Attendance

**Funding Source**

PTSO Funds

**Amount Needed**

\$200