FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CANOE CREEK CHARTER ACADEMY

District Name: Osceola

Principal: April Williams-Khorran

SAC Chair: Laura Anderson

Superintendent: Melba Luciano

Date of School Board Approval:

Last Modified on: 10/9/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	April Williams-Khorran	B.S. in Elementary Education M.S. in Educational Leadersship	3	6	School Grade 2011-2012: B % Meeting High Standards (Fcat Level 3 or Above): Reading 52%, Math 49%, Writing: 87%, Science 42% Percent of Students Making Learning Gains: Reading: 64%, Math: 63%. School Grade 2010-2011: A % Meeting High Standards(FCAT Level 3 and Above): Reading 71%, Math 72%, Writing 79%, Science 57% % of Students Making Learning Gains: Reading 68%, Math 69% Adequate Progress of Lowest 25% in the School: Reading 63% (YES), Math 72% (YES) School Grade 2009-2010: A % Meeting High Standards(FCAT Level 3 and Above): Reading 71%, Math 62%,

					Writing 80%, Science 44%
					% of Students Making Learning Gains: Reading 67%, Math 77% Adequate Progress of Lowest 25% in the School: Reading 63% (YES), Math 86% (YES)

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Julie Ramirez	BS in Elementary Education, ESOL Endorsement	2	4	School Grade 2011-2012: B

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Mentoring Program	Julie Ramirez	5/2013	
2	Scaffolded Professional Development	Julie Ramirez	5/2013	
3	New Teacher Induction Program	Julie Ramirez	9/2012	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
28	10.7%(3)	75.0%(21)	14.3%(4)	0.0%(0)	3.6%(1)	100.0%(28)	3.6%(1)	0.0%(0)	28.6%(8)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Roush	Burris	Grade level, experience	lesson planning, data driven instruction, classroom management.
Roush	Kimber	Grade level, experience	lesson planning, data driven instruction, classroom management.
A. Johnson	D. Johnson	Grade level, experience	lesson planning, data driven instruction, classroom management
A. Johnson	Odom	Grade level, experience	lesson planning, data driven instruction, classroom management.
Ramirez	Brown	experience in MS Reading	lesson planning,data driven instruction, reading curriculum, classroom management
Nemeth	Cole	grade level, experience in language arts	lesson planning, data driven instruction,classroom management, language arts curriculum
Nemeth	Parker	grade level, experience	lesson planning, data driven instruction,classroom management
Nagy	Schumacher	Grade level, experience	lesson planning, data driven instruction, classroom management
Vanburen	Dalia	grade level, experience	lesson planning, data driven instruction, classroom management

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based RTI leadership team will consist of:

Administrator- Oversees the RTI process to ensure adherence to the guidelines and procedures. Participates in the parent meetings and implements school-based plans/activities based on data to maximize the success of classroom implementation.

RTI Coach- Monitor the RTI process, providing classroom teacher support, and assuring the RTI process is completed with fidelity.

ESE Teachers – Works collaboratively with the teacher in our inclusion model. They may go into a co-teach situation of support for Tier 3 students.

Reading Coach – provides the teacher with training on curriculum and assessment resources. Is the liaison between the school and district academic personnel. She will assist with the FAIR testing process for early detection of students below grade level. Organize baseline data and put it into individual student plans for tracking progress

Lead Teacher/ General education teachers- Represent their specific grade levels, to determine needs for is instructional purposes. Instructs students in the core curriculum for Tier 1. Collaborate with academic resource team for extra assistance.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The RTI Leadership team meets biweekly to determine the needs of the students and teachers in the RTI process. Agenda for IAT team meetings are discussed and set.

The leadership team is comprised of representatives of the building and an administrator. The leadership team is responsible for the following:
• Reflecting on and monitoring the overall implementation of RtI in the school at all 3 tiers, both behavior and academics
• Ensuring the RTI process aligns to the School improvement plan
• Grouping of students who require interventions at various levels
• Problem-solving issues that need resolution
• Reviewing and preparing school-wide data
• Making recommendations about professional development and instructional materials

- Communicating with the staff and administrators
- Coordinate efforts with the academic assistance program

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

In order to meet the goals of the school improvement plan, the RTI leadership team will work with the staff to:

- Create the rationale for implementing RtI.
- Bring the staff to consensus around the implementation of RtI.
- Ensuring the rational for RtI is reflected in the vision, core beliefs, mission, policies, procedures, and practices.
- Ensure that the staff has the support necessary to successfully achieve what they're being asked to accomplish.
- Create a culture that allows staff to be actively involved in decision making.
- Ensure regular bi-directional communication about RtI effort with all stakeholders

The RTI problem solving process is used to develop and implement the SIP in the following manner:
1. Define the problem through the disaggregation of the data
2. Analyze the problem using data to determine why the discrepancy is occurring.
3. Establish a school-wide performance goal, develop an intervention plan to address the goal, and delineate how the students' progress will be monitored and implementation integrity will be ensured.
4. Use progress monitoring data to evaluate the effectiveness of the intervention plan based on the students' response to the interventions.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

CSUSA Benchmark tests, FAIR data, PMRN, and prior year's FCAT will serve as baseline data. FAIR and CSUSA benchmark testing will also be a continuing source of data for progress monitoring.
For students in the RTI process:
- Assessment Data will be collected weekly or biweekly depending on the student specific needs.
- Data will be derived from student performance on standards assessments, and oral fluency probes, Benchmark assessments and FAIR.
- Data will be graphed, showing the student performance, class average and rate of change needed for the target student to reach goals set.
- Behavior will be charted daily through the use daily behavior reports.
- Persons responsible for the implementation of the interventions will keep accurate records of the attendance of the student at intervention sessions.

Describe the plan to train staff on MTSS.

The leadership team will attend state and district training sessions, as well as on line training made available on the National Level.
Information will then be presented to the IAT, as well as the entire staff through professional development sessions.
School level professional development will include:
- The principles and purpose behind Response to Intervention
- The stages and process of RTI
- The roles and procedures of the Intervention Assistance Team
- Identification of students in need of RTI
- Proper RTI Data Management

Describe the plan to support MTSS.

There are ongoing professional development sessions within grade level meetings and staff meetings.
Monthly RTI meetings conducted to ensure teachers have the support necessary to effectively implement the different tiers in RTI.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Principal- Oversee the alignment of literacy programs to the school improvement plan (April Williams)

Reading Coach- Provide support in the implementation of data driven reading instruction, and programs that have research based validity (Julie Ramirez)

Specials team lead- responsible to relay information on strategies and programs that will reinforce reading in the specials area. (Sean Nany)

MS Reading teacher- Implementation of best reading practices in the middle school classroom. Support content area teachers in the use of reading stratgies in their curriculum. (Pamela Brown)

Elementary teachers-Implementation of best reading practices in the elementary school classroom. Support teachers in the use of reading stratgies in the content areas. (Tiffany Rodriguez, Amberlee Johnson)

ESE specialist- Support teachers in effective modifications in reading for the 504 and IEP students (January Caggiano)

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team will meet bi-weekly to:
• Guide and support effective instructional practice
• Support teachers in their own classrooms
• Help teachers collect and analyze assessment data
• Facilitate grade-level meetings
• Solve common problems before they hinder implementation

What will be the major initiatives of the LLT this year?

• Teachers are "reading role models"
• Reading incentive programs for the students- class and grade level reading goals
• STAR, AR Reading, Study Island, and FCAT Explorer
• Pizza Hut's "Book It" reading incentive program and CSUSA's Reading challenge
• Incorporation of reading strategies in the content and special areas
. Intensive small group instruction with the lowest 25% students
. Mandatory Academic Assistance before and after school for all students below the grade of "C".
. Specialized FCAT prep tutoring program
. Saturday reading and Writing camps
. Standards driven lesson planning through the use of "Backwards Design"
. Data driven reading instruction

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Canoe Creek provides a plethora of inservices to our teachers regarding theory and ways to improve literacy. Assessments are used to drive Reading instruction and Walkthroughs are conducted regularly to ensure schoolwide implementation. The Reading Coach works with all teachers on strategies to improve phonics, phonemic awareness, vocabulary, fluency, and

comprehension.

*High Schools Only

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The reading goal for student proficiency rate of a level 3 or above, for the 2013 year, is 57%. This includes all subgroups in order to meet Annual yearly progress proficiency levels
2012 Current Level of Performance:	2013 Expected Level of Performance:
Given instruction using the Sunshine State Standards, 52% of students overall attained proficiency on the reading FCAT in 2012. This included all subgroups	Objective: By May 2013,57%(191)of students at Canoe Creek Charter Academy, who meet the DOE rule criteria, will score a Level 3 or higher on the FCAT Reading Test.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We believe that the following things may be barriers to achievement: - Lack of comprehension skills - FCAT 2.0 scale/ and grading change - Student motivation - Parent involvement	Before or after school tutoring, small group instruction in the classroom, extra instruction in pull out, parent information nights, student monitoring of benchmarks mastered, Study Island, Discovery Education, rewards for student achievement of a specific number of benchmarks over a time period. Parent nights to teach parents how to assist their child at home Intensive vocabulary isntruction in content areas with a print rich environment	Julie Ramirez	Benchmark testin/ Discovery Ed. Student progress monitoring	Discovery ed. testing Benchmark testing FAIR
	Differentiated instruction for students on all levels.	Strategies: Using the FCAT, FAIR and benchmark data teachers and administration will target areas of need for individual students.. Utilize The core reading program, Imagine It!, which correlates to all Reading and Language Arts Sunshine State Standards and addresses the five areas of reading: phonological awareness, phonics, fluency, vocabulary and comprehension.	Administration and The Education Team	1. Conduct monthly grade level meetings to analyze and disaggregate data and ensure continuity of the instructional focus calendar. 2.Conduct small, flexible, differentiated instruction reading groups daily, for students in kindergarten through fifth grade, based on results of FAIR Reading assessment, making accommodations in both pace and level to meet the instructional needs of advanced, gifted, or struggling readers. 3.Encourage teachers to attend professional	Evaluation: Students will be evaluated using weekly benchmark testing and skills assessment, teacher and non-teacher made evaluation, standardized tests and CSUSA quarterly benchmark Testing.

				development workshops at district or region regarding reading and share information obtained with the faculty and staff members 4. Demonstrate model lessons in the classroom for teachers, using the Comprehensive Research-Based Reading Plan. 5. Identify and implement evidence-based curriculum programs, aligns curriculum to the Next Generation Sunshine State Standards and implement curriculum maps. 6. . Utilize the core reading program as a portion of the allocated, protected, uninterrupted 90 minute block of time for literacy instruction 7. Develop and implement a curriculum based focus calendar. THis focus calendar will include resources to implement hight yield strategies. 7. Develop and implement a curriculum based focus calendar.	
2					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Using instructional strategies aligned to the Sunshine State Standards, maintain or increase the levels 4 and 5 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:

| | | | Person or | Process Used to | |
	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
	In 2012, 22% of students acheived a proficiency level of 4 or 5.		Using instructional strategies aligned to the Sunshine State Standards, maintain or increase the percentage of students acheiving levels 4 and 5.		

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	- Lack of comprehension skills - FCAT 2.0 scale/ and grading change - Student motivation - Parent involvement	Before or after school tutoring, small group instruction in the classroom, extra instruction in pull out, parent information nights, student monitoring of benchmarks mastered, Study Island, Discovery Education, rewards for student achievement of a specific number of benchmarks over a time period. Parent nights to teach parents how to assist their child at home Intensive vocabulary isntruction in content areas with a print rich environment	Julie Ramirez	benchmark testing student progress monitoring	benchmark testing FAIR Discovery ed
2					
3	High yield instructional strategies for the high performance learner	Strategies: Using the FCAT, FAIR and benchmark data teachers and administration will target areas of need for individual students.. Utilize The core reading program, Imagine It!, which correlates to all Reading and Language Arts Sunshine State Standards and addresses the five areas of reading: phonological awareness, phonics, fluency, vocabulary and comprehension.	Administration and Education Team	1. Conduct monthly grade level meetings to analyze and disaggregate data and ensure continuity of the instructional focus calendar. 2. . Conduct small, flexible, differentiated instruction reading groups daily, for students in kindergarten through fifth grade, based on results of FAIR Reading assessment, making accommodations in both pace and level to meet the instructional needs of advanced, gifted, or struggling readers. 3.Encourage teachers to attend professional development workshops at district or region regarding instruction in reading for the high acheiving student and share information obtained with the faculty and staff members. 3. . Utilize Supplemental materials for advanced and gifted students include materials that accelerate and enrich with a higher degree of complexity and abstraction.	Evaluation: Students will be evaluated using weekly benchmark testing and skills assessment, teacher and non-teacher made evaluation, standardized tests and CSUSA quarterly benchmark Testing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need

of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Goal- Increase the number of students acheiving learning gains of one year or more in all subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Utilizing the Sunshine State Standards, 64% of the students at Canoe Creek Charter Academy showed learning gains of at least one year in proficiency level.	Students at Canoe Creek Charter Academy will increase to a learning gain rate of a minumum of one year in proficiency in 67%(221) of the students.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	- Lack of comprehension skills - FCAT 2.0 scale/ and grading change - Student motivation - Parent involvement - Reading Levels - Not enough exposure to Non-Fiction text - Students not internalizing reading skills for self monitoring	- Skill based Unit instruction - FCAT tutoring - Academic Assistance - Individualized Supplemental Resources or practice - Student driven goal setting - Individualized Supplemental Resources or practice - Enrichment - Students need to learn note taking skills to help them comprehend text in subject area classes. Reading skills need to be stressed in content areas.	Julie Ramirez	Benchmark testing Student progress monitoring	Benchmark assessments FAIR

2	Careful monitoring of student progress, and assuring the staff has the proper training to implement the strategies that produce high yield gains.	Strategies: Using the FCAT, FAIR and benchmark data teachers and administration will target areas of need for individual students. Utilize The core reading program, Imagine It!, which correlates to all Reading and Language Arts Sunshine State Standards and addresses the five areas of reading: phonological awareness, phonics, fluency, vocabulary and comprehension. Teachers will receive professional development on differentiation and usign data to drive instruction.	Administration and The Education Team	1. Conduct monthly grade level meetings to analyze and disaggregate data and ensure continuity of the instructional focus calendar. 2. Utilize ongoing progress monitoring to identify and provide targeted professional development for teachers and facilitate the selection of research-based instructional strategies to enhance reading instruction for Level I and II students. 3.Conduct small, flexible, differentiated instruction reading groups daily, for students in kindergarten through fifth grade, based on results of FAIR Reading assessment; making accommodations in both pace and level to meet the instructional needs of advanced, gifted, or struggling readers. 4. Encourage teachers to attend professional development workshops at district or region regarding reading and share information obtained with the faculty and staff members 5. Demonstrate model lessons in the classroom for teachers, using the Comprehensive Research-Based Reading Plan. 6. Analyze and disaggregate data based on the Progress Monitoring Report Network (PMRN)and Benchmark test. 7. . Identify and implement evidence-based curriculum programs, aligns curriculum to the Next Generation Sunshine State Standards and implement curriculum maps. 8. Utilize the core reading program as a portion of the allocated, protected, uninterrupted 90 minute block of time for literacy instruction. 9. Develop and implement a curriculum based focus calendar.	Evaluation: Students will be evaluated using weekly benchmark testing and skills assessment, teacher and non-teacher made evaluation, standardized tests and CSUSA quarterly benchmark Testing.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment:

Percentage of students making Learning Gains in reading.

Reading Goal #3b:

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Goal: 76%(62) of students will make learning gains in reading of the lowest 25% students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% of students in the lowest 25% made learning gains in reading.	In 2013, 76%(62) of our lowest 25% students will make learning gains in the area of reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	- Lack of comprehension skills - FCAT 2.0 scale/ and grading change - Student motivation - Parent involvement	Before or after school tutoring, small group instruction in the classroom, extra instruction in pull out, parent information nights, student monitoring of benchmarks mastered, Study Island, Discovery Education, rewards for student achievement of a specific number of benchmarks over a time period. - Individualized Supplemental Resources or practice - Enrichment - Students need to learn note taking skills to help them comprehend text in subject area classes. Reading skills need to be stressed in content	Julie Ramirez	benchmark testing Discovery Ed. Student progress monitoring	Benchmark tests Discovery Ed FAIR

		areas.			
2	Students refused ESE services in prior years based upon the discrepancy model. ESOL students.	Strategies: Using the FCAT, FAIR and benchmark data teachers and administration will target areas of need for individual students. Utilize The core reading program, Imagine It!, which correlates to all Reading and Language Arts Sunshine State Standards and addresses the five areas of reading: phonological awareness, phonics, fluency, vocabulary and comprehension.	Administration and The education team	1. Utilize Early Interventions for grades 3-5 for students who score FCAT level 1 and 2 . 2. Use the Kaliedscope reading intervention program for Tier 2 and 3 students. 3.Utilize Corrective Reading for grades 6-8 for students who score FCAT level 1 and 2 . 4. Utilize ongoing progress monitoring to identify and provide targeted professional development for teachers and facilitate the selection of research-based instructional strategies to enhance reading instruction for Level I and II students 5. Implement an after-school academic assistance program to provide additional reading instruction for all students in grades three through eight	Evaluation: Students will be evaluated using weekly benchmark testing and skills assessment, teacher and non-teacher made evaluation, standardized tests and CSUSA quarterly benchmark Testing

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal is to reduce the achievement gap in Reading by 50% (164) 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	10%(16)	15%(24)	20%(32)	30%(49)	40%(66)	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	All students of all representative subgroups of ethnicity are below the goal of 72% proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010, at Canoe Creek Charter Academy, 71% of White students were proficient in Reading as measured by the Sunshine State Standards. THe proficiency rate of Hispanic students was 55% of the students tested.	In 2011, Canoe Creek Charter Academy expects to reach a proficiency rate of 79% in all subgroups of the ethnic categories.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	- Lack of comprehension skills - FCAT 2.0 scale/ and	- Skill based Unit instruction - FCAT tutoring	Julie Ramirez	benchmark testing Student progress	benchmark testing discovery ed

	1	grading change - Student motivation - Parent involvement	- Academic Assistance - Individualized Supplemental Resources or practice - Student driven goal setting Parent nights to teach parents how to assist theier child at home		monitoring FAIR
	2	Parental support with the curriculum due to language barriers.	1. Increase parental involvement in school functions, thereby increasing their comfort level with staff. Included in these functions will be "Families Building Better REaders", "How you can help prepare your child for FCAT", and "Family reading nights." 2. Making available a Spanish version of materials prepared to assist parents in working with their students.	administration, reading coach	1. Parent participation will be measured by accurate monitoring of parental attendance at school reading functions. 2.Follow up activites monitored by classroom teachers, such as a Family Reading Log, with incentives for participation.	1. Benchmark score increases 2. FCAT score and proficiency rate increases.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Goal: Canoe Creek Charter Academy will meet 100% of criteria required to meet AYP
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010, Canoe Creek Charter Academy met 92% of the requirements to meet AYP. This is an increase from 87% the prior year.	Canoe Creek Charter Academy expects to meet 100% of the criteria to make AYP.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	- Reading Levels - Not enough exposure to Non-Fiction text - Students not internalizing reading skills for self monitoring ' - Lack of comprehension skills - FCAT 2.0 scale/ and grading change - Student motivation - Parent involvement	The following can be provided to assist our students in achievement: - Skill based Unit instruction - FCAT tutoring - Academic Assistance - Individualized Supplemental Resources or practice - Student driven goal setting	Julie Ramirez	benchmark testing student progress monitoring	benchmark testing Discovery Ed. FAIR
	ESOL students, many new to this country. High percentage of nes students.	Strategies- increase the percentage of staff completing a certification in ESOL, or endorsement in ESOL. Increase in professional develoment related to ESOL accomodations. More ESOL assistance in the area of reading,	principal and education team	1. Utilize progress monitoring for the effectivness of use of high yiels ESOL accomodations and strategies. 2. Confirm that teachers assigned to subgroups not making AYP are highly qualified and	Evaluation: Students will be evaluated using weekly benchmark testing and skills assessment, teacher and non-teacher made evaluation, standardized tests

2		stressing vocabulary.		certified in-field. 3. Conduct small, flexible, differentiated instruction reading groups daily, for students in kindergarten through fifth grade, based on results of FAIR Reading assessment, making accommodations in both pace and level to meet the instructional needs of ESOL students.	and CSUSA quarterly benchmark Testing.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Goal: Using the RTI process, determine the best strategies to work with students with diabilities that have formerly been denied services through the discrepancy model.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010,an undetermined number of students with disabilities made adequate yearly progress in Reading due to the NA rating in the accountability report.	In 2011, 100% of students with disabilites will make adequate yearly progress in Reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	- Lack of comprehension skills - FCAT 2.0 scale/ and grading change - Student motivation - Parent involvement	- Individualized Supplemental Resources or practice - Enrichment - Students need to learn note taking skills to help them comprehend text in subject area classes. Reading skills need to be stressed in content areas. Parent assistance nights Print rich environment Intensive vocabulary instruction, including the content area vocabulary	Julie Ramirez	benchmark testing student progress monitoring increased communication between classroom teacher and ESE staff	benchmark tests FAIR Discovery Ed.
2	Students with disabilities that have gone undetected due to previous criteria using a discrepancy model to determine eligibility.	strategies: 1. Intensive professional development in the RTI process. 2. Training in the proper interventions, and the implementation of the interventions for each of the 3 levels of RTI.	principal,Education team. RTI Coach	1. Use of the Kaliedescope Intervention program for students in Tier 2 and 3 of the RTI process. 2. Careful monitoring of the use of the RTI interventions 3. Biweekly meetings of the Intervention Assistance Team, to assess the progress of students in the RTI process, and monitor the fidelity of the implementation of strategies.	Evaluation: Students will be evaluated using weekly benchmark testing and skills assessment, teacher and non-teacher made evaluation, standardized tests and CSUSA quarterly benchmark Testing.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The goal of Canoe Creek Charter Academy is that all subgroups reach levels of proficiency in Reading.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
In 2010, economically disadvantaged students at Canoe Creek Charter Academy reached a level of 67% proficiency, when tested on the Sunshine State Standards.	In 2011, the subgroup of economically disadvantaged studets will reach a proficiency level of at least 79% on the Sunchine State Standards.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	- Lack of comprehension skills - FCAT 2.0 scale/ and grading change - Student motivation - Parent involvement	- Skill based Unit instruction - FCAT tutoring - Academic Assistance - Individualized Supplemental Resources or practice - Student driven goal setting	Julie Ramirez	benchmark testing student progress monitoring	FAIR benchmark tests Discovery Ed.
2	1. Single Parent homes, with out support or finanacial means to provide additional academic support to their children.	1. Provide Free academic assistance programs to students before and after school. 2. The addition of classroom computers will increase student access to educational software for students who have no access to the internet from home. 3. Provide childcare for parent events with academic programs, to enable the parents to attend.	Adminsitration, reading coach	1. Careful monitoring of parent of students in this subgroup through attendance records. 2. Follow up activities will be monitored by classroom teachers, and reading coach.	1. Increase in benchmark test scores 2. Increase in FCAT scores and proficiency levels to students in the economically disadvantaged subgroup.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Vocabulary in the Content areas	K-8	Julie Ramirez	All teachers, ESE staff	early release teacher work days monthly	Print rich environment student use of content vocabulary	Julie Ramirez
Writing skills/ editing skills	4th, 8th	Megan Nemeth	all 4th and 8th teachers ESE staff	early release teacher work days monthly	practice essay scores	Julie Ramirez

Reading for meaning	K-8	Julie Ramirez	K-8 teachers ESE staff	early release teacher work days monthly	Monitoring of reading skill mastery	Julie Ramirez
Reading in the content area	K-8	Julie Ramirez	k-8 teachers ESE teachers	early release teacher work days monthly	Increased Student acheivement in content area reading probes	Julie Ramirez
Differentiated Instruction	K-8	Julie Ramirez	All teachers	early release teacher work days monthly	Small group instruction focused on specific skills	Julie Ramirez

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
In-school remediation program	Voyager leveled literacy intervention	General budget	$3,911.60
			Subtotal: $3,911.60
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Before school, during school, after school and at home e-intructional program	Study Island- Standards-based assessment, instruction, and test preparation e-learning programs.	General budget	$2,982.00
			Subtotal: $2,982.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $6,893.60

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	100% (55) our our ESOL students in grades K-8 will increase their score by at least one level or above on the proficiency scale during the 2013 CELLA Assessment.
2012 Current Percent of Students Proficient in listening/speaking:	
64% (35) of our K-8 ESOL students scored within the "Proficient" level on the listening/speaking scale during the 2012 CELLA Assessment.	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigorous classroom expectations that are necessary for student success *Primary language spoken at home	*ESOL assistant working on interventions with current ELL students *Differentiated small group instruction working on individual learning needs	Administration *ESOL Compliance Specialist *ESOL Assistant	Track data over time	2013 CELLA Assessment

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	100% (55) our our k-8 CELLA students will increase their score by at least one level or above on the Reading proficiency scale during the 2013 CELLA Assessment.

2012 Current Percent of Students Proficient in reading:
12% (13) of our K-8 ESOL students scored within the "Proficient" level on the Reading proficiency scale during the 2012 CELLA Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigorous classroom expectations that are necessary for student success *Primary language spoken at home	*ESOL assistant working on interventions with current ELL students *Differentiated small group instruction working on individual learning needs	Administration *ESOL Compliance Specialist *ESOL Assistant	Track data over time	2013 CELLA Assessment

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	100% (55) our our k-8 CELLA students will increase their score by at least one level or above on the Writing proficiency scale during the 2013 CELLA Assessment.

2012 Current Percent of Students Proficient in writing:
33% (18) of our K-8 ESOL students scored within the "Proficient" level on the Reading proficiency scale during the 2012 CELLA Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigorous classroom expectations that are necessary for student success *Primary language	*ESOL assistant working on interventions with current ELL students *Differentiated small	Administration *ESOL Compliance Specialist	Track data over time	2013 CELLA Assessment

spoken at home	group instruction working on individual learning needs	*ESOL Assistant		

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Goal: 54%(178) of students at Canoe Creek Charter Academy will acheive proficiency in Mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
Given instruction using the Sunshine State Standards, 49% of students reached the state required mastery as documented by the scores on the 2011 FCAT math assessment.	Objective: By May 2013, 54%(178) of students at Canoe Creek Charter Academy, who meet the DOE rule criteria, will score a Level 3 or higher on the FCAT Math Test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We believe that the following things may be barriers to achievement: - Lack of comprehension skills - FCAT 2.0 scale/ and grading change - Student motivation - Parent involvement	Before or after school tutoring, small group instruction in the classroom, extra instruction in pull out, parent information nights, student monitoring of benchmarks mastered, Study Island, Discovery Education, rewards for student achievement of a specific number of benchmarks over a time period. Parent nights to teach parents how to assist their child at home Intensive vocabulary isntruction in content areas with a print rich environment	Julie Ramirez	Benchmark testin/ Discovery Ed. Student progress monitoring	Discovery ed. testing Benchmark testing FAIR
2	Teachers will need to receive professional development and support in the implementation of the Envision Math program.	1. professional development surrounding the use of manipulatives in the elementary school 2. Riverdeep/ all levels. 3. Study Island/ all levels 4. Number Worlds/K-5 5. Implemetation of Envision Math program	Administration	1. Utilize the mathematics instructional focus calendar developed by third through eighth grade teachers to strengthen mathematics instruction. 2. Analyze mathematics in-house assessments during grade level meetings to identify specific needs of students in each of the tested benchmarks to impact instruction. 3. Identify and implement evidence-based curriculum programs, aligns curriculum to the Next Generation Sunshine State Standards and implement pacing guides. 4. Use of manipulatives and hands-on learning	1. content area assessments 2. computer assessments 3. Benchmark testing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Goal: Increase the number of students reaching or maintaining a level 4 or 5 on the mathematics FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 18% of students scored a level 4 or 5 on the mathematics FCAT.	In 2013, at Canoe Creek Charter Academy, 22% (72) of students will score a level 4 or 5 on the mathematics FCAT

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	- Lack of comprehension skills - FCAT 2.0 scale/ and grading change - Student motivation - Parent involvement	Before or after school tutoring, small group instruction in the classroom, extra instruction in pull out, parent information nights, student monitoring of benchmarks mastered, Study Island, Discovery Education, rewards for student achievement of a specific number of benchmarks over a time period. Parent nights to teach parents how to assist their child at home Intensive vocabulary isntruction in content areas with a print rich environment	Julie Ramirez	benchmark testing student progress monitoring	benchmark testing FAIR Discovery ed
	Professional development in differentiation to include enrichment	1. Provide instruction using differentiated instructional groups to	Adminsistration, Education Team, Team Leads	1. Identify and implement evidence-based curriculum programs,	1. content area assessments 2. computer

| | 2 | increase the performance of students who scored at a Level four or above, focusing on each of the tested benchmarks. | | aligns curriculum to the Next Generation Sunshine State Standards and implement pacing guides. 2. Vertical communication among grade levels to assist in the enrichment of the more advanced students. 3. Use of computer programs such as That quiz, and Study Island to provide additional challenges to our higher level students. | assessments 3. benchmark assessments |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.

Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<div align="center" colspan="5">No Data Submitted</div>				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 3a. FCAT 2.0: Percentage of students making learning gains in mathematics.

Mathematics Goal #3a:	Goal: In 2013, the percentage of students making learning gains in the area of Mathematics will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 63% of students at Canoe Creek Charter Academy made learning gains in Mathematics.	In 2013, 66%(218) of students are expected to make learning gain in Mathematics at Canoe Creek Charter Academy.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	- Lack of comprehension skills - FCAT 2.0 scale/ and grading change - Student motivation - Parent involvement	- Skill based Unit instruction - FCAT tutoring - Academic Assistance - Individualized Supplemental Resources	Julie Ramirez	Benchmark testing

Student progress monitoring | Benchmark assessments

FAIR |

1	- Reading Levels - Not enough exposure to Non-Fiction text - Students not internalizing reading skills for self monitoring	or practice - Student driven goal setting - Individualized Supplemental Resources or practice - Enrichment - Students need to learn note taking skills to help them comprehend text in subject area classes. Reading skills need to be stressed in content areas.			
2	ESOL New Students from out of country and district, with no background knowledge.	Implementation of professional development in high yield mathematics strategies. RTI process	Adminsitration, Team leads	1. Utilize the mathematics instructional focus calendar developed by third through eighth grade teachers to strengthen mathematics instruction. 2. Identify students who did not demonstrate acceptable learning gains and provide small group tutoring through an in-house push-in program with a structured mathematics curriculum. 3. Analyze mathematics in-house assessments during grade level meetings to identify specific needs of students in each of the tested benchmarks to impact instruction.	1. content area assessments 2. computer assessments 3. Benchmark assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need

of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Goal: Increased percentage of students making learning gains in mathematics on the FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 56% of students at Canoe Creek Charter Academy increased by a minimum of one year's growth on the mathematics FCAT	In 2013, 60%(50) of students in the lowest 25% in mathematics will show a years growth on the Mathematics FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	- Lack of comprehension skills - FCAT 2.0 scale/ and grading change - Student motivation - Parent involvement	Before or after school tutoring, small group instruction in the classroom, extra instruction in pull out, parent information nights, student monitoring of benchmarks mastered, Study Island, Discovery Education, rewards for student achievement of a specific number of benchmarks over a time period. - Individualized Supplemental Resources or practice - Enrichment - Students need to learn note taking skills to help them comprehend text in subject area classes. Reading skills need to be stressed in content areas.	Julie Ramirez	benchmark testing Discovery Ed. Student progress monitoring	Benchmark tests Discovery Ed FAIR
2	Students in the RTI process that were formerly denied services due to the discrepancy model	1. professional development surrounding the use of manipulatives in the elementary school 2. Riverdeep/ all levels. 3. Study Island/ all levels 4. Number Worlds/K-5 5. Envision Math	Adminstration, team leads	1. Identify students who did not demonstrate acceptable learning gains and provide small group tutoring through an in-house push-in program with a structured mathematics curriculum. 2. Identify students in third through eighth grade scoring in the lowest 25th percentile and provide appropriate interventions through small group instruction in each of the tested benchmarks. 3. Confirm that teachers assigned to subgroups not making AYP are highly qualified and certified in-field. 4. Use of manipulatives and hands-on learning 1.	1. content area assessments 2. computer assessments 3. Benchmark assessments

		content area assessments 2. computer assessments 3. computer assessments 1. content area assessments

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	In six years CCCA will reduce our achievement gap by 50%. (157)
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	10% (15)	15%(23)	20%(30)	30%(46)	40%(63)	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Student subgroups by ethnicity that did not make AYP in 2010 were the White and Hispanic subgroups.The goal of Canoe Creek Charter Academy is for students of all subgroups to reach proficiency in the coming year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010, the proficiency rate of students in Mathematics as assessed on the Sunchine State Standards, was White 62%, and Hispanic, 54%.	The 2011 level of performance in proficiency on the FCAT test of the Sunshine State Standards for White and Hispanic students will be a minimum of 79% proficiency.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	- Lack of comprehension skills - FCAT 2.0 scale/ and grading change - Student motivation - Parent involvement	- Skill based Unit instruction - FCAT tutoring - Academic Assistance - Individualized Supplemental Resources or practice - Student driven goal setting Parent nights to teach parents how to assist theier child at home	Julie Ramirez	benchmark testing Student progress monitoring	benchmark testing discovery ed FAIR
2	1. Parental Involvement 2. Parental language barriers.	1. Increase parental participation in Mathematics support meetings by offering incentives and fun activities for the family to take part in. 2. Providing bilingual information to parents at all schoolwide academic events, such as a	administration, leadership team	1. Increase parent attendance at mathematics parent support nights. 2.Monitoring the followup activity participation rate from parents following parent math nights.	1. Increase in Benchmark scores. 2. Increase in FCAT scores and proficiency rates.

		student/parent math bowl.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Goal; ESOL and SWD will show an increased performance on the Sunshine State Standards in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010 54%, of students in this subgroup made annual yearly progress in mathematics.	In 2011, 75% of students in the ESOL program will make annual yearly progress in the area of mathematics

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	- Reading Levels - Not enough exposure to Non-Fiction text - Students not internalizing reading skills for self monitoring ' - Lack of comprehension skills - FCAT 2.0 scale/ and grading change - Student motivation - Parent involvement	The following can be provided to assist our students in achievement: - Skill based Unit instruction - FCAT tutoring - Academic Assistance - Individualized Supplemental Resources or practice - Student driven goal setting	Julie Ramirez	benchmark testing student progress monitoring	benchmark testing Discovery Ed. FAIR
2	ESOL assistant's knowledge of mathematics	Coordinate efforts between teachers of Mathematics with those of the ESOL assistant to aid children's comprehension of math skills.	Adminsitration, leadership team, grade level chair	1. Utilize the mathematics instructional focus calendar developed by third through eighth grade teachers to strengthen mathematics instruction. 2. Identify students who did not demonstrate acceptable learning gains and provide small group tutoring through an in-house push-in program with a structured mathematics curriculum. 3. Analyze mathematics in-house assessments during grade level meetings to identify specific needs of students in each of the tested benchmarks to impact instruction. 4. Use of manipulatives and hands-on learning as well as other effec tive ESOL strategies	1. content area assessments 2. computer assessments 3. Benchmark assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making	

satisfactory progress in mathematics.

Mathematics Goal #5D:

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	- Lack of comprehension skills - FCAT 2.0 scale/ and grading change - Student motivation - Parent involvement	- Individualized Supplemental Resources or practice - Enrichment - Students need to learn note taking skills to help them comprehend text in subject area classes. Reading skills need to be stressed in content areas. Parent assistance nights Print rich environment Intensive vocabulary instruction, including the content area vocabulary	Julie Ramirez	benchmark testing student progress monitoring increased communication between classroom teacher and ESE staff	benchmark tests FAIR Discovery Ed.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Goal: To meet AYP proficiency levels in all subgroups
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010, the students in the subgroups economically disadvantaged, were 56% proficient in Mathematics.	In 2011, the students at Canoe Creek Charter Academy will be 74% proficient in Mathematics, in order to meet AYP>

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	- Lack of comprehension skills - FCAT 2.0 scale/ and grading change - Student motivation - Parent involvement	- Skill based Unit instruction - FCAT tutoring - Academic Assistance - Individualized Supplemental Resources or practice - Student driven goal setting	Julie Ramirez	benchmark testing student progress monitoring	FAIR benchmark tests Discovery Ed.
	Parental ability to provide	Provides Academic	adminsitrators,	1. develop an academic	1. Weekly

2	supplemental assitance to their students.	Assitance for all students performing below a grade of "C", at no charge	teachers	assistance program offered both before and aftrer school, at no expense to the parents, to assist the lower performing students.	standards assessments 2. computer assessments 3. benchmark assessments

Middle School Mathematics Goals

* *When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We believe that the following things may be barriers to achievement: - Lack of comprehension skills - FCAT 2.0 scale/ and grading change - Student motivation - Parent involvement	Before or after school tutoring, small group instruction in the classroom, extra instruction in pull out, parent information nights, student monitoring of benchmarks mastered, Study Island, Discovery Education, rewards for student achievement of a specific number of benchmarks over a time period. Parent nights to teach parents how to assist their child at home Intensive vocabulary isntruction in content areas with a print rich environment	Julie Ramirez	Benchmark testin/ Discovery Ed. Student progress monitoring	Discovery ed. testing Benchmark testing FAIR

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	- Lack of comprehension skills - FCAT 2.0 scale/ and grading change - Student motivation - Parent involvement	Before or after school tutoring, small group instruction in the classroom, extra instruction in pull out, parent information nights, student monitoring of benchmarks mastered, Study Island, Discovery Education, rewards for student achievement of a specific number of benchmarks over a time period. Parent nights to teach parents how to assist their child at home Intensive vocabulary isntruction in content areas with a print rich environment	Julie Ramirez	benchmark testing student progress monitoring	benchmark testing FAIR Discovery ed

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	- Lack of comprehension skills - FCAT 2.0 scale/ and grading change - Student motivation - Parent involvement - Reading Levels - Not enough exposure to Non-Fiction text - Students not internalizing reading skills for self monitoring	- Skill based Unit instruction - FCAT tutoring - Academic Assistance - Individualized Supplemental Resources or practice - Student driven goal setting - Individualized Supplemental Resources or practice - Enrichment - Students need to learn note taking skills to help them comprehend text in subject area classes. Reading skills need to be stressed in content areas.	Julie Ramirez	Benchmark testing Student progress monitoring	Benchmark assessments FAIR

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

		Problem-Solving Process to Increase Student Achievement			

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitted		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

		Problem-Solving Process to Increase Student Achievement			

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	- Lack of comprehension skills - FCAT 2.0 scale/ and grading change - Student motivation - Parent involvement	Before or after school tutoring, small group instruction in the classroom, extra instruction in pull out, parent information nights, student monitoring of benchmarks mastered, Study Island, Discovery Education, rewards for student achievement of a specific number of benchmarks over a time period. - Individualized Supplemental Resources or practice - Enrichment - Students need to learn note taking skills to help them comprehend text in subject area classes. Reading skills need to be stressed in content areas.	Julie Ramirez	benchmark testing Discovery Ed. Student progress monitoring	Benchmark tests Discovery Ed FAIR

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap	Middle School Mathematics Goal #

by 50%.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	- Lack of comprehension skills - FCAT 2.0 scale/ and grading change - Student motivation - Parent involvement	- Skill based Unit instruction - FCAT tutoring - Academic Assistance - Individualized Supplemental Resources or practice - Student driven goal setting Parent nights to teach parents how to assist theier child at home	Julie Ramirez	benchmark testing Student progress monitoring	benchmark testing discovery ed FAIR

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	- Reading Levels - Not enough exposure to Non-Fiction text - Students not internalizing reading skills for self monitoring	The following can be provided to assist our students in achievement: - Skill based Unit instruction	Julie Ramirez	benchmark testing student progress monitoring	benchmark testing Discovery Ed. FAIR

	1	' - Lack of comprehension skills - FCAT 2.0 scale/ and grading change - Student motivation - Parent involvement	- FCAT tutoring - Academic Assistance - Individualized Supplemental Resources or practice - Student driven goal setting			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	- Lack of comprehension skills - FCAT 2.0 scale/ and grading change - Student motivation - Parent involvement	- Individualized Supplemental Resources or practice - Enrichment - Students need to learn note taking skills to help them comprehend text in subject area classes. Reading skills need to be stressed in content areas. Parent assistance nights Print rich environment Intensive vocabulary instruction, including the content area vocabulary	Julie Ramirez	benchmark testing student progress monitoring increased communication between classroom teacher and ESE staff	benchmark tests FAIR Discovery Ed.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	- Lack of comprehension skills - FCAT 2.0 scale/ and grading change - Student motivation - Parent involvement	- Skill based Unit instruction - FCAT tutoring - Academic Assistance - Individualized Supplemental Resources or practice - Student driven goal setting	Julie Ramirez	benchmark testing student progress monitoring	FAIR benchmark tests Discovery Ed.

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Goal: 85%(22) of students at Canoe Creek Charter Academy will acheive proficiency in Algebra
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% of students reached the state required mastery as documented by the scores on the 2012 Algebra EOC assessment.	By May 2013, 85%(22) of students at Canoe Creek Charter Academy taking Alebra,will score a Level 3 or higher on the FCAT Math Test
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will need to receive professional development and support in the implementation of the Algebra Math program.	1. professional development surrounding the use of algebraic thinking 2. Study Island/ Algebra 5. Implemetation of Pearson Algebra program	Administration	1. Utilize the mathematics instructional focus calendar 2.Identify and implement evidence-based curriculum programs, aligns curriculum to the Next Generation Sunshine State Standards and implement pacing guides.	1. content area assessments 2. computer assessments 3. Benchmark testing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # In six years CCCA will reduce our achievement gap in Algebra by 50%.(10) 3A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	10% (1)	20% (2)	30%(3)	40% (4)	50% (5)	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

* *When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

| Problem-Solving Process to Increase Student Achievement |

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

| Problem-Solving Process to Increase Student Achievement |

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiation in the classroom	K-8	Julie Ramirez	all teacher	early release teacher work days monthly	evidence of use of small group instruction in the classroom	Julie Ramirez
Math Centers to enhance student mastery	K-5	Julie Ramirez	K-5 teachers	early release teacher work days monthly	User of centers in the classrooms that are focused on targeted skills	Julie Ramirez
How to use "Do the Math"	K-8	Julie Ramirez	K-8 teachers	early release teacher work days monthly	proper use of the "Do the Math Program"	Julie Ramirez
How to incorporate math in the content areas	K-8	Julie Ramirez	K-8 teachers	early release teacher work days monthly	Evidence of math skills in areascorporated in other content	Julie Ramirez

Mathematics Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
In-school remediation program	Do the math- intervention program gives students who have fallen behind the chance to catch up and keep up. Focusing on Number and Operations, the program teaches students the basics of math-computation, number sense, and problem solving.	district	$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Before school, during school, after school and at home e-intructional program	Study Island -standards-based assessment, instruction, and test preparation e-learning programs.	General budget	$2,982.00
			Subtotal: $2,982.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,982.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Goal: increase in the percentage of students acheiving proficiency in FCAT Science
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 57%(34) of students at Canoe Creek Charter Academy were proficient in Science. 39%(12)in 5th grade and 67%(20) in 8th grade.	For 2012, 65%(59) of students at Canoe Creek Charter Academy will be proficient in Science.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	We believe that the following things may be barriers to achievement: - Lack of comprehension skills - FCAT 2.0 scale/ and	Before or after school tutoring, small group instruction in the classroom, extra instruction in pull out, parent information nights, student	Julie Ramirez	Benchmark testin/ Discovery Ed. Student progress monitoring	Discovery ed. testing Benchmark testing FAIR

1	grading change - Student motivation - Parent involvement	monitoring of benchmarks mastered, Study Island, Discovery Education, rewards for student achievement of a specific number of benchmarks over a time period. Parent nights to teach parents how to assist their child at home Intensive vocabulary isntruction in content areas with a print rich environment			
2	-Student engagement -Student's prior knowledge in the subject area -A whole new 5th grade team	1. Creation of both Middle and Elementary school science labs. 2. preparation of a more hands on science curriculum, allowing students to learn by experiencing 3. utilizing cornell notes and science notebooks	science teachers, adminstration	1. View lab book/science notebook, classroom observations, lesson plan monitoring 2. Vocabulary strategies noted in plans and visually observed in walk throughs 3. Tracking Sheets and goal setting	1. Improved assessment scores. 2. Vocabulary assessments 3. Improved content area scores on the benchmark. 4. Data talks to see if students are meeting goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	To increase the percentage of students receiving a level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011 13%(8) of students received a 4 or 5 on the science FCAT in both 5th and 8th grade	In 2012 we are hoping to see an increase in percentage from 2011. We expect that 25%(27) of students will receive a 4 or 5.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	- Lack of comprehension skills - FCAT 2.0 scale/ and grading change - Student motivation - Parent involvement	Before or after school tutoring, small group instruction in the classroom, extra instruction in pull out, parent information nights, student monitoring of benchmarks mastered, Study Island, Discovery Education, rewards for student achievement of a specific number of benchmarks over a time period. Parent nights to teach parents how to assist their child at home Intensive vocabulary isntruction in content areas with a print rich environment	Julie Ramirez	benchmark testing student progress monitoring	benchmark testing FAIR Discovery ed
2	1. Students prior knowledge in science. 2. Two brand new 5th grade teachers.	1. Increase the amount of time students are doing hands-on assignments. 2. Increased amount of time working in Science and the Science lab. 3. The use of cornell notes and science notebooks.	1. science teachers 2. team lead 3. administration	1. View lab book/science notebook, classroom observations, lesson plan monitoring 2. Vocabulary strategies noted in plans and visually observed in walk throughs 3. Tracking Sheets and goal setting	1. Improved assessment scores. 2. Vocabulary assessments 3. Improved content area scores on the benchmark. 4. Data talks to see if students are meeting goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
How to use science experiments to directly increase student acheivement	K-8	Julie Ramirez	all teachers	early release teacher work days monthly	Use of experiments in science that are specifically aligned to standards	Julie Ramirez
Science vocabulary-	K-8	Julie Ramirez	all teachers	early release teacher work days monthly	Print rich environment Teacher use of subject specific vocabulary Word walls	Julie Ramirez

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
In-school updated textbooks and workbooks for 5th and 8th grde students	5th grade Science Fusion and 8th grade Earth Sciecne; both Fl. standards based programs	general budget	$10,951.23
			Subtotal: $10,951.23
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Before school, during school, after school and at home e intrustional based program	Study Island - standards-based assessment, instruction, and test preparation e-learning programs.	General budget	$2,982.00
			Subtotal: $2,982.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $13,933.23

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Goal; The goal for Canoe Creek Charter Academy is that all students will score as proficient in Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the students at Canoe Creek Charter Academy overall, 87% (95) were proficient in writing as assessed by the Sunshine State Standards.	In 2013, overall 88% (97) of 4th and 8th grade students at Canoe Creek Charter Academy will be proficient in Writing.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the new changes in the writing scoring, we anticipate that many students will not already have the basic skills needed and will need more remediation and practice. We also have departmentalized 4th grade and will only have one teacher teaching 4th grade writing.	Strategies: 1. writing journals/portfolios 2. topics related to real life experiences 3.Revision and editing process will be consistently emphasized and reviewed. 4. Weekend writing sessions. 5. Goal-setting 6. One on one teacher conferences	administration, teachers, team leaders	1. Teacher Analysis 2. observations, topics chosen during team meetings and put into grade level plans 3. Use a different color pen or marker for correction. This will make it easier to see if the revisions have been made.	1. Scored writing samples using the new FCAT Writes Rubric 2. Analysis of corrections on the writing samples.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Four Square Writing- How to implement in the classroom	K-8	Megan Nemeth	all teachers	early release teacher work days monthly	Use of four square in the classroom Practice essays	Julie Ramirez
Student editing	4-8	Megan Nemeth	4th and 8th teachers	early release teacher work days monthly	Student editing	Julie Ramirez

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Civics Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Cane Creek Charter Academy will continue to have an attendance committee to monitor attendance throughout the school.Canoe Creek Charter Academy will raise their attendance rate by 2% for the 2011-2012 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96% (503)	99% (552)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
0	0
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
0	0

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transportation	Attendance Committee meetings with the parents of individual students.	Principal	Pull weekly attendance report and review with attendance committee.	Monthly district attendance report

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Canoe Creek Charter Academy's goal is to decrease the suspension rate in order to ensure that students are present in school to develop the skills needed tobecome proficient in statewide assessment.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
NA	NA
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
NA	NA

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
6% (29)	3% (16)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
6% (29)	3% (16)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier in reducing the number of suspensions from the 2011-2012 school year to the 2012-2013 school year is the increase in our student enrollment. Students who transfer from less structured and strict environments tend to receive consequences at CCCA for behaviors they thought were acceptable at their more lenient prior schools. Students who transfer from less structured and strict environments receives consequences for behaviors that they had previously thought were acceptable. Canoe Creek Charter Academy also has developed and implemented a structured approach to the discipline ladder. 3 points are equal to a detention, 6 points are equal to an after school detention and 9 points are equal to a referral to administration. Increasing the continuity among classrooms will increase the number of teachers strictly enforcing the rules thus potentially increasing the number of students receiving consequences for behavior that interrupts the learning environment.	Graduated discipline techniques School Newspaper covering bullying news Broadcasting Class creating anti bullying commercials Increase in parent contact Student Community Circles (Increased student team building) Implementation of After School Detention (2 hours)	Dean	The discipline committee will know the effect of the, Graduated discipline techniques School Newspaper covering bullying news, Broadcasting Class creating anti bullying commercials, Increase in parent contact and Student Community Circles (Increased student team building) by the reduction of students in detention, Wednesday school, in school suspension and out of school suspension. The discipline committee will review the Canoe Creek School Report submitted to the district monthly as well as the Student Information System Discipline reports by grade level to determine the effect of the strategies.	Canoe Creek School Report submitted to the district Student Information System Discipline Reports

Professional Development (PD) aligned with Strategies through Professional Learning Community

(PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Parent involvement includes required volunteer hours at Canoe Creek Charter Academy. Our goal is to increase parent participation to levels beyond the required volunteer hours.We would like for parents to become more active in the educational development of their children.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
All parents are required to serve 20 volunteer hours. Beyond this parents are invited to many other school functions, including reading nights and FCAT nights. We have a steady core group that participates regularly. CCCA logged 1445 volunteer hours for 2011-2012 and received the Golden School Award	For 2013, the goal of Canoe Creek Charter Academy is to increase parent participation at the school beyond the core group and the required volunteer hours. The goal is to log 1600 volunteer hours for 2012-2013, and to receive the Golden School Award for volunteer hours.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Single Parent families, Both parents working, younger siblings	Strategy: Implement new procedures that would alleviate parents' barriers to attending school events. To increase student participation in school events to induce parents to attend.	Administration, PTO officers	1.Offering child care by Leader's Club for parents to increase parent attendance. 2. Holding school events at times that are more practical for parents that are working during the day. 3. Incorporating student participation into parent meetings, to increase attendance. 4. Increased positive teacher/parent communication to help parents feel more comfortable with attending school events. 5. Thematic Unit celebration evenings. 6. Family Fun Nights	Attendence sheets kept at school functions. Increased use of parent contact logs by teachers

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Building Better Readers-parent involvement	K-8	Julie Ramirez	parents, teachers, students, staff	Evenings- 4 times a year	Parent involvement	Julie Ramirez
Parent nights- How to assist students prepare at home for the FCAT	3-8- all tested subjects	Julie Ramirez	parents, teachers, staff, student	Evenings- 4 times a year	Parent involvement	Julie Ramirez

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	54% of our 5th and 8th grde students will score a level 3 or higher on the Science FCAT

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	COMPREHENDING THE VARIOUS CONTENT AS WELL AS KNOWLEDGE OF STEM CONCEPTS	ACADEMIC ASSISTANCE STEM CLUB	SCIENCE TEACHER	DIAGNOSTIC TEST	BENCHMARK, FCAT

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	In-school remediation program	Voyager leveled literacy intervention	General budget	$3,911.60
Mathematics	In-school remediation program	Do the math-intervention program gives students who have fallen behind the chance to catch up and keep up. Focusing on Number and Operations, the program teaches students the basics of math-computation, number sense, and problem solving.	district	$0.00
Science	In-school updated textbooks and workbooks for 5th and 8th grde students	5th grade Science Fusion and 8th grade Earth Sciecne; both Fl. standards based programs	general budget	$10,951.23
				Subtotal: $14,862.83

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Before school, during school, after school and at home e-intructional program	Study Island-Standards-based assessment, instruction, and test preparation e-learning programs.	General budget	$2,982.00
Mathematics	Before school, during school, after school and at home e-intructional program	Study Island - standards-based assessment, instruction, and test preparation e-learning programs.	General budget	$2,982.00
Science	Before school, during school, after school and at home e intrustional based program	Study Island - standards-based assessment, instruction, and test preparation e-learning programs.	General budget	$2,982.00
				Subtotal: $8,946.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $23,808.83

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

AYP DATA

SCHOOL GRADE DATA

No Data Found

Osceola School District
CANOE CREEK CHARTER ACADEMY
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	72%	79%	57%	279	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	69%			137	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	72% (YES)			135	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					551	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Osceola School District
CANOE CREEK CHARTER ACADEMY
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	62%	80%	44%	257	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	77%			144	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	86% (YES)			149	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					550	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested