

Miami-Dade County Public Schools

# THE CHARTER SCHOOL AT WATERSTONE



2026-27 Schoolwide Improvement Plan

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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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

# I. School Information

## A. School Mission and Vision

Provide the school's mission statement

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*The mission of The Charter School at Waterstone is to provide students with a well-rounded elementary school education, through a challenging program, focused on mathematics and science using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.*

Provide the school's vision statement

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*The vision of The Charter School at Waterstone is to achieve High Expectations/High Achievement through rigor, relevance, and relationships that foster a culture and attitude of exceptional lifelong learning expectations.*

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Kelli Barrios

kebarrios@charterk12.com

##### Position Title

Principal

##### Job Duties and Responsibilities

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- oversees all members of the leadership team
- oversees all areas of the SIP
- conducts monthly meetings with the leadership team to discuss progress of goals and action plans

- gives final say on all action plans outlined in the SIP

## Leadership Team Member #2

### Employee's Name

Adriana Vecin

avecina@charterk12.com

### Position Title

Assistant Principal of Curriculum

### Job Duties and Responsibilities

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- analyzes schoolwide academic data
- develops data driven action plans as it pertains to academic data with the instructional coaches
- conducts schoolwide data chats

## Leadership Team Member #3

### Employee's Name

Lourdes Cordero

lcordero@charterk12.com

### Position Title

Dean of Curriculum

### Job Duties and Responsibilities

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- oversees the schoolwide RTI & MTSS process
- ensures proper implementation of intervention and ongoing progress monitoring

## Leadership Team Member #4

### Employee's Name

Talia Febus

tfebus@charterk12.com

### Position Title

Assistant Principal of Student Services

## Job Duties and Responsibilities

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- analyzes schoolwide attendance and behavior
- develops data driven action plans as it pertains to attendance and behavior
- oversees student attendance and behavior

## 2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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We involve stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) via our EESAC Committee meetings. At these meeting all required committee member (which include the leadership team) analyze our data in terms of strengths, weaknesses, opportunities, and threats. We then discuss what the school's academic goals should be for the coming year, develop a SMART goal, and align said goal to an action plan.

## 3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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The SIP will be monitored via data analysis through, iReady, FAST, And STAR assessments as well as regular progress monitoring through iReady and intervention. The school will revise the plan for all students after each administration of FAST and iReady as well as every 6 weeks for those students with the greatest achievement gap as they undergo the RTI process

## C. Demographic Data

|                                                                                                                                                              |                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2026-27 STATUS</b><br>(PER MSID FILE)                                                                                                                     | <b>ACTIVE</b>                                                                                                                                                                                                                                          |
| <b>SCHOOL TYPE AND GRADES SERVED</b><br>(PER MSID FILE)                                                                                                      | <b>COMBINATION<br/>KG-8</b>                                                                                                                                                                                                                            |
| <b>PRIMARY SERVICE TYPE</b><br>(PER MSID FILE)                                                                                                               | <b>K-12 GENERAL EDUCATION</b>                                                                                                                                                                                                                          |
| <b>2025-26 TITLE I SCHOOL STATUS</b>                                                                                                                         |                                                                                                                                                                                                                                                        |
| <b>2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>                                                                                                         | <b>82.2%</b>                                                                                                                                                                                                                                           |
| <b>CHARTER SCHOOL</b>                                                                                                                                        | <b>YES</b>                                                                                                                                                                                                                                             |
| <b>RAISE SCHOOL</b>                                                                                                                                          | <b>NO</b>                                                                                                                                                                                                                                              |
| <b>2025-26 ESSA IDENTIFICATION</b><br>*UPDATED AS OF 07/09/2026                                                                                              | <b>N/A</b>                                                                                                                                                                                                                                             |
| <b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>                                                                                                |                                                                                                                                                                                                                                                        |
| <b>2025-26 ESSA SUBGROUPS REPRESENTED</b><br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | <b>STUDENTS WITH DISABILITIES (SWD)</b><br><b>ENGLISH LANGUAGE LEARNERS (ELL)</b><br><b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b><br><b>HISPANIC STUDENTS (HSP)</b><br><b>WHITE STUDENTS (WHT)</b><br><b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b> |
| <b>SCHOOL GRADES HISTORY</b><br><i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>                                                       | <b>2025-26: A</b><br><b>2024-25: A</b><br><b>2023-24: A</b><br><b>2022-23: A</b><br><b>2021-22: B</b>                                                                                                                                                  |

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2026-27

Using 2025-26 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 |       |
| School Enrollment                                                                                                         | 155         | 160 | 174 | 160 | 155 | 152 |   |   |   | 956   |
| Absent 10% or more school days                                                                                            | 3           | 30  | 35  | 5   | 1   | 10  |   |   |   | 84    |
| One or more suspensions                                                                                                   | 0           | 0   | 0   | 0   | 0   | 0   |   |   |   | 0     |
| Course failure in English Language Arts (ELA)                                                                             | 3           | 1   | 5   | 10  | 3   | 7   |   |   |   | 29    |
| Course failure in Math                                                                                                    | 3           | 3   | 1   | 9   | 9   | 13  |   |   |   | 38    |
| Level 1 on statewide ELA assessment                                                                                       | 3           | 6   | 25  | 30  | 9   | 19  |   |   |   | 92    |
| Level 1 on statewide Math assessment                                                                                      | 3           | 6   | 8   | 4   | 13  | 4   |   |   |   | 38    |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 2           |     |     |     |     |     |   |   |   | 2     |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)          |             |     |     |     |     |     |   |   |   | 0     |

#### Current Year 2026-27

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

| INDICATOR                            | GRADE LEVEL |   |   |   |   |    |   |   |   | TOTAL |
|--------------------------------------|-------------|---|---|---|---|----|---|---|---|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5  | 6 | 7 | 8 |       |
| Students with two or more indicators | 5           | 3 | 5 | 6 | 4 | 23 |   |   |   | 46    |

**Current Year 2026-27**

Using the table above, complete the table below with the number of students retained:

| INDICATOR                           | GRADE LEVEL |   |   |   |   |   |   |   |   | TOTAL |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |       |
| Retained students: current year     | 5           | 4 | 3 | 4 | 3 | 0 |   |   |   | 19    |
| Students retained two or more times | 0           | 0 | 0 | 1 | 1 | 1 |   |   |   | 3     |

**Prior Year (2025-26) As Last Reported (pre-populated)**

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

| INDICATOR                                                                                                                 | GRADE LEVEL |     |     |     |     |     |   |   |   | TOTAL |
|---------------------------------------------------------------------------------------------------------------------------|-------------|-----|-----|-----|-----|-----|---|---|---|-------|
|                                                                                                                           | K           | 1   | 2   | 3   | 4   | 5   | 6 | 7 | 8 |       |
| School Enrollment                                                                                                         | 157         | 163 | 154 | 153 | 157 | 154 |   |   |   | 938   |
| Absent 10% or more school days                                                                                            | 1           | 27  | 24  | 1   | 5   | 6   |   |   |   | 64    |
| One or more suspensions                                                                                                   |             | 6   | 5   | 5   | 12  | 8   |   |   |   | 36    |
| Course failure in English Language Arts (ELA)                                                                             | 3           | 2   | 4   | 4   | 7   | 4   |   |   |   | 24    |
| Course failure in Math                                                                                                    | 3           | 3   |     | 3   | 5   | 15  |   |   |   | 29    |
| Level 1 on statewide ELA assessment                                                                                       | 3           | 12  | 24  | 20  | 9   | 14  |   |   |   | 82    |
| Level 1 on statewide Math assessment                                                                                      | 2           | 10  | 11  | 18  | 6   | 12  |   |   |   | 59    |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 3           | 4   | 8   | 6   |     |     |   |   |   | 21    |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)          | 2           | 1   | 7   | 4   | 2   |     |   |   |   | 16    |

**Prior Year (2025-26) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

| INDICATOR                            | GRADE LEVEL |   |   |   |    |    |   |   |   | TOTAL |
|--------------------------------------|-------------|---|---|---|----|----|---|---|---|-------|
|                                      | K           | 1 | 2 | 3 | 4  | 5  | 6 | 7 | 8 |       |
| Students with two or more indicators | 4           | 3 | 4 | 3 | 25 | 24 |   |   |   | 63    |

**Prior Year (2025-26) As Last Reported (pre-populated)**

The number of students retained:

| INDICATOR                           | GRADE LEVEL |   |   |   |   |   |   |   |   | TOTAL |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |       |
| Retained students: current year     | 4           | 3 | 1 | 2 | 1 |   |   |   |   | 11    |
| Students retained two or more times |             |   |   |   | 1 | 2 |   |   |   | 3     |

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

| ACCOUNTABILITY COMPONENT                                         | 2026   |                       |                    | 2025   |                       |                    | 2024   |                       |                    |
|------------------------------------------------------------------|--------|-----------------------|--------------------|--------|-----------------------|--------------------|--------|-----------------------|--------------------|
|                                                                  | SCHOOL | DISTRICT <sup>†</sup> | STATE <sup>†</sup> | SCHOOL | DISTRICT <sup>†</sup> | STATE <sup>†</sup> | SCHOOL | DISTRICT <sup>†</sup> | STATE <sup>†</sup> |
| ELA Achievement*                                                 | 71     | 69                    | 64                 | 74     | 67                    | 61                 | 70     | 65                    | 58                 |
| Grade 3 ELA Achievement                                          | 73     | 65                    | 64                 | 73     | 65                    | 62                 | 73     | 63                    | 59                 |
| ELA Learning Gains                                               | 62     | 66                    | 62                 | 66     | 66                    | 61                 | 58     | 64                    | 59                 |
| ELA Lowest 25th Percentile                                       | 46     | 58                    | 55                 | 60     | 58                    | 55                 | 51     | 58                    | 54                 |
| Math Achievement*                                                | 72     | 71                    | 64                 | 76     | 69                    | 62                 | 78     | 68                    | 59                 |
| Math Learning Gains                                              | 59     | 65                    | 61                 | 63     | 65                    | 60                 | 68     | 66                    | 61                 |
| Math Lowest 25th Percentile                                      | 43     | 57                    | 52                 | 54     | 59                    | 53                 | 49     | 63                    | 56                 |
| Science Achievement                                              | 72     | 65                    | 60                 | 85     | 62                    | 57                 | 73     | 60                    | 54                 |
| Social Studies Achievement*                                      | 84     | 77                    |                    | 82     | 74                    |                    |        | 79                    | 72                 |
| Graduation Rate                                                  | 79     | 77                    |                    | 81     | 72                    |                    |        | 78                    | 71                 |
| Middle School Acceleration                                       | 82     | 79                    |                    | 79     | 75                    |                    |        | 77                    | 71                 |
| College and Career Acceleration                                  | 79     | 61                    |                    | 75     | 56                    |                    |        | 76                    | 54                 |
| Progress of ELLs in Achieving English Language Proficiency (ELP) |        |                       |                    | 64     | 61                    |                    |        | 64                    | 59                 |

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

<sup>†</sup> District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

| 2025-26 ESSA FPPI                            |      |
|----------------------------------------------|------|
| ESSA Category (CSI, TSI or ATSI)             | N/A  |
| OVERALL FPPI – All Students                  | 62%  |
| OVERALL FPPI Below 41% - All Students        | No   |
| Total Number of Subgroups Missing the Target | 0    |
| Total Points Earned for the FPPI             | 498  |
| Total Components for the FPPI                | 8    |
| Percent Tested                               | 100% |
| Graduation Rate                              |      |

| ESSA OVERALL FPPI HISTORY |         |         |         |         |           |          |
|---------------------------|---------|---------|---------|---------|-----------|----------|
| 2025-26                   | 2024-25 | 2023-24 | 2022-23 | 2021-22 | 2020-21** | 2019-20* |
| 62%                       | 69%     | 64%     | 67%     | 53%     | 46%       |          |

## C. ESSA Subgroup Data Review (pre-populated)

| 2025-26 ESSA SUBGROUP DATA SUMMARY  |                                 |                    |                                                       |                                                       |
|-------------------------------------|---------------------------------|--------------------|-------------------------------------------------------|-------------------------------------------------------|
| ESSA SUBGROUP                       | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
| Students With Disabilities          | 42%                             | No                 |                                                       |                                                       |
| English Language Learners           | 59%                             | No                 |                                                       |                                                       |
| Black/African American Students     | 56%                             | No                 |                                                       |                                                       |
| Hispanic Students                   | 62%                             | No                 |                                                       |                                                       |
| White Students                      | 84%                             | No                 |                                                       |                                                       |
| Economically Disadvantaged Students | 58%                             | No                 |                                                       |                                                       |

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

| 2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |          |                  |        |             |           |         |              |          |         |           |                   |                   |              |
|------------------------------------------------|----------|------------------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|-------------------|--------------|
|                                                | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2024-25 | C&C ACCEL 2024-25 | ELP PROGRESS |
| All Students                                   | 71%      | 73%              | 62%    | 46%         | 72%       | 59%     | 43%          | 72%      |         |           |                   |                   |              |
| Students With Disabilities                     | 40%      | 40%              | 46%    | 31%         | 50%       | 46%     | 25%          | 54%      |         |           |                   |                   |              |
| English Language Learners                      | 64%      | 73%              | 55%    | 46%         | 68%       | 56%     | 42%          | 68%      |         |           |                   |                   |              |
| Black/African American Students                | 57%      | 33%              | 60%    |             | 63%       | 65%     |              |          |         |           |                   |                   |              |
| Hispanic Students                              | 72%      | 75%              | 62%    | 47%         | 72%       | 58%     | 41%          | 72%      |         |           |                   |                   |              |
| White Students                                 | 78%      |                  |        |             | 89%       |         |              |          |         |           |                   |                   |              |
| Economically Disadvantaged Students            | 65%      | 68%              | 58%    | 39%         | 69%       | 56%     | 44%          | 67%      |         |           |                   |                   |              |

| 2024-25 Accountability Components by Subgroups |          |                  |        |             |           |         |              |          |         |           |                   |                   |              |
|------------------------------------------------|----------|------------------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|-------------------|--------------|
|                                                | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2023-24 | C&C ACCEL 2023-24 | ELP PROGRESS |
| All Students                                   | 74%      | 73%              | 66%    | 60%         | 76%       | 63%     | 54%          | 85%      |         |           |                   |                   | 68%          |
| Students With Disabilities                     | 47%      | 54%              | 65%    | 67%         | 59%       | 74%     | 67%          |          |         |           |                   |                   | 43%          |
| English Language Learners                      | 69%      | 71%              | 67%    | 61%         | 74%       | 67%     | 60%          | 76%      |         |           |                   |                   | 68%          |
| Black/African American Students                | 70%      | 76%              | 60%    | 69%         | 70%       | 28%     | 30%          | 88%      |         |           |                   |                   |              |
| Hispanic Students                              | 74%      | 73%              | 66%    | 58%         | 76%       | 65%     | 58%          | 83%      |         |           |                   |                   | 69%          |
| White Students                                 | 80%      |                  | 83%    |             | 80%       | 58%     |              |          |         |           |                   |                   |              |
| Economically Disadvantaged Students            | 68%      | 65%              | 64%    | 59%         | 72%       | 58%     | 49%          | 76%      |         |           |                   |                   | 68%          |

| 2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
|------------------------------------------------|-------------|------------------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|--------------|-------------------------|-------------------------|-----------------|
|                                                | ELA<br>ACH. | GRADE<br>3 ELA<br>ACH. | ELA<br>LG | ELA<br>LG<br>L25% | MATH<br>ACH. | MATH<br>LG | MATH<br>LG<br>L25% | SCI<br>ACH. | SS<br>ACH. | MS<br>ACCEL. | GRAD<br>RATE<br>2022-23 | C&C<br>ACCEL<br>2022-23 | ELP<br>PROGRESS |
| All Students                                   | 70%         | 73%                    | 58%       | 51%               | 78%          | 68%        | 49%                | 73%         |            |              |                         |                         | 54%             |
| Students With<br>Disabilities                  | 24%         | 31%                    | 29%       | 20%               | 28%          | 36%        |                    |             |            |              |                         |                         | 57%             |
| English<br>Language<br>Learners                | 66%         | 72%                    | 56%       | 54%               | 74%          | 66%        | 48%                | 56%         |            |              |                         |                         | 54%             |
| Asian<br>Students                              | 77%         |                        | 60%       |                   | 92%          | 90%        |                    |             |            |              |                         |                         |                 |
| Black/African<br>American<br>Students          | 57%         | 70%                    | 44%       | 20%               | 68%          | 63%        | 45%                |             |            |              |                         |                         |                 |
| Hispanic<br>Students                           | 70%         | 74%                    | 59%       | 55%               | 79%          | 68%        | 51%                | 71%         |            |              |                         |                         | 53%             |
| White<br>Students                              | 73%         |                        | 60%       |                   | 68%          | 67%        |                    |             |            |              |                         |                         |                 |
| Economically<br>Disadvantaged<br>Students      | 66%         | 69%                    | 58%       | 57%               | 74%          | 71%        | 50%                | 72%         |            |              |                         |                         | 52%             |

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

| 2025-26 SPRING |       |        |          |                   |       |                |
|----------------|-------|--------|----------|-------------------|-------|----------------|
| SUBJECT        | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| ELA            | 3     | 73%    | 64%      | 9%                | 60%   | 13%            |
| ELA            | 4     | 62%    | 64%      | -2%               | 60%   | 2%             |
| ELA            | 5     | 79%    | 65%      | 14%               | 61%   | 18%            |
| Math           | 3     | 77%    | 72%      | 5%                | 66%   | 11%            |
| Math           | 4     | 61%    | 71%      | -10%              | 65%   | -4%            |
| Math           | 5     | 78%    | 67%      | 11%               | 62%   | 16%            |
| Science        | 5     | 73%    | 59%      | 14%               | 60%   | 13%            |

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### Most Improvement

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

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Eventhough we maintained an A, we did not have school-wide data component that showed improvement.

##### Lowest Performance

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

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The data component which showed the lowest performance were the Math Learning Gains of the BQ at 43%. One of the contributing factors is the fact that this subgroup is only made up 40-50 4th and 5th graders which is less than 10% of the student population, and given the data is only comprised of 4th and 5th grade, this already small subgroup is drastically changing year after year. Additionally, we had various transitions in our 4th grade team that also contributed to this low performance.

##### Greatest Decline

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

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The data components showed the greatest decline from the prior year are ELA learning gains of the BQ students, demonstrating a 14% drop from 60% to 46%. One of the contributing factors is the fact that this subgroup is only made up 40-50 4th and 5th graders which is less than 10% of the student population, and given the data is only comprised of 4th and 5th grade, this already small subgroup is drastically changing year after year. Additionally, we had various transitions in our 4th grade team that also contributed to this decline.

##### Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

---

The only data component that showed a gap of 1% when compared to the state was the Math Learning Gains of the BQ. One of the contributing factors is the various transitions we had on our 4th grade team as well as an influx of new students to that grade level. This was due to the class size changing from 18 students in 3rd to 22 students in 4th which led us to accepting more new 4th

graders to meet enrollment numbers.

### **EWS Areas of Concern**

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

---

Reflecting on the EWS data from Part I, the greatest area of concern is the number of students who are currently in 5th grade and earned a Level 1 on the FAST ELA & Math spring assessment of the 26-27 school year.

### **Highest Priorities**

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

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1. Increase Learning Gains in math for the bottom quartile
2. Increase Learning Gains in ELA for the bottom quartile
3. Closely monitor our 3rd graders once PM1 is taken and implement robust intervention for those who need it.
4. Increase Reading proficiency in 5th grade
5. Increase Math proficiency in 5th grade

## B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### ESSA Subgroups specifically relating to Students With Disabilities (SWD)

#### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based off progress monitoring and 2026 state assessments, the data component which demonstrates the greatest need for improvement is our overall BQ Learning Gains in ELA & Math, especially for our SWD population. This is currently our lowest data component and our lowest subgroup within it. This ESSA subgroup is currently at 42%

#### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

- Schoolwide BQ learning gains will increase by 5% in both ELA & Math.
- SWD subgroup will increase in learning gains in ELA & Math by 7%

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will be tracking these students through the MTSS 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 (Assistant Principal of Curriculum) & Lourdes Telena (Dean of Curriculum)

#### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### Description of Intervention #1:

homogeneous instructional grouping of students based on deficiency of Math skills ranging from foundational to mathematical reasoning / foundational reading skills to vocabulary & comprehension skills 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:**

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.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

On going Progress Monitoring

**Person Monitoring:**

Adriana Vecin & Lourdes Cordero

**By When/Frequency:**

every 4 weeks

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

- Track Math topic assessments scores by standards for our BQ & SWD subgroup.
- Track Weekly Reading Assessments for our BQ & SWD subgroup
- Track progress monitoring on STAR for students working on foundational skills

## IV. Positive Learning Environment

### Area of Focus #1

Student Attendance

#### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our Area of Focus as it pertains to positive culture and environment that we will be focusing on this year is specifically relates to the early warning system in terms of student attendance. We currently have 84 students whose attendance last school year fell below 90% which is roughly 9% of our student body. This is 2% higher than the previous school year (25-26).

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

throughout the 2026-2027 school year we will decrease the number of students whose attendance falls below 90% by 2%

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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The Area of Focus will be monitored for the desired outcome on a monthly basis via meetings with administration and the attendance committee where reports will be pulled and analyzed. Administration will then follow up with warning letters and phone calls to the guardians of students who have excessive absences and/or tardies.

### **Person responsible for monitoring outcome**

Lourdes Cordero & Talia Febus

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

- student recognition for attendance - class attendance goals with incentives - strengthening our attendance committee - adding more warnings than the required ones and mandatory conferences for parents whose children are in danger of becoming truant and/or have excessive tardies

#### **Rationale:**

These strategies will incentivize students to want to come to school thereby pushing their parents to bring them to school on time. Additional letters, phone calls, and mandatory conferences regarding possible truancy will deter parents from not bringing the students to school for menial reasons.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

#### **Action Step #1**

**Person Monitoring:**

**By When/Frequency:**

Talia Febus

every 4-5 weeks

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

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The methods for dissemination of this SIP, and SWP to stakeholders are as follows: our school website ([www.charterschoolatwaterstone.com](http://www.charterschoolatwaterstone.com)), mass parent email via our schoolwide parent communication platform SwiftReach, and out EESAC Committee meetings.

The protocol for how this SIP and progress will be shared and disseminated will be on a quarterly basis via EESAC Committee meetings and sharing the minutes of said meeting with all stakeholders via SchoolMenssenger.

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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The school's webpage where the school's Family Engagement Plan is made publicly available is [www.charterschoolatwaterstone.com](http://www.charterschoolatwaterstone.com)

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 school plays, science fairs, etc., PTSO, ads and articles in the local community newspaper, business partnerships, Career Week, MS Teams teacher 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. Parents and teachers also communicate directly through Clever messaging.

### **Plans to Strengthen the Academic Program**

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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The Charter School at Waterstone plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum through the utilization of quality instructional curriculum, research based learning strategies in all content areas, continuous professional development for our teachers (specifically on how to set and maintain high expectations), and regular feedback from administration as demonstrated through consistent classroom walkthroughs.

### **How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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The Charter School at Waterstone is a Title I school, which is part of the National School Lunch Program and this year will be providing free breakfast and lunch for all students. We also partner with the children's trust to over parent academies in multiple languages over zoom that offer guidance on how parents can support students at home. We also refer families in financial distress to the UP-START program as needed throughout the school year.

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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N/A

#### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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N/A

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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N/A

#### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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N/A

#### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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N/A

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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N/A as we are identified as an ATSI or CSI school this year.

### Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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N/A as we are identified as an ATSI or CSI school this year.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

**No**

| BUDGET            | ACTIVITY | FUNCTION/<br>OBJECT | FUNDING<br>SOURCE | FTE | AMOUNT |
|-------------------|----------|---------------------|-------------------|-----|--------|
| Plan Budget Total |          |                     |                   |     | 0.00   |