# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MI AMI - 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



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

#### PART I: CURRENT SCHOOL STATUS

#### STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

#### **ADMINISTRATORS**

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	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.

Assis Principal	Diane Kamentz	Degrees Bachelor of Science-Biology 1990 University of Miami  Master of Science- Educational Computing and Technology-2000  Barry University  Certifications Biology 6-12 Educational Leadership (all levels)	3	6	Ms. Kamentz has no school site administrative experience. She has served administratively at the MDCPS district level for the last 10 years. Since its inception Miami-Dade Online has not received a school grade
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#### **INSTRUCTIONAL COACHES**

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
					NA

#### EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	 nis would be acknowledged and remedied by the K12 and LVS Full Time companies.			

#### Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out- of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
As referenced above, this would be acknowledged and remedied by the K12 and FLVS Full Time companies.	

#### Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	Effective	% Reading Endorsed	Certified	% ESOL Endorsed

Teacher N	Mentoring P	rogram/P	lan								
	ribe the scho			g program/plar ivities.	n by inc	luding the n	ames of n	nentors, the r	name(s) of m	entees, rati	onale
Men	tor Name			Mentee Assigned		Rationale for Pairing		Planned M Activi			
None											
ADDITIC	NAL REQ	UIREMEN	NTS								
Coordinat	ion and Int	egration									
Note: For Ti	itle I schools o	only									
Title progra	ms, Migrant a	nd Homeles	s, Supple	services and promental Academ It education, ca	nic Instr	uction funds	s, as well a	as violence pi	revention pro	grams, nuti	
Title I, Part	А										
Title I, Part	C- Migrant										
Title I, Part	D										
Title II											
Title III											
Title X- Hon	neless										
Supplement	al Academic I	nstruction (	SAI)								_
Violence Pre	evention Prog	rams									
Nutrition Pr	rograms										
Housing Pro	grams										
Head Start											
Adult Educa	tion										
24404											

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 <u>High School Feedback Report</u>

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

		<u> </u>			
	d on the analysis of stude provement for the followi	ent achievement data, and refering group:	rence to "Guiding C	Questions", identify and de	efine areas in need
1a. F read		ng at Achievement Level 3 ir	n		
Reac	ling Goal #1a:				
2012	? Current Level of Perfo	rmance:	2013 Expected L	evel of Performance:	
		Problem-Solving Process to I	ncrease Student	Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 strategiesMDO.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	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	FCAT scores, EOC scores, FAIR assessment scores, writing scores,

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

	MDCPS online students				the program		
Based on the analysis of s of improvement for the fol	student achievement data, and llowing group:	d refer	ence to "Gu	uiding C	 Σuestions", identify	and de	efine areas in need
1b. Florida Alternate As							
Students scoring at Leve	els 4, 5, and 6 in reading.						
Reading Goal #1b:							
2012 Current Level of Pe	erformance:		2013 Exp	ected L	_evel of Performar	nce:	
	Problem-Solving Proces	ss to I	ncrease St	tudent	Achievement		
Anticipated Barrier	Strategy	Posit Resp for	on or ion onsible toring	Deter	iveness of	Evalu	uation Tool
	No		Submitted			1	
Based on the analysis of s of improvement for the fol	student achievement data, and llowing group:	d refer	ence to "Gu	uiding C	 Questions", identify	and de	efine areas in need
	scoring at or above Achieve	ement					
Level 4 in reading.							
Reading Goal #2a:							
2012 Current Level of Pe	erformance:		2013 Exp	ected L	_evel of Performar	nce:	
	Droblem Solving Droces	oc to I	norooco Ci	tudont	Achievement	-	

### 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	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	instructors with contracted online service providers, Miami-Dade Online Academy administrator and counselor	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	FCAT scores, EOC scores, FAIR assessment scores, writing scores,

state. They must strive parents. This access	d their contacted and offered
are given a grade by the and the students and state. They must strive parents. This access o assist students to MDO Academy staff	
į.	allows additional support that
o assist students to MDO Academy staff	additional support that
y stan	to acquire is above and beyond the
achieve on standardized a more definitive pict	ture of support already being
ests. If the online the issues with a par	rticular offered by the online
service providers do not student. The MDO A	cademy service provider. At the
receive an acceptable staff may then initiat	te their end of the semester the
grade from the state own verbal or writter	n MDO Academy staff
hen they might no communication with	the issues probation letters
onger be able to student and their fan	mily. In for those students who
provide online services order to offer remedi	iation or may not be adequately
or the state. enrichment	progressing and at the
strategiesMDO.com	end of the school year
with the online service	
providers' particular <sub> </sub>	point received probation
person (depending or	n the letters must then have a
student's grade level	I) if it is face to face meeting
found that they are	not with the MDO Academy
offering these interven	ention or staff in order to
enrichment strategie	es to determine their status in
MDCPS online studer	nts the program

Based on the analysis of	of student achievement	data, and ref	erence to "G	Guiding Questions", ident	tify and define area
of improvement for the		data, and ron	0.01.00 10 0	draining educations , identification	my and domic area
2b. Florida Alternate					
Students scoring at o reading.	r above Achievemen	t Level 7 in			
Reading Goal #2b:					
2012 Current Level of	f Performance:		2013 Exp	pected Level of Perform	mance:
	Dualalana Calvin	- o. Dunnana - ha	Language C	Student Ashiousenset	
	Problem-Solvir	ng Process to	Increase S	Student Achievement	
	Problem-Solvir	Per	son or	Process Used to	
Anticipated Barrier	Problem-Solvin	Per Pos Res for	rson or sition sponsible		Evaluation Too
Anticipated Barrier		Per Pos Res for Moi	rson or sition sponsible	Process Used to Determine Effectiveness of	Evaluation Too

	sed on the analysis of student a mprovement for the following gr		ence	e to "Guiding Ques	tions", identify and de	efine areas in need
3a. FCAT 2.0: Percentage of students making learning gains in reading.						
Reading Goal #3a:						
2012 Current Level of Performance:			2013 Expected Level of Performance:			
	Prob	lem-Solving Process to I	ncre	ease Student Ach	ievement	
	Anticipated Barrier	Strategy		Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

		Monitoring	Strategy	
the students and parents concerning a vast array of academic and personal issue These contacts are logged into the computer system of the online provider. MDO Academy staff has access to this provider email system at can read all communication between the online instructed and the students and their parents. This access allows MDO Academy staff to acquiral 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	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 differ 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 strategiesMDO.communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not	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	

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

	d on the analysis of stude aprovement for the followi	ent achievement data, and refe ng group:	rence to "Guiding C	Questions", identify and de	efine areas in need
mak	CAT 2.0: Percentage of ing learning gains in redding Goal #4:	students in Lowest 25% ading.			
201	2 Current Level of Perfo	ermance:	2013 Expected L	Level of Performance:	
		Problem-Solving Process to I	ncrease Student	Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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	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	

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.				s to reduce the state the next six y	number of non-profic	ient students	
	seline data 010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
				ent data, and refe	rence to "Guiding C	Questions", identify and	define areas in need
of improvement for the following subgroup: 5B. Student subgroups by ethnicity (When Hispanic, Asian, American Indian) not material satisfactory progress in reading.  Reading Goal #5B:							
20	12 Current	: Level of Perfo	ormance:		2013 Expected L	evel of Performance:	
			Problem-Sol	ving Process to I	ncrease Student	Achievement	
	Anticip	oated Barrier	St	rategy	Person or Position Responsible for Monitoring	Position Determine Evaluation Effectiveness of	
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 level administra contracted online rotareat and providers are re targeting, placi monitoring stude remediation those that may enrichment oppe the content are instructors emp online service providers and the students an academic and p These contacts into the comput the online provide online service providers and the student and the student state. They must strive to assist students to achieve on standardized tests. If the online grade from the state then they might no longer be able to provide online services for the state.		trators of the nline service responsible for acing and udents who may ation as well as ay need pportunities in areas. The mployed by the providers ommunicate with and parents vast array of dipersonal issues. Its are logged puter system of ovider. MDO ff has access to email system and communication online instructors ents and their staces allows by staff to acquire access allows by staff to acquire itive picture of the aparticular modern munication on with the continuity of th	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 i order to determine which students and the 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 face to face meeting	ll e n ir		

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

with the MDO Academy

staff in order to

found that they are not

offering these intervention or

determine their status in

the program

enrichment strategies to

MDCPS online student

of in	nprovement for the followi	ing subgroup:			
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.					
Rea	ding Goal #5D:				
201	2 Current Level of Perfo	ormance:	2013 Expected L	Level of Performance:	
		Problem-Solving Process to I	ncrease Student	Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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	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 strategiesMDO.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	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	
Base	ed on the analysis of stude	ent achievement data, and refe	rence to "Guiding C	Questions", identify and de	efine areas in need

Based on the analysis of student achievement data, and refere of improvement for the following subgroup:	ence to "Guiding Questions", identify and define areas in need
5E. Economically Disadvantaged students not making satisfactory progress in reading.	
Reading Goal #5E:	

201	2 Current Level of Perfo	ormance:	2013 Expected L	Level of Performance:	
		Problem-Solving Process to I	ncrease Student	Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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	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 strategiesMDO.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	

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	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 Progra	m(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 Developme	ent		
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

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

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

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	Perso Positi Respo for Monit	on onsible	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 pr	3. Students scoring proficient in writing.					
CELLA Goal #3:						
2012 Current Percent	of Students Proficient i	in writing:				
	Problem-Solving Pro	ocess to Increase S	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 Progra	am(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 Developm	ent		
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)).

	ed on the analysis of stud approvement for the following	ent achievement data, and refering group:	rence to "Guiding (	Questions", identify and de	efine areas in need
1a	FCAT2 0: Students scor	ing at Achievement Level 3 ir			
1	hematics.	ing at Achievement Level 3 ii	1		
Mat	hematics Goal #1a:				
201	2 Current Level of Perfo	ormance:	2013 Expected I	Level of Performance:	
		Problem-Solving Process to I	ncrease 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.MDOcommunicates 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	

f 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:				
Droblem Colving Presses to I	nercosa Student Achievement				

	Prob	elem-Solving Process to Incre	ease Student Acl	nievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 strategiesMDO.communicates with the online service providers' particular point person (depending on the student's grade level) if it is found that they are not	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	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	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 Perfo	rmance:	2013 Expected Level of Performance:			
I	Problem-Solving Process to I	ncrease Student	Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
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.	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	instructors with contracted online service providers, Miami-Dade Online Academy administrator and counselor	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	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 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 I	ncrease Student A	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 strategiesMDO.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 refer of improvement for the following group:	sed on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need mprovement 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 L	evel of Performance:				
Problem-Solving Process to I	ncrease Student	Achievement				
	Person or	Process Used to				

	Anticipated Barrier	Strategy	Position Responsible for	Determine Effectiveness of	Evaluation Tool
			Monitoring	Strategy	
1	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	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	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: 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier **Evaluation Tool** Strategy Responsible Effectiveness of for Strategy Monitoring No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy The instructors and grade The instructors and grade Escalation Reports are FCAT scores, Grade level level administrators of the level administrators of the administrators created by the online EOC scores, contracted online service contracted online service service providers on a FAIR assessment and instructors providers are responsible for providers are responsible for with contracted monthly basis and are scores, writing targeting, placing and targeting, placing and online service sent to Miami-Dade scores monitoring students who may monitoring students who may providers, Online Academy where need remediation as well as need remediation as well as the counselor peruses those that may need those that may need Miami-Dade them. The report enrichment opportunities in enrichment opportunities in Online Academy contains detailed the content areas. The the content areas. The administrator information on how instructors employed by the instructors employed by the and counselor long a student logged online service providers online service providers into the online provider extensively communicate with extensively communicate with system as well as how many times. The the students and parents the students and parents concerning a vast array of concerning a vast array of report also delineates academic and personal issues. academic and personal issues. how well the student These contacts are logged These contacts are logged is progressing in the into the computer system of into the computer system of online course. The the online provider. MDO the online provider. MDO counselor at MDO Academy staff has access to Academy staff has access to Academy uses these this provider email system and this provider email system and monthly reports in can read all communication can read all communication order to determine between the online instructors between the online instructors which students and and the students and their and the students and their their families need to parents. This access allows parents. This access allows be contacted and MDO Academy staff to acquire MDO Academy staff to acquire offered additional a more definitive picture of a more definitive picture of support that is above the issues with a particular the issues with a particular and beyond the student. The MDO Academy student. The MDO Academy support already being staff may then initiate their staff may then initiate their offered by the online service provider. At own verbal or written own verbal or written communication with the communication with the the end of the student and their family. In student and their family. In semester the MDO order to offer remediation or order to offer remediation or Academy staff issues enrichment enrichment probation letters for strategies..MDO.communicates strategies..MDO.communicates those students who with the online service with the online service may not be adequately providers' particular point providers' particular point progressing and at the person (depending on the person (depending on the end of the school year student's grade level) if it is student's grade level) if it is all students who found that they are not found that they are not received probation offering these intervention or offering these intervention or letters must then have a face to face meeting enrichment strategies to enrichment strategies to MDCPS online student MDCPS online student with the MDO Academy staff in order to determine their status in the program

