

Miami-Dade County Public Schools

The Charter School At Waterstone



2022-23 Schoolwide Improvement Plan

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The Charter School At Waterstone

855 WATERSTONE WAY, Homestead, FL 33033

www.charterschoolatwaterstone.com

Demographics

Principal: Kelli Barrios

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (54%) 2018-19: B (56%) 2017-18: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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855 WATERSTONE WAY, Homestead, FL 33033

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	96%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

School Board Approval

N/A

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the Charter School at Waterstone, in partnership with students, family and community, is to provide a safe school environment that allows us to develop curious individuals who are active and engaged learners in an ever-changing world by challenging all students as they travel along their personalized pathway.

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Barrios, Kelli	Principal	
Vecin, Adriana	Assistant Principal	
Febus, Talia	Assistant Principal	

Demographic Information

Principal start date

Friday 7/1/2022, Kelli Barrios

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

66

Total number of students enrolled at the school

991

Identify the number of instructional staff who left the school during the 2021-22 school year.

21

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	171	171	179	175	141	157	0	0	0	0	0	0	0	994
Attendance below 90 percent	2	16	20	2	13	16	0	0	0	0	0	0	0	69
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	2	6	4	2	1	1	0	0	0	0	0	0	0	16
Course failure in Math	3	6	3	3	3	7	0	0	0	0	0	0	0	25
Level 1 on 2022 statewide FSA ELA assessment	3	10	35	4	52	64	0	0	0	0	0	0	0	168
Level 1 on 2022 statewide FSA Math assessment	6	30	42	4	59	83	0	0	0	0	0	0	0	224
Number of students with a substantial reading deficiency	3	10	35	4	52	64	0	0	0	0	0	0	0	168

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	9	27	3	39	51	0	0	0	0	0	0	0	134

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	4	3	6	4	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	1	0	2	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Monday 9/19/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	194	172	181	157	173	157	0	0	0	0	0	0	0	1034
Attendance below 90 percent	4	10	14	1	20	17	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Course failure in ELA	5	4	2	3	8	3	0	0	0	0	0	0	0	25
Course failure in Math	1	2	3	1	9	4	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	7	14	36	3	68	73	0	0	0	0	0	0	0	201
Level 1 on 2019 statewide FSA Math assessment	12	30	44	3	102	91	0	0	0	0	0	0	0	282
Number of students with a substantial reading deficiency	7	14	36	3	68	73	0	0	0	0	0	0	0	201

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	9	10	20	3	66	65	0	0	0	0	0	0	0	173

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	17	16	6	2	6	1	0	0	0	0	0	0	0	48
Students retained two or more times	0	0	1	0	3	0	0	0	0	0	0	0	0	4

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	194	172	181	157	173	157	0	0	0	0	0	0	0	1034
Attendance below 90 percent	4	10	14	1	20	17	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Course failure in ELA	5	4	2	3	8	3	0	0	0	0	0	0	0	25
Course failure in Math	1	2	3	1	9	4	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	7	14	36	3	68	73	0	0	0	0	0	0	0	201
Level 1 on 2019 statewide FSA Math assessment	12	30	44	3	102	91	0	0	0	0	0	0	0	282
Number of students with a substantial reading deficiency	7	14	36	3	68	73	0	0	0	0	0	0	0	201

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	9	10	20	3	66	65	0	0	0	0	0	0	0	173

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	17	16	6	2	6	1	0	0	0	0	0	0	0	48
Students retained two or more times	0	0	1	0	3	0	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	57%	62%	55%				60%	63%	61%
ELA Learning Gains	58%						61%	61%	59%
ELA Lowest 25th Percentile	44%						57%	57%	54%
Math Achievement	50%	51%	42%				58%	67%	62%
Math Learning Gains	58%						58%	63%	59%
Math Lowest 25th Percentile	54%						44%	56%	52%
Science Achievement	56%	60%	54%				51%	56%	56%
Social Studies Achievement		68%	59%					80%	78%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	61%	60%	1%	58%	3%
Cohort Comparison		0%				
04	2022					
	2019	60%	64%	-4%	58%	2%
Cohort Comparison		-61%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	59%	60%	-1%	56%	3%
Cohort Comparison		-60%				
06	2022					
	2019					
Cohort Comparison		-59%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	59%	67%	-8%	62%	-3%
Cohort Comparison		0%				
04	2022					
	2019	53%	69%	-16%	64%	-11%
Cohort Comparison		-59%				
05	2022					
	2019	60%	65%	-5%	60%	0%
Cohort Comparison		-53%				
06	2022					
	2019					
Cohort Comparison		-60%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	50%	53%	-3%	53%	-3%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-50%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	18	24	18	25	33		10				
ELL	54	63	42	43	54	57	49				
ASN	91			91							
BLK	40	41		39	39		29				
HSP	57	60	46	50	60	59	59				
WHT	67			38							
FRL	54	58	47	46	56	54	49				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	34	50		26	64		64				
ELL	45	32	18	38	43	36	49				
BLK	42	23		23	15		15				
HSP	56	49	31	45	52	43	61				
WHT	48	42		33	33		46				
FRL	52	46	33	39	43	32	53				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	35	48	65	27	59	67	15				
ELL	55	49	40	52	51	41	47				
BLK	53	68		43	52		44				
HSP	60	59	54	59	58	46	50				
WHT	68	68		68	64		58				
FRL	58	58	55	55	56	43	48				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	427
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	91
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

- SWD are below the Federal Index for 2 consecutive years
- BLK students fell below the Federal Index this past year and have demonstrated a downward trend over the past 3 years.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and 2022 state assessments, the data components which demonstrate the greatest need for improvement are Learning Gains in the BQ for ELA

- Learning gains in the ELA BQ have improved from the 20-21 school year to the 21-22 but are still substantially low in relation to the other Learning gain and achievement categories.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors to this need for improvement include but are not limited to lack of in depth assessments that would identify specific gaps in learning, especially as it pertains to foundational skills for students in upper elementary.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Ironically, the data component that showed the most improvement, based off progress monitoring and 2022 state assessments, was also ELA Learning Gains in the BQ. We increased that data component by 20%. Second to that were the Math Learning Gains in the BQ, which went up 17%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

A demonstrative initiative on constant data analysis, differentiated instruction, and strategic intervention were the contributing factors to this improvement.

What strategies will need to be implemented in order to accelerate learning?

The strategies that will need to be implemented in order to accelerate learning are as follows:

- the adoption of iReady which pinpoints the specific reading deficiency and tailors the intervention lessons to meet students' specific needs
- weekly meetings with the intervention team to discuss the progress of Tier 2 and Tier 3 students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

- Best practices for intervention
- How to use data to tailor and drive instruction
- How to use iReady to differentiate instruction
- Collaborative planning

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

- Weekly meetings and/or PLCs given by the instructional coaches and/or administration for each grade level based on their needs (i.e. curriculum support, instructional strategies, data analysis etc.)

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Due to the fact that our lowest performing category is our Bottom Quartile Learning Gains in ELA (44%), despite our 20% increase, it is still an area of critical need. All other performing categories are at 50% or higher therefore drawing continuous concern to the Bottom Quartile Learning Gains

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students in the ELA bottom quartile will demonstrate an increase in learning gains by 6%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will be tracking these students through the intervention data, progress monitoring assessments, schoolwide iReady assessments administered three times a year, and FAST assessment data for AP1 and AP2.

Person responsible for monitoring outcome:

Adriana Vecin (avecin@charterschoolatwaterstone.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

homogeneous instructional grouping of students based on deficiency of reading skills ranging from foundational to comprehension as reported on iReady diagnostic assessment and coupled with intervention resources from the iReady Florida Teacher Tool-Box which matches the students' personalized instruction plan.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

This strategy will allow us to make sure we are targeting the specific need of each student by placing them in groups with students who have the same deficiencies. This will also ensure that the instruction is not above any of the students' levels thereby defeating the purpose of the targeted intervention.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A as The Charter School at Waterstone does not meet RAISE criteria

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A as The Charter School at Waterstone does not meet RAISE criteria

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A as The Charter School at Waterstone does not meet RAISE criteria

Grades 3-5: Measureable Outcome(s)

N/A as The Charter School at Waterstone does not meet RAISE criteria

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A as The Charter School at Waterstone does not meet RAISE criteria

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A as The Charter School at Waterstone does not meet RAISE criteria

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A as The Charter School at Waterstone does not meet RAISE criteria

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

N/A as The Charter School at Waterstone does not meet RAISE criteria

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

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

Identify the stakeholders and their role in promoting a positive school culture and environment.

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