

The Charter School At Waterstone

855 WATERSTONE WAY, Homestead, FL 33033

www.charterschoolatwaterstone.com

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

74%

Alternative/ESE Center

No

Charter School

Yes

Minority

92%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	A	A

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	36
Technical Assistance Items	38
Appendix 3: Budget to Support Goals	39

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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

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

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

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

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

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

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

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

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

Early Warning Systems

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

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

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

The Charter School at Waterstone administrative staff/attendance committee conduct daily attendance reviews, send out attendance letters, and conduct parent conferences to develop attendance plan and contract.

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

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

III. Course failure in English Language Arts or Mathematics

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

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

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Attendance below 90 percent	12	19	7	10	11	59
One or more suspensions	0	0	0	0	5	5
Course failure in ELA or Math	4	25	30	13	21	93
Level 1 on statewide assessment	0	0	47	30	32	109
Students who are not proficient in reading by Grade 3	2	14	20	0	0	36
Students who are retained	1	10	13	3	0	27

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

The Charter School at Waterstone builds positive relationships with families in various ways. The following describes The Charter School at Waterstone's efforts to communicate with parents and keep them informed: Monthly newsletter posted on both the school website and school Facebook page, Parent Resource Center and Kiosk located in the main office, posts on school's Facebook page regarding original and engaging student activities in class and after school, requirement of 10 volunteer hours per family, after school community events such as talent shows, science fairs, etc., PTSO, ads and articles in the local community newspaper, business partnerships, Career Week, EDLINE teacher web pages are maintained weekly, Pinnacle gradebooks are updated weekly,

progress reports/report cards are sent home each quarter, parents are invited to attend Progress Monitoring Plan (PMP) meetings, and Boy Scouts of America monthly meetings take place in the school cafeteria.

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

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

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Arbesu, Anaeli	Instructional Coach
Carrillo, Barbara	Teacher, K-12
Di Michele, Virginia	Dean
Finlay, Jeanine	Teacher, K-12
Garcia, Annette	Teacher, K-12
Ibanez, Leila	Other
Lorie, Tracy	Teacher, K-12
Meritt, Jeanine	Teacher, K-12
Muriel, Marissa	Teacher, K-12
Picasso, Pamela	Instructional Coach
Santana, Wanda	Teacher, K-12
Velez, Ethel	Teacher, K-12
Rodriguez, Rebecca	Principal

Duties

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

Tier 1(Leadership Team)

Dr. Rebecca Valdes, Principal, will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school

administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving.

Anaeli Arbesu, Instructional Math Coach, assists teachers during Mathematics planning sessions, provides resources to the teachers, and models appropriate Mathematics teaching.

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

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

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

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

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

Tracy Lorie, Lead Teacher, serves as a mentor to new Math teachers, assists teachers during Mathematics planning sessions, provides resources to the teachers, and models appropriate Mathematics teaching.

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

Marissa Muriel, Language Arts Department Chair, assists teachers during Language Arts planning sessions, provides resources to the teachers, and models appropriate Language Arts teaching.

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

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

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

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, 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.

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by: holding regular team meetings where problem solving is the sole focus, using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success, determining

how we will know if students have made expected levels of progress towards proficiency, respond when grades, subject areas, classes, or individual students have not shown a positive response. We will respond by using the Florida Continuous Improvement Model by reviewing data through data chats with teachers and coaches and adjusting instruction based on needs, responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively, gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment, ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention, and gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to: review OPM data for intervention groups to evaluate group and individual student response, support interventions where there is not an overall positive group response, and select students (see SST guidelines) for SST Tier 3 intervention. The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

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

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr. Rebecca Valdes	Principal
Nancy Roque	Principal
Marissa Muriel	Education Support Employee
Jeanine Meritt	Teacher
Wanda Santana	Teacher
Barbara Carrillo	Teacher
Annette Garcia	Teacher
Anaeli Arbesu	Education Support Employee
Leila Ibanez	Education Support Employee
Melissa Aguilar	Education Support Employee
Gabriela Suarez	Parent
Raul Ruiz	Parent
Dalila Ruiz	Parent
Elizabeth Miller	Parent
Shirley Zambrano	Parent
Nelly Velez	Parent
Magaly Milian	Parent
Emily Milian	Student
Sophia Milian	Student
Raul Ruiz	Business/Community

Duties

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

Evaluation of last year's school improvement plan

Select EESAC committee members (if people in MTSS and LLT are in EESAC) will review last year's SIP and post-assessment data (SAT-10, FAIR, FCAT 2.0). Review if SIP goals were met and what could have been done differently as part of the FCIM.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The Charter School at Waterstone will develop a needs assessment of items and services that will help in implementing strategies and interventions. \$5.00 per students is to be allocated towards Reading and Math supplemental materials to assist in weekly interventions.

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

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

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Rodriguez, Rebecca	Principal
Picasso, Pamela	Instructional Coach
Di Michele, Virginia	Dean
Ibanez, Leila	Teacher, ESE
Muriel, Marissa	Teacher, K-12
Finlay, Jeanine	Teacher, K-12
Meritt, Jeanine	Teacher, K-12
Santana, Wanda	Teacher, K-12
Carrillo, Barbara	Teacher, K-12
Velez, Ethel	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. The Literacy Leadership Team will help to develop lessons that provide students with opportunities for research and incorporate writing throughout. The Literacy Leadership Team will review data pertinent to student achievement as it relates to Reading and Writing. Using data results, the Literacy Leadership Team will work with the Multi-Tiered System of Support Team to develop intervention, strategies and professional development support to increase student achievement in Reading and Writing.

Public and Collaborative Teaching

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

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

The Charter School at Waterstone implements several strategies to encourage positive working relationships between teachers. Most importantly, teachers have common planning times in their schedule where they are required to conduct weekly planning meetings in order to meet the needs of the students. Additionally, teachers and Department Heads/Chairs participate in monthly team meetings together with administration where grade level/department concerns are brought up and data chats take

place. The administrative team also incorporates team building activities during the pre-planning week of each school year in order to build bonds between grade level teachers. Finally, during monthly faculty meetings teachers praise or compliment their colleagues using written "shout outs" that are read by administrative team members at the closing of each faculty meeting.

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

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

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

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

Tina Harris-Jeanine Meritt

Rationale for Pairing

Ms. Meritt is an experienced teacher with many years of accomplished teaching across multiple primary elementary grade levels. Ms. Meritt is also the grade level lead for Ms. Harris and can serve as her mentor for the entire school year. The planned mentoring activities include but are not limited to lesson planning and modeling appropriate classroom management.

Jensie Reyes-Maricarmen Andreu

Rationale for Pairing

Mrs. Andreu is an experienced teacher with many years of accomplished teaching across multiple elementary grade levels. Mrs. Andreu is co-teaching in the same classroom with Ms. Reyes in order to serve as her mentor for the entire school year. The planned mentoring activities include but are not limited to lesson planning, modeling appropriate classroom management, and modeling instruction.

Janna Rodhe-Jessica Ferrare

Rationale for Pairing

Ms. Ferrare is an experienced teacher at The Charter School at Waterstone. Ms. Ferrare is co-teaching in the same classroom with Ms. Rodhe in order to serve as her mentor for the entire school year. The planned mentoring activities include but are not limited to lesson planning, modeling appropriate classroom management, and modeling instruction.

Aileen Garcia-Wanda Santana

Rationale for Pairing

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

Christina Interian-Wanda Santana

Rationale for Pairing

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

Barbara Comas-Jeanine Finlay

Rationale for Pairing

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

Stephanie Moux-Natosha Aponte

Rationale for Pairing

Ms. Aponte is an experienced teacher at The Charter School at Waterstone. Ms. Aponte is co-teaching in the same classroom with Ms. Moux in order to serve as her mentor for the entire school year. The planned mentoring activities include but are not limited to lesson planning, modeling appropriate classroom management, and data driven curriculum planning and instruction.