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		but Achievable ojectives (AMOs			JI IVI8	thematics Goal #			_
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	seline data 010-2011	2011-2012	2012-2013	5A : 2013-2014		2014-2015	2015-2016	2	016-2017
	010-2011								
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		analysis of stud nt for the follow			rence	e to "Guiding Que	stions", identify and	define	areas in need
l		subgroups by e	_						
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Ma	ıthematics	Goal #5B:							
20	12 Current	Level of Perfo	ormanca:		20:	13 Expected Lev	el of Performance:		
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			Problem-S	olving Process to I	l ncre	ease Student Ac	hievement		
						Person or	Process Used to		
	Antic	ipated Barrier		Strategy		Position Responsible for Monitoring	Determine Effectiveness of Strategy	Eva	aluation Tool
		ctors and grade		structors and grade dministrators of the		Grade level administrators	Escalation Reports a created by the onlin		AT scores, C scores,
	contracted	online service	contra	cted online service		and instructors	service providers on	a FAI	IR assessment
	targeting,	are responsible to placing and	target	ers are responsible t ng , placing and	Or	with contracted online service	monthly basis and a sent to Miami-Dade		ores, writing ores
	J	students who r diation as well a	9	ring students who r emediation as well a		providers,	Online Academy who the counselor perus		
	those that			that may need	13	Miami-Dade	them. The report	,,	
		t opportunities i it areas. The		ment opportunities i ntent areas. The	n	Online Academy administrator	contains detailed information on how		
		employed by t		tors employed by t	he	and counselor	long a student logge	ed	
		ice providers	online	service providers			into the online provi	der	
	_	ts and parents		ively communicate udents and parents			system as well as he many times. The	OW	
		a vast array o		ning a vast array o			report also delineate	es .	
				nic and personal iss			how well the studen		
		tacts are logge imputer system		contacts are logged e computer system			is progressing in the online course. The		
	the online	provider. MDO	the on	line provider. MDO			counselor at MDO		
		staff has access		my staff has access ovider email system			Academy uses these monthly reports in	<del>)</del>	
		II communicatio		ad all communicatio			order to determine		
4				en the online instru			which students and		
1		udents and thei his access allov		e students and thei s. This access allov			their families need to be contacted and	ט	
	MDO Acad	emy staff to ac	quire MDO A	cademy staff to acc	quire		offered additional		
		finitive picture o with a particula		e definitive picture c ues with a particula			support that is above and beyond the	e	
		he MDO Acader		nt. The MDO Acaden			support already beir	g	
	staff may t	then initiate the	eir staff n	nay then initiate the			offered by the online		
		l or written ation with the		erbal or written unication with the			service provider. At the end of the		
	student an	d their family. I	In studer	t and their family. I			semester the MDO		
		fer remediation		to offer remediation	or		Academy staff issue		
	enrichment strategies.		enrich cates strate	ment giesMDO.communi	cates		probation letters for those students who		
	with the or	nline service	with the	ne online service	0		may not be adequat		
		particular point pending on the		ers' particular point (depending on the			progressing and at tend of the school ye		
		grade level) if it		nt's grade level) if it			all students who	,ui	

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	sed on the analysis of student a improvement for the following su		nce	e to "Guiding Que:	stions", identify and def	ine areas in need
5C	. English Language Learners	(ELL) not making				
sa	tisfactory progress in mather	matics.				
Ma	thematics Goal #5C:					
20	12 Current Level of Performa	nce:	201	13 Expected Lev	el of Performance:	
	Prob	olem-Solving Process to In	icre	ease Student Acl	nievement	
				Person or	Process Used to	
	Anticipated Barrier	Strategy		Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
	The instructors and grade	The instructors and grade		Grade level	Escalation Reports are	FCAT scores,
	level administrators of the	level administrators of the		administrators	created by the online	EOC scores,
	contracted online service providers are responsible for	contracted online service providers are responsible for	r	and instructors with contracted	service providers on a monthly basis and are	FAIR assessment scores, writing
	targeting, placing and	targeting, placing and	•	online service	sent to Miami-Dade	scores
	monitoring students who may	monitoring students who ma		providers,	Online Academy where	
	need remediation as well as those that may need	need remediation as well as those that may need		Miami-Dade	the counselor peruses them. The report	
	enrichment opportunities in	enrichment opportunities in			contains detailed	
	the content areas. The	the content areas. The		administrator	information on how	
	instructors employed by the online service providers	instructors employed by the online service providers	9	and counselor	long a student logged into the online provider	
	· ·	extensively communicate wi	ith		system as well as how	
	the students and parents	the students and parents			many times. The	
	concerning a vast array of academic and personal issues.	concerning a vast array of academic and personal issue	00		report also delineates how well the student	
	These contacts are logged	These contacts are logged	<b>C</b> S.		is progressing in the	
	into the computer system of	into the computer system o	f		online course. The	
	the online provider. MDO Academy staff has access to	the online provider. MDO Academy staff has access t	0		counselor at MDO Academy uses these	
	this provider email system and				monthly reports in	
	can read all communication	can read all communication			order to determine	
1	between the online instructors and the students and their	between the online instructory and the students and their	ors		which students and their families need to	
'	parents. This access allows	parents. This access allows			be contacted and	
	MDO Academy staff to acquire		iire		offered additional	
	a more definitive picture of the issues with a particular	a more definitive picture of the issues with a particular			support that is above and beyond the	
	student. The MDO Academy	student. The MDO Academy	/		support already being	
	staff may then initiate their	staff may then initiate their			offered by the online	
	own verbal or written communication with the	own verbal or written communication with the			service provider. At the end of the	
	student and their family. In	student and their family. In			semester the MDO	
	order to offer remediation or	order to offer remediation or	r		Academy staff issues	
	enrichment strategiesMDO.communicates	enrichment	tas		probation letters for those students who	
	with the online service	with the online service	3		may not be adequately	
	providers' particular point	providers' particular point			progressing and at the	
	person (depending on the student's grade level) if it is	person (depending on the student's grade level) if it is			end of the school year all students who	
	found that they are not	found that they are not	,		received probation	
	offering these intervention or	offering these intervention of	or		letters must then have	
	enrichment strategies to MDCPS online student	enrichment strategies to MDCPS online student			a face to face meeting with the MDO	
	St. G Griffic Staderit	2 37 3 Grinno Student			Academy staff in order	

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

status in the program

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

1b. Florida Alternate Assessment:

Students scoring at Levels 4, 5, and 6 in mathematics.

Mathematics Goal #1b:						
2012 Current Level of Performance:				pected Level of Perforr	mance:	
	Problem-Solvi	ng Process to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted						
Rased on the analysis of	student achievemen	t data and refer	ence to "G	uiding Questions" ident	ify 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 Person or Process Used to Position Determine **Anticipated Barrier Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy The instructors and grade FCAT scores, EOC Miami-Dade Online Grade level Escalation Reports are Academy contracts with level administrators of the administrators and created by the online scores, FAIR state-endorsed online contracted online service instructors with service providers on a assessment content service providers are responsible for contracted online monthly basis and are scores, writing providers who also targeting, placing and service providers, sent to Miami-Dade scores provide the instructors. monitoring students who may Online Academy where Miami-Dade Online the counselor peruses Miami-Dade Online need remediation as well as Academy them. The report Academy has no Miamithose that may need administrator and Dade County Public enrichment opportunities in contains detailed School instructors the content areas. The counselor information on how long working for them. Since instructors employed by the a student logged into its inception 3 years ago online service providers the online provider Miami-Dade Online extensively communicate with system as well as how Academy has not the students and parents many times. The report received a school concerning a vast array of also delineates how well accountability grade. academic and personal issues. the student is progressing in the online The contracted online These contacts are logged service providers and into the computer system of course. The counselor their instructors must the online provider. MDO at MDO Academy uses strive to meet all Academy staff has access to these monthly reports in required content area this provider email system and order to determine goals, because the can read all communication which students and their online service providers between the online instructors families need to be are given a grade by the and the students and their contacted and offered state. They must strive parents. This access allows additional support that to assist students to MDO Academy staff to acquire is above and beyond the achieve on standardized a more definitive picture of support already being tests. If the online the issues with a particular offered by the online service providers do not student. The MDO Academy service provider. At the

receive an acceptable staff may then initiate their

end of the semester the

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 strategiesMDO.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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	ed on the analysis of stun provement for the follo	ident achievement data, a wing group:	and refer	rence to "Gu	uiding (	Questions", identify a	and d	efine areas in need
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.								
Math	nematics Goal #2b:							
2012 Current Level of Performance:				2013 Expe	ected l	_evel of Performar	nce:	
		Problem-Solving Proc	ess to I	ncrease St	udent	Achievement		
Anti	icipated Barrier S	trategy	Posit Resp for	on or tion ponsible toring	Deter	iveness of	Evalu	uation Tool
		I	No Data	Submitted				
	ed on the analysis of stu provement for the follo	dent achievement data, a wing group:	and refer	rence to "Gu	uiding (	Questions", identify	and d	efine areas in need
	FCAT 2.0: Percentage s in mathematics.	of students making lear	ning					
Math	nematics Goal #3a:							
2012	2 Current Level of Per	formance:		2013 Expe	ected l	_evel of Performar	nce:	
		Problem-Solving Proc	ess to I	ncrease St	udent	Achievement		
	Anticipated Barrier	Strategy		Person Position Responsib Monitor	on ole for	Process Used Determine Effectiveness Strategy		Evaluation Tool
	Miami-Dade Online Academy contracts wir state-endorsed online content service providers who also provide the instructors Miami-Dade Online	The instructors and grath level administrators of contracted online serving providers are responsibilitargeting, placing and monitoring students who need remediation as we	the ice ile for io may	instructors contracted service prov	with online viders,	Escalation Reports created by the onli service providers o monthly basis and sent to Miami-Dade Online Academy whe counselor peru	ne n a are e nere	FCAT scores, EOC scores, FAIR assessment scores, writing scores

Academy has no Miami- those that may need Dade County Public School instructors its inception 3 years ago online service providers 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 to assist students to tests. If the online receive an acceptable grade from the state then they might no longer be able to provide online services for the state.

enrichment opportunities in the content areas. The working for them. Since instructors employed by the 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 online service providers between the online instructors are given a grade by the and the students and their state. They must strive parents. This access allows MDO Academy staff to acquire achieve on standardized a more definitive picture of the issues with a particular service providers do not 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

Academy

counselor

them. The report administrator and 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

letters must then have a

with the MDO Academy

determine their status in

all students who

staff in order to

the program

received probation

face to face meeting

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.

Mathematics Goal #4:

2012 Current Level of Performance:		2013 Expected Level of Performance:			
	Problem-Solving Process to I	ncrease Student	Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
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	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		

Based on Amb	itious but Achi	evable Annual	Measurable Objectiv	es (AMOs), AMO-2,	Reading and Math Pe	erformance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Middle School Mathematics Goal #  5A:				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

Based on the analysis of stud of improvement for the follow	ent achievement data, and refering subgroup:	rence to "Guiding C	Questions", identify and de	efine areas in need
5B. Student subgroups by this bank, Asian, American satisfactory progress in materials	ndian) not making			
Mathematics Goal #5B:				
2012 Current Level of Perfo	ormance:	2013 Expected L	evel of Performance:	
	Problem-Solving Process to I	ncrease Student	Achievement	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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	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	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	

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.

2012 Current Level of Perfo	ormance:	2013 Expected Level of Performance:		
	Problem-Solving Process to I	ncrease Student	Achievement	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluat
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	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	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	

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 I	ncrease Student	Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	to achieve on standardized tests. If the online service providers do not receive an acceptable grade from the state then	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	administrators and instructors with contracted online service providers, Miami-Dade Online Academy administrator and counselor	sent to Miami-Dade Online Academy where the counselor peruses	

1	ed on the analysis of stude nprovement for the followi	ent achievement data, and refe ng subgