

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: MIAMI -DADE ONLINE ACADEMY

District Name: Dade

Principal: Sylvia Diaz

SAC Chair: Molly Villucci

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/13/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Sylvia Diaz	Bachelor of Science-Engineering 1985 University of Miami Master of Science-Mathematics 1988 Barry University Doctor of Philosophy-Educational Leadership 1995 Barry University Certifications Mathematics 6-12 Educational Leadership	3	15	Dr. Diaz has been a MDCPS district administrator for the last 15 years and has not been at a school site.



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### 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
None			

### 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.

Ms. Diane Kamentz—Assistant Principal  
Ms. Beatrice Pedroso--Counselor

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 MTSS/RtI team at Miami-Dade Online Academy works alongside and in conjunction with the contracted service providers mentioned earlier—K12 and Connections Academy via FLVS Full Time. Two particular areas that the 2 entities would work in tandem would be student attendance and academic progress. For example, the service providers require that students login at a certain time on their computers in order to meet school attendance requirements. If student attendance problems are evident through reports that are generated by the service provider the vendor instructors then make attempts to address the situation by making phone calls to the students' homes and sending letters and emails to the parents. Attendance and student progress reports, generated by the service provider, are sent to the MTSS/RtI team at Miami Dade Online Academy. The Miami-Dade Online Academy's MTSS/RtI team then initiates intervention strategies as well such as also communicating with the parent either through a phone call, an email or in person, sending a MDCPS social worker or truancy teacher to the students' home and possibly having a face to face conference. The Miami-Dade Online Academy counselor also could make an attempt at having a counseling session either over the phone or in person. The Miami-Dade Online Academy team will meet on a monthly basis to discuss student progress. And review reports. Student progress and achievement data is routinely analyzed in the areas of Reading, Mathematics, Writing and Science. Data is used to determine the appropriate placement of students in the virtual education environment.

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?

Each member of the MTSS/RtI team is a member of the EESAC council where student achievement data trends are continually analyzed in order to institute intervention strategies as defined by the 3 Tiers of the MTSS/RtI program as guidelines.

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.

Data is utilized from the following sources: FCAT scores (reading, writing, math, science), FAIR assessments, EOC assessments. Data is retrieved from the district Information Technology Services (ITS) sources such SPY, Download Manager and ISIS,

Describe the plan to train staff on MTSS.

All current staff has already been trained in the Response to Intervention program through district training seminars but additional training can occur concerning methods and sources of data retrieval as well as learning and refining the protocol procedures existing between the service providers and Miami-Dade Online Academy staff concerning how to identify students with barriers to achievement.

Describe the plan to support MTSS.

There will be continued staff development in order to become aware of possible additional district support personnel that

could assist in the process of providing positive interventions for students.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Ms. Diane Kamentz  
Ms. Beatrice Pedroso

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

The LLT at Miami-Dade Online Academy will routinely perform a check of student reading scores on the FAIR and FCAT assessments and then contact the service provider instructors to make sure that they have recommended interventions for those students that need it. They will also contact parents to make sure they are aware of any intervention strategies for their children.

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

Providing information on types of reading and math intervention strategies available to students and parents and making sure that the service providers have also done this and implemented the strategies as well.

## 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.

Miami-Dade Online Academy uses state-endorsed service provider companies that provide not only online content but instructors as well. It is the responsibility of these service providers to make sure every one of their instructors is utilizing reading strategies in their respective online content "classrooms." The role of MDO Academy staff would be to communicate with the service providers in order to make sure that the online service providers are indeed adhering to these guidelines.

### \*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

Planning four year schedules with students that will prepare them for a variety of post-secondary options.

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?

Miami-Dade Online Academy encourages students to attend a MDCPS district Career and College Fair on a yearly basis where students can explore job, career, and post-secondary educational opportunities. Students use FACTS.org for academic and career planning research. Students are encouraged to participate in industry certification programs at Tech Centers that

provide hands-on experiences.

## Postsecondary Transition

**Note:** Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

Students are encouraged to participate in Dual Enrollment programs and Advanced Placement courses that provide exposure to collegiate material. Students use ePEP to plan coursework leading towards post-secondary goals. Miami-Dade Online Academy maximizes the use of fee waivers for the SAT/ACT college admissions for eligible students. The PSAT is administered to all 10th grade students.

## 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:

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	<p>Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals. because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.</p>	<p>The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO.communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to</p>	<p>Grade level administrators and instructors with contracted online service providers, Miami-Dade Online Academy administrator and counselor</p>	<p>Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in</p>	<p>FCAT scores, EOC scores, FAIR assessment scores, writing scores,</p>

	MDCPS online students		the program	
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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:	
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
	Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area	The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and	Grade level administrators and instructors with contracted online service providers,  Miami-Dade Online Academy administrator and counselor	Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine	FCAT scores, EOC scores, FAIR assessment scores, writing scores,



1	goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.	can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO.communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online students		which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program
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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:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.</p> <p>Reading Goal #2b:</p>	
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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:

<p>3a. FCAT 2.0: Percentage of students making learning gains in reading.</p> <p>Reading Goal #3a:</p>	
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	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	<p>The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>Grade level administrators and instructors with contracted online service providers,</p> <p>Miami-Dade Online Academy administrator and counselor</p>	<p>Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program</p>	<p>FCAT scores, EOC scores, FAIR assessment scores, writing scores,</p>

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
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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:	
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	<p>Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.</p>	<p>The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO.communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>Grade level administrators and instructors with contracted online service providers, Miami-Dade Online Academy administrator and counselor</p>	<p>Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program</p>	<p>FCAT scores, EOC scores, FAIR assessment scores, writing scores,</p>

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 number of non-proficient students by 50% over the next six year.				
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 reading.  Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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	found that they are not offering these intervention or enrichment strategies to MDCPS online student	with the MDO Academy staff in order to determine their status in the program
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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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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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:

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
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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:

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	<p>Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.</p>	<p>The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>. Grade level administrators and instructors with contracted online service providers, Miami-Dade Online Academy administrator and counselor</p>	<p>Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program</p>	<p>FCAT scores, EOC scores, FAIR assessment scores, writing scores</p>

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
N/A						

Reading 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 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:				
2012 Current Percent of Students Proficient in listening/speaking:				
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				

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:				
2012 Current Percent of Students Proficient 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
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing.				
CELLA Goal #3:				
2012 Current Percent of Students 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
No Data Submitted				

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:	
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	According to Florida statute any money left over from FTE after the online service providers have been paid must be allocated to the district-wide instructional improvement system	The instructors and grade level administrators of the contracted online service providers are responsible for targeting, placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies. MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student	Grade level administrators and instructors with contracted online service providers,  Miami-Dade Online Academy administrator and counselor	Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program	FCAT scores, EOC scores, FAIR assessment scores, writing scores

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
1	The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student	The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student	Grade level administrators and instructors with contracted online service providers,  Miami-Dade Online Academy administrator and counselor	Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program	FCAT scores, EOC scores, FAIR assessment scores, writing scores

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	<p>Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.</p>	<p>The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>Grade level administrators and instructors with contracted online service providers, Miami-Dade Online Academy administrator and counselor</p>	<p>Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program</p>	<p>FCAT scores, EOC scores, FAIR assessment scores, writing scores</p>

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:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.</p> <p>Mathematics Goal #2b:</p>	
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		The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO.communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student			

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					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.</p>	<p>The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO.communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>Grade level administrators and instructors with contracted online service providers, Miami-Dade Online Academy administrator and counselor</p>	<p>Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program</p>	<p>FCAT scores, EOC scores, FAIR assessment scores, writing scores</p>

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:

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

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
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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:

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

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	<p>The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>Grade level administrators and instructors with contracted online service providers,  Miami-Dade Online Academy administrator and counselor</p>	<p>Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program</p>	<p>FCAT scores, EOC scores, FAIR assessment scores, writing scores</p>



5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal #				
		5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:
<input type="text"/>	<input type="text"/>

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	The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is	The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is	Grade level administrators and instructors with contracted online service providers,  Miami-Dade Online Academy administrator and counselor	Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who	FCAT scores, EOC scores, FAIR assessment scores, writing scores

found that they are not offering these intervention or enrichment strategies to MDCPS online student	found that they are not offering these intervention or enrichment strategies to MDCPS online student		received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program
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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
1	The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student	The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student	Grade level administrators and instructors with contracted online service providers,  Miami-Dade Online Academy administrator and counselor	Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order	FCAT scores, EOC scores, FAIR assessment scores, writing scores

to determine their status in the program

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	The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO.communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student	The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO.communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student	Grade level administrators and instructors with contracted online service providers,  Miami-Dade Online Academy	Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program	FCAT scores, EOC scores, FAIR assessment scores, writing scores

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies. MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student	The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies. MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student	Grade level administrators and instructors with contracted online service providers,  Miami-Dade Online Academy	Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program	FCAT scores, EOC scores, FAIR assessment scores, writing scores

\* 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:

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	Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.	The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student	Grade level administrators and instructors with contracted online service providers,  Miami-Dade Online Academy administrator and counselor	Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program	FCAT scores, EOC scores, FAIR assessment scores, writing scores

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.	
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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	Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable	The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their	Grade level administrators and instructors with contracted online service providers,  Miami-Dade Online Academy administrator and counselor	Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the	FCAT scores, EOC scores, FAIR assessment scores, writing scores

grade from the state then they might no longer be able to provide online services for the state.	own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO.communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student	MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program
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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
Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online	The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as	Grade level administrators and instructors with contracted online service providers, Miami-Dade Online	Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses	FCAT scores, EOC scores, FAIR assessment scores, writing scores

1	<p>Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.</p>	<p>those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>Academy administrator and counselor</p>	<p>them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program</p>
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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:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal # 3b:</p>				
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>			
<p>Problem-Solving Process to Increase Student Achievement</p>				
<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p>No Data Submitted</p>				

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:

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <p>Mathematics Goal #4:</p>				
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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	<p>Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.</p>	<p>The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO.communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>Grade level administrators and instructors with contracted online service providers,  Miami-Dade Online Academy administrator and counselor</p>	<p>Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program</p>	<p>FCAT scores, EOC scores, FAIR assessment scores, writing scores</p>

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
1	<p>Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.</p>	<p>The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies. MDO .communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>Grade level administrators and instructors with contracted online service providers,  Miami-Dade Online Academy administrator and counselor</p>	<p>Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program</p>	<p>FCAT scores, EOC scores, FAIR assessment scores, writing scores</p>

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	Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.	The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO .communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student	Grade level administrators and instructors with contracted online service providers,  Miami-Dade Online Academy administrator and counselor	Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program	FCAT scores, EOC scores, FAIR assessment scores, writing scores

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					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

		Monitoring	Strategy		
1	<p>Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.</p>	<p>The instructors and grade level administrators of the contracted online service providers are responsible for targeting, placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies, MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>Grade level administrators and instructors with contracted online service providers,  Miami-Dade Online Academy administrator and counselor</p>	<p>Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program</p>	<p>FCAT scores, EOC scores, FAIR assessment scores, writing scores</p>

End of Middle School Mathematics Goals

## Florida Alternate Assessment High School Mathematics Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (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. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.

Mathematics 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. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.  Mathematics 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 the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.  Mathematics Goal #3:	
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				

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:

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	<p>Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.</p>	<p>The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies. MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>Grade level administrators and instructors with contracted online service providers, Miami-Dade Online Academy administrator and counselor</p>	<p>Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program</p>	<p>EOC scores,</p>

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
1	<p>Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.</p>	<p>The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>Grade level administrators and instructors with contracted online service providers,  Miami-Dade Online Academy administrator and counselor</p>	<p>Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program</p>	<p>EOC scores,</p>

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 #  3A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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
1	<p>Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.</p>	<p>The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>Grade level administrators and instructors with contracted online service providers, Miami-Dade Online Academy administrator and counselor</p>	<p>Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program</p>	<p>EOC scores,</p>

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
1	<p>Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.</p>	<p>The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO.communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>Grade level administrators and instructors with contracted online service providers, Miami-Dade Online Academy administrator and counselor</p>	<p>Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program</p>	EOC scores

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
1	<p>Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.</p>	<p>The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>Grade level administrators and instructors with contracted online service providers, Miami-Dade Online Academy administrator and counselor</p>	<p>Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program</p>	EOC scores

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
	Miami-Dade Online	The instructors and grade	Grade level	Escalation Reports are	EOC scores

1	<p>Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.</p>	<p>level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies..MDO.communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>administrators and instructors with contracted online service providers, Miami-Dade Online Academy administrator and counselor</p>	<p>created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program</p>
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## 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
	Miami-Dade Online	The instructors and grade	Grade level	Escalation Reports are	EOC scores

1	<p>Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.</p>	<p>level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies. .MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>administrators and instructors with contracted online service providers,</p> <p>Miami-Dade Online Academy administrator and counselor</p>	<p>created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program</p>
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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:

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p> <p>Geometry Goal #2:</p>					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
<p>Problem-Solving Process to Increase Student Achievement</p>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Miami-Dade Online Academy contracts with state-endorsed online content service	The instructors and grade level administrators of the contracted online service providers are responsible for	Grade level administrators and instructors with contracted	Grade level administrators and instructors with contracted online	EOC scores

1	<p>providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.</p>	<p>targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies. MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>online service providers,  Miami-Dade Online Academy administrator and counselor</p>	<p>service providers,  Miami-Dade Online Academy administrator and counselor</p>	
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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 : <input type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:

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:	
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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
N/A						

Mathematics 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 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:	
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	<p>Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.</p>	<p>The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies.MDO..communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>Grade level administrators and instructors with contracted online service providers,  Miami-Dade Online Academy administrator and counselor</p>	<p>Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine</p>	<p>FCAT scores</p>

			their status in the program	
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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:	
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
. Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must	The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and	Grade level administrators and instructors with contracted online service providers,  Miami-Dade Online Academy administrator and counselor	Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO	FCAT scores

1	<p>strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.</p>	<p>can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies.MDO..communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program</p>
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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:

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

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				

## Florida Alternate Assessment High School Science Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (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. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.				
Science 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. Florida Alternate Assessment: Students scoring at or above Level 7 in science.				
Science 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				

## Biology 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 Biology.				
Biology 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
1	<p>Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.</p>	<p>The instructors and grade level administrators of the contracted online service providers are responsible for targeting, placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>Grade level administrators and instructors with contracted online service providers,  Miami-Dade Online Academy administrator and counselor</p>	<p>Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program</p>	<p>FCAT scores</p>

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:

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</p> <p>Biology Goal #2:</p>	
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

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
N/A						

Science 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
			<b>Grand Total: \$0.00</b>

*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:	
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	Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.	The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies. .MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student	Grade level administrators and instructors with contracted online service providers,  Miami-Dade Online Academy administrator and counselor	Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program	FCAT Writing 2.0

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.	
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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
N/A						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	According to Florida statute any money left over from FTE after the online service providers have been paid must be allocated to the district -wide instructional improvement system		\$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



## 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
1	<p>Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.</p>	<p>The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies.MDO..communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>Grade level administrators and instructors with contracted online service providers,  Miami-Dade Online Academy administrator and counselor</p>	<p>Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face</p>	EOC score

			meeting with the MDO Academy staff in order to determine their status in the program
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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
1	Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.	The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies.MDO..communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student	Grade level administrators and instructors with contracted online service providers,  Miami-Dade Online Academy administrator and counselor	Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their	EOC score

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
N/A						

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
According to Florida statute any money left over from FTE after the online service providers have been paid must be allocated to the district -wide instructional improvement system			\$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

U.S. History 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 U.S. History.	
U.S. History 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
1	<p>Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.</p>	<p>The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies...MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>Grade level administrators and instructors with contracted online service providers,  Miami-Dade Online Academy administrator and counselor</p>	<p>Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program</p>	EOC score

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 U.S. History.					
U.S. History 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
1	<p>Miami-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content area goals, because the online service providers are given a grade by the state. They must strive to assist students to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then they might no longer be able to provide online services for the state.</p>	<p>The instructors and grade level administrators of the contracted online service providers are responsible for targeting , placing and monitoring students who may need remediation as well as those that may need enrichment opportunities in the content areas. The instructors employed by the online service providers extensively communicate with the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and the students and their parents. This access allows MDO Academy staff to acquire a more definitive picture of the issues with a particular student. The MDO Academy staff may then initiate their own verbal or written communication with the student and their family. In order to offer remediation or enrichment strategies. .MDO communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment strategies to MDCPS online student</p>	<p>Grade level administrators and instructors with contracted online service providers,  Miami-Dade Online Academy administrator and counselor</p>	<p>Escalation Reports are created by the online service providers on a monthly basis and are sent to Miami-Dade Online Academy where the counselor peruses them. The report contains detailed information on how long a student logged into the online provider system as well as how many times. The report also delineates how well the student is progressing in the online course. The counselor at MDO Academy uses these monthly reports in order to determine which students and their families need to be contacted and offered additional support that is above and beyond the support already being offered by the online service provider. At the end of the semester the MDO Academy staff issues probation letters for those students who may not be adequately progressing and at the end of the school year all students who received probation letters must then have a face to face meeting with the MDO Academy staff in order to determine their status in the program</p>	EOC score

(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
N/A						

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	According to Florida statute any money left over from FTE after the online service providers have been paid must be allocated to the district -wide instructional improvement system		\$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 U.S. History EOC 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:	
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
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	1Determining reasons why virtual students are not logging in at the prescribed time and then effectively communicating this to parents consistently	Using MDCPS district resources to assist virtual students in solving issues that may impede them from logging in at the prescribed time as determined by the online service providers administration and staff	administrator and counselor at MDO Academy	Monitoring monthly escalation reports	Positive escalation reports sent by the online service provider showing that students with log in issues are increasingly improving their log in times

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
N/A						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	According to Florida statute any money left over from FTE after the online service providers have been paid must be allocated to the district -wide instructional improvement system		\$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:		N/A		
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions		
N/A		N/A		
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School		
N/A		N/A		
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions		
N/A		N/A		
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School		
N/A		N/A		
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						

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
			<b>Grand Total: \$0.00</b>

*End of Suspension Goal(s)*

## Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

\* 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. Dropout Prevention  Dropout Prevention Goal #1:  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	MDO Academy will demonstrate an increase in its graduation rate
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
N/A	N/A
2012 Current Graduation Rate:	2013 Expected Graduation Rate:

N/A		N/A			
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	MDO Academy serves students who face a variety of challenges such as health, teen pregnancy, social issues as well as students who participate in extracurricular activities that require an immense amount of practice time.	Administrative and counseling staff at MDO Academy will ensure students remain on pace to complete courses on time.	Administrative and counseling staff.	Student pace charts and escalation charts	Service provider graduation completion rates

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
N/A						

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	According to Florida statute any money left over from FTE after the online service providers have been paid must be allocated to the district -wide instructional improvement system		\$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

## 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:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		All parents and students will attend a face-to-face orientation session to ensure parental involvement in the educational process			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
N/A		N/A			
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	All parents and students will attend a face-to-face orientation session to ensure parental involvement in the educational process	Miami-Dade Online Academy will hold multiple grade level orientation sessions to engage parents in the educational process.	Assistant principal and guidance counselor	Successful student completion rates	Escalation reports provided by the online service provider

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
N/A						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	According to Florida statute any money left over from FTE after the online service providers have been paid must be allocated to the district -wide instructional		\$0.00

improvement system				Subtotal: \$0.00
<b>Technology</b>				
Strategy	Description of Resources	Funding Source	Available Amount	
No Data	No Data	No Data	\$0.00	
				Subtotal: \$0.00
<b>Professional Development</b>				
Strategy	Description of Resources	Funding Source	Available Amount	
No Data	No Data	No Data	\$0.00	
				Subtotal: \$0.00
<b>Other</b>				
Strategy	Description of Resources	Funding Source	Available Amount	
No Data	No Data	No Data	\$0.00	
				Subtotal: \$0.00
				<b>Grand Total: \$0.00</b>

*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:			Miami-Dade Online Academy will enroll more students into STEM courses		
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	parent/student lack of knowledge concerning curriculum options in this area since students are virtual	At the orientation face to face session, administration will discuss with parents options such as Honors, AP, and Dual Enrollment courses	Administration and Guidance	Student enrollments in STEM courses	Grade reports and student transcripts

## 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
Defining STEM and what it means for students	9-12	District Personnel	Faculty, staff, parents, students	First semester	Incorporation of STEM into school curriculum	Administration

STEM 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 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
Writing		According to Florida statute any money left over from FTE after the online service providers have been paid must be allocated to the district -wide instructional improvement system		\$0.00
Civics		According to Florida statute any money left over from FTE after the online service providers have been paid must be allocated to the district -wide instructional improvement system		\$0.00
U.S. History		According to Florida statute any money left over from FTE after the online service providers have been paid must be allocated to the district -wide instructional improvement system		\$0.00
Attendance		According to Florida statute any money left over from FTE after the online service providers have been paid must be allocated to the district -wide instructional improvement system		\$0.00
Dropout Prevention		According to Florida statute any money left over from FTE after the online service providers have been paid must be allocated to the district -wide instructional improvement system		\$0.00
Parent Involvement		According to Florida statute any money left over from FTE after the online service providers have been paid must be allocated to the district -wide instructional improvement system		\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
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



## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school:  Yes  No

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

No Attachment (Uploaded on 10/13/2012)

## 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.



If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

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

## AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
Adequate Yearly Progress (AYP) Trend Data 2010-2011  
Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found  
No Data Found  
No Data Found