Yusimi Rizo-Jeanine Finlay

Rationale for Pairing

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

Keila Cruz-Barbara Carrillo

Rationale for Pairing

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

Jasmine Burgos-Barbara Carrillo

Rationale for Pairing

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

Michelle Hernandez-Annette Garcia

Rationale for Pairing

Mrs. Garcia is an experienced teacher with many years of accomplished teaching across multiple elementary grade levels. Mrs. Garcia has many years of experience teaching SPED students and can serve as a mentor for Mrs. Hernandez who is the new SPED teacher at the school.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

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

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

Strategy: Extended School Day

Minutes added to school year: 2,040

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Rodriguez, Rebecca, rnavaldes@dadeschools.net

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

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

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

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase rigor in core instruction of all academic areas in order to improve student achievement.
- G2.** Student academic development is correlated to student attendance. In monitoring student attendance, student behavior, and academic retention, our school will increase student attendance by decreasing the number of students who miss 10% or more of available instructional time.
- G3.** Use resources to motivate students about STEM in order to increase opportunities for students to participate.
- G4.** Assist parents in supporting student achievement and foster a positive attitude towards school and learning.

Strategic Goals Detail

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

G1. Increase rigor in core instruction of all academic areas in order to improve student achievement. 1a

G051323

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	76.0
AMO Math - African American	71.0
FSA - Mathematics - Proficiency Rate	64.0
AMO Math - Hispanic	76.0
Math Gains	72.0
AMO Math - White	81.0
Math Lowest 25% Gains	71.0
AMO Math - ELL	76.0
AMO Reading - All Students	75.0
FSA - English Language Arts - Proficiency Rate	67.0
ELA/Reading Gains	76.0
ELA/Reading Lowest 25% Gains	69.0
AMO Reading - African American	77.0
AMO Reading - Hispanic	75.0
AMO Reading - ELL	69.0
AMO Reading - SWD	55.0
FCAT 2.0 Science Proficiency	54.0
CELLA Writing Proficiency	50.0

Resources Available to Support the Goal 2

- Math Connects Series; Math Coach; Mathletics; Reflex Math; Gizmos
- Wonders Reading Series; Reading Coach; MyOn Reader
- Science Fusion Series; Science Department Chair; Hands-On Science Labs; Science Fair
- Language Arts Department Chair

Targeted Barriers to Achieving the Goal 3

- All teachers require additional training on how to incorporate rigor across the academic area in order for students to independently analyze and synthesize information.

Plan to Monitor Progress Toward G1. 8

Student/Teacher Data Chats; FAIR Assessment Data Analysis by Instructional Coaches, Dean of Academics, and Principal; District Interim Assessment Data Analysis by Instructional Coaches, Dean of Academics, and Principal; 2015 FSA Assessment Data Analysis

Person Responsible

Rebecca Rodriguez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student/Teacher Data Chats; FAIR Assessments; District Interim Assessments; 2015 FSA Assessment

G2. Student academic development is correlated to student attendance. In monitoring student attendance, student behavior, and academic retention, our school will increase student attendance by decreasing the number of students who miss 10% or more of available instructional time. 1a

G051324

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	6.0
One or More Suspensions	1.0
Level 1 - All Grades	11.0
Retained Students	3.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Increased parental involvement is required in order to decrease the number of students who miss 10% or more of available instructional time.

Plan to Monitor Progress Toward G2. 8

Attendance Records, Intervention Progress Monitoring Reports, Progress Reports, and Report Cards will be reviewed on a monthly basis for student academic progress.

Person Responsible

Rebecca Rodriguez

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance Records; Intervention Progress Monitoring Reports; Progress Reports; Report Cards

G3. Use resources to motivate students about STEM in order to increase opportunities for students to participate. 1a

G051325

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	54.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- In order to emphasize/engage students in the problem solving process, The Charter School at Waterstone needs to increase the number of STEM-related experiences available to our students.

Plan to Monitor Progress Toward G3. 8

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.

Person Responsible

Rebecca Rodriguez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

STEM competition participation logs and Science Interim Assessment data meeting minutes

G4. Assist parents in supporting student achievement and foster a positive attitude towards school and learning. 1a

G051326

Targets Supported 1b

Indicator	Annual Target
Retained Students	3.0

Resources Available to Support the Goal 2

- Progress Monitoring Meetings (PMP)
- Progress Reports
- School Website
- Teacher Web Pages on EDLINE
- Monthly Newsletters
- PTSO
- Gradebooks Maintained Weekly
- Volunteer Hours Requirement
- Parent Resource Center and Kiosk in Main Office

Targeted Barriers to Achieving the Goal 3

- Lack of parent involvement due to work hours, lack of transportation, and language barrier.

Plan to Monitor Progress Toward G4. 8

Parent Conference/Communication Logs and Parent Sign-In Sheets at School Activities will be collected to monitor that monthly communication efforts are made between the school and the parents.

Person Responsible

Rebecca Rodriguez

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Parent Conference/Communication Logs and Parent Sign-In Sheets at School Activities

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key


G1. Increase rigor in core instruction of all academic areas in order to improve student achievement. **1**

 G051323

G1.B1 All teachers require additional training on how to incorporate rigor across the academic area in order for students to independently analyze and synthesize information. **2**

 B128967

G1.B1.S1 All teachers will be professionally trained on how to incorporate rigor into their daily classroom activities. **4**

 S141085

Strategy Rationale

In order for rigor to be incorporated in the core curriculum, teachers need training on how to have students use higher order thinking skills in order to complete tasks that require the analysis and synthesis of information in Reading, Math, Science, and Writing.

Action Step 1 **5**

All teachers will be trained on how to incorporate higher order thinking skills and tasks into their lesson plans on a daily basis.

Person Responsible

Rebecca Rodriguez

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

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

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

Weekly Lesson Plan Checks conducted by Instructional Coaches, Academic Dean, and Principal; Classroom Walk Throughs from Instructional Coaches and Principals; Informal and Formal Evaluations from Instructional Coaches, Dean of Academic, and Principal

Person Responsible

Rebecca Rodriguez

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

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

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

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

Person Responsible

Rebecca Rodriguez

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

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

G2. Student academic development is correlated to student attendance. In monitoring student attendance, student behavior, and academic retention, our school will increase student attendance by decreasing the number of students who miss 10% or more of available instructional time. 1

G051324

G2.B1 Increased parental involvement is required in order to decrease the number of students who miss 10% or more of available instructional time. 2

B128968

G2.B1.S1 Students who are deemed as developing a pattern of non-attendance will be referred to the Attendance Committee. The Attendance Committee will contact parents for a conference to discuss the importance of daily school attendance. 4

S141086

Strategy Rationale

The parents of at-risk students need to be contacted in order to be educated that students must be in school attendance in order to provide be provided with support and interventions that will increase academic achievement.

Action Step 1 5

Identify at risk students and contact parents in order to provide the support and interventions needed that will increase academic achievement.

Person Responsible

Rebecca Rodriguez

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Monitoring of Attendance Records; Intervention Progress Monitoring; Progress Reports; Report Cards

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The Attendance Committee will monitor at risk students in order to provide them with support and interventions that will increase academic achievement.

Person Responsible

Rebecca Rodriguez

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance Records; Intervention Progress Monitoring Reports; Progress Reports; Report Cards

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Attendance Records, Intervention Progress Monitoring Reports, Progress Reports, and Report Cards will be reviewed by the Attendance Committee on a monthly basis for student academic progress.

Person Responsible

Rebecca Rodriguez


Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance Records; Intervention Progress Monitoring Reports; Progress Reports; Report Cards

G2.B1.S2 Students who have been identified as possible retentions or who have been previously retained will stay after school 2 hours per week for extended day learning in both Reading and Math. 4

 S141087

Strategy Rationale

The school will provide additional tutoring to at-risk students in order to prevent academic retention.

Action Step 1 5

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

Person Responsible

Rebecca Rodriguez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Data collected from Interim Assessments; Monitoring of Academic Progress

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

The teachers who facilitate the extended day tutoring program will be required to sign in for each Reading and/or Math sessions. In addition, student attendance will be taken for each session and monitored.

Person Responsible

Virginia Di Michele

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teacher Sign In Logs and Student Attendance Logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Data collected from Interim Assessments will be analyzed to ensure the effectiveness of the Extended Day Program.

Person Responsible

Rebecca Rodriguez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

District Interim Assessment Data


G3. Use resources to motivate students about STEM in order to increase opportunities for students to participate. 1

 G051325

G3.B1 In order to emphasize/engage students in the problem solving process, The Charter School at Waterstone needs to increase the number of STEM-related experiences available to our students. 2

 B128969

G3.B1.S1 Principal and Science Department Chair will monitor that teachers are involving students in an increased number of STEM opportunities. 4

 S141088

Strategy Rationale

STEM opportunities can be easily incorporated into weekly Science lessons using investigative labs and exploration.

Action Step 1 5

The Science Department Chair and STEM Committee will establish a STEM timeline and offer students in grades 1-5 participation in STEM-related experiences throughout the school year.

Person Responsible

Rebecca Rodriguez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

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 G3.B1.S1 6

Principal and Science Department Chair will monitor over Science, Mathematics, and STEM teachers to ensure that STEM activities are being taught in classrooms.

Person Responsible

Rebecca Rodriguez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Weekly lesson plan reviews, increased participation in school site STEM competitions, and Formative District Interim Assessment Data.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Principal and Science Department Chair will monitor over Science, Mathematics, and STEM teachers to ensure that STEM activities are being taught in classrooms.

Person Responsible

Rebecca Rodriguez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Increased participation in school site STEM competitions and Formative District Interim Assessment Data

G4. Assist parents in supporting student achievement and foster a positive attitude towards school and learning. 1

G051326

G4.B1 Lack of parent involvement due to work hours, lack of transportation, and language barrier. 2

B128971

G4.B1.S1 Monthly communication efforts will be made between the school and parents in order to support student achievement and foster a positive attitude towards school and learning. These communication efforts include our school website, flyers, monthly newsletter, Edline, school-wide call outs, and social media. 4

S141089

Strategy Rationale

To increase parent involvement in order to assist parents in supporting student achievement

Action Step 1 5

Maintain communication with parents regarding school-wide events, schedule events later in the evening for working parents, and have an on-site translator for non-English speaking families.

Person Responsible

Virginia Di Michele

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Parent sign-in sheets at school activities such as Open House, Meet and Greet Sessions, Science Fair, Grade-Level Events, and Parent/Teacher Conferences

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

The Dean of Students and Principal will monitor that monthly communication efforts are made between the school and parents such as parent conferences, newsletters, site posts, and PTSO meetings.

Person Responsible

Rebecca Rodriguez

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Parent Conference/Communication Logs and Parent Sign-In Sheets at School Activities

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

The Dean of Students and Principal will monitor that monthly communication efforts are made between the school and parents such as parent conferences, newsletters, site posts, and PTSO meetings.

Person Responsible

Rebecca Rodriguez

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Parent Conference/Communication Logs and Parent Sign-In Sheets at School Activities

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	All teachers will be trained on how to incorporate higher order thinking skills and tasks into their lesson plans on a daily basis.	Rodriguez, Rebecca	8/18/2014	Weekly Lesson Plan Checks; Classroom Walk Throughs; Informal and Formal Evaluations	6/4/2015 daily
G2.B1.S1.A1	Identify at risk students and contact parents in order to provide the support and interventions needed that will increase academic achievement.	Rodriguez, Rebecca	8/18/2014	Monitoring of Attendance Records; Intervention Progress Monitoring; Progress Reports; Report Cards	6/4/2015 monthly
G2.B1.S2.A1	The extended school day program provides teachers with the opportunity to offer additional instruction time and to facilitate differentiated instruction. The instructional coaches ensure that the lessons have rigor, follow pacing guides and have centers built in to meet individual student needs.	Rodriguez, Rebecca	8/18/2014	Data collected from Interim Assessments; Monitoring of Academic Progress	6/4/2015 weekly
G3.B1.S1.A1	The Science Department Chair and STEM Committee will establish a STEM timeline and offer students in grades 1-5 participation in STEM-related experiences throughout the school year.	Rodriguez, Rebecca	8/18/2014	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.	6/4/2015 weekly
G4.B1.S1.A1	Maintain communication with parents regarding school-wide events, schedule events later in the evening for working parents, and have an on-site translator for non-English speaking families.	Di Michele, Virginia	8/18/2014	Parent sign-in sheets at school activities such as Open House, Meet and Greet Sessions, Science Fair, Grade-Level Events, and Parent/Teacher Conferences	6/4/2015 monthly
G1.MA1	Student/Teacher Data Chats; FAIR Assessment Data Analysis by Instructional Coaches, Dean of Academics, and Principal; District Interim Assessment Data Analysis by Instructional Coaches, Dean of Academics, and Principal; 2015 FSA Assessment Data Analysis	Rodriguez, Rebecca	8/18/2014	Student/Teacher Data Chats; FAIR Assessments; District Interim Assessments; 2015 FSA Assessment	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Weekly Data Analysis by Instructional Coaches, Dean of Academics, and Principal and monthly MTSS, and LLT Meetings will take place in order to monitor effectiveness of using higher order thinking skills in the classroom.	Rodriguez, Rebecca	8/18/2014	Weekly Lesson Plan Reviews and Monthly Data, MTSS, and LLT Meeting Minutes	6/4/2015 biweekly
G1.B1.S1.MA1	Weekly Lesson Plan Checks conducted by Instructional Coaches, Academic Dean, and Principal; Classroom Walk Throughs from Instructional Coaches and Principals; Informal and Formal Evaluations from Instructional Coaches, Dean of Academic, and Principal	Rodriguez, Rebecca	8/18/2014	Weekly Lesson Plan Checks; Classroom Walk Throughs; Informal and Formal Evaluations	6/4/2015 daily
G2.MA1	Attendance Records, Intervention Progress Monitoring Reports, Progress Reports, and Report Cards will be reviewed on a monthly basis for student academic progress.	Rodriguez, Rebecca	8/18/2014	Attendance Records; Intervention Progress Monitoring Reports; Progress Reports; Report Cards	6/4/2015 monthly
G2.B1.S1.MA1	Attendance Records, Intervention Progress Monitoring Reports, Progress Reports, and Report Cards will be reviewed by the Attendance Committee on a monthly basis for student academic progress.	Rodriguez, Rebecca	8/18/2014	Attendance Records; Intervention Progress Monitoring Reports; Progress Reports; Report Cards	6/4/2015 monthly
G2.B1.S1.MA1	The Attendance Committee will monitor at risk students in order to provide them with support and interventions that will increase academic achievement.	Rodriguez, Rebecca	8/18/2014	Attendance Records; Intervention Progress Monitoring Reports; Progress Reports; Report Cards	6/4/2015 monthly
G2.B1.S2.MA1	Data collected from Interim Assessments will be analyzed to ensure the effectiveness of the Extended Day Program.	Rodriguez, Rebecca	8/18/2014	District Interim Assessment Data	6/4/2015 weekly
G2.B1.S2.MA1	The teachers who facilitate the extended day tutoring program will be required to sign in for each Reading and/or Math sessions. In addition, student attendance will be taken for each session and monitored.	Di Michele, Virginia	8/18/2014	Teacher Sign In Logs and Student Attendance Logs	6/4/2015 weekly
G3.MA1	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.	Rodriguez, Rebecca	8/18/2014	STEM competition participation logs and Science Interim Assessment data meeting minutes	6/4/2015 weekly
G3.B1.S1.MA1	Principal and Science Department Chair will monitor over Science, Mathematics, and STEM teachers to ensure that STEM activities are being taught in classrooms.	Rodriguez, Rebecca	8/18/2014	Increased participation in school site STEM competitions and Formative District Interim Assessment Data	6/4/2015 weekly
G3.B1.S1.MA1	Principal and Science Department Chair will monitor over Science, Mathematics, and STEM teachers to ensure that STEM activities are being taught in classrooms.	Rodriguez, Rebecca	8/18/2014	Weekly lesson plan reviews, increased participation in school site STEM competitions, and Formative District Interim Assessment Data.	6/4/2015 weekly
G4.MA1	Parent Conference/Communication Logs and Parent Sign-In Sheets at School Activities will be collected to monitor that monthly communication efforts are made between the school and the parents.	Rodriguez, Rebecca	8/18/2014	Parent Conference/Communication Logs and Parent Sign-In Sheets at School Activities	6/4/2015 monthly
G4.B1.S1.MA1	The Dean of Students and Principal will monitor that monthly communication efforts are made between the school and parents such as parent	Rodriguez, Rebecca	8/18/2014	Parent Conference/Communication Logs and Parent Sign-In Sheets at School Activities	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	conferences, newsletters, site posts, and PTSO meetings.				
G4.B1.S1.MA1	The Dean of Students and Principal will monitor that monthly communication efforts are made between the school and parents such as parent conferences, newsletters, site posts, and PTSO meetings.	Rodriguez, Rebecca	8/18/2014	Parent Conference/Communication Logs and Parent Sign-In Sheets at School Activities	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase rigor in core instruction of all academic areas in order to improve student achievement.

G1.B1 All teachers require additional training on how to incorporate rigor across the academic area in order for students to independently analyze and synthesize information.

G1.B1.S1 All teachers will be professionally trained on how to incorporate rigor into their daily classroom activities.

PD Opportunity 1

All teachers will be trained on how to incorporate higher order thinking skills and tasks into their lesson plans on a daily basis.

Facilitator

Reading Coach; Math Coach; Science Department Chair; Language Arts Department Chair

Participants

All Teachers

Schedule

Daily, from 8/18/2014 to 6/4/2015

G3. Use resources to motivate students about STEM in order to increase opportunities for students to participate.

G3.B1 In order to emphasize/engage students in the problem solving process, The Charter School at Waterstone needs to increase the number of STEM-related experiences available to our students.

G3.B1.S1 Principal and Science Department Chair will monitor that teachers are involving students in an increased number of STEM opportunities.

PD Opportunity 1

The Science Department Chair and STEM Committee will establish a STEM timeline and offer students in grades 1-5 participation in STEM-related experiences throughout the school year.

Facilitator

Annette Garcia; Science Department Chair

Participants

All Teachers

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Increase rigor in core instruction of all academic areas in order to improve student achievement.	500
Goal 2: Student academic development is correlated to student attendance. In monitoring student attendance, student behavior, and academic retention, our school will increase student attendance by decreasing the number of students who miss 10% or more of available instructional time.	5,100
Goal 3: Use resources to motivate students about STEM in order to increase opportunities for students to participate.	100
Grand Total	5,700

Goal 1: Increase rigor in core instruction of all academic areas in order to improve student achievement.

Description	Source	Total
B1.S1.A1 - PD Presentation -Increasing Rigor in all Academic Areas	Other	500
Total Goal 1		500

Goal 2: Student academic development is correlated to student attendance. In monitoring student attendance, student behavior, and academic retention, our school will increase student attendance by decreasing the number of students who miss 10% or more of available instructional time.

Description	Source	Total
B1.S2.A1 - Extended Day Tutoring in Reading and Math for Grades 3-5	Other	5,100
Total Goal 2		5,100

Goal 3: Use resources to motivate students about STEM in order to increase opportunities for students to participate.

Description	Source	Total
B1.S1.A1 - Hands-On Presentation STEM PD Materials	Other	100
Total Goal 3		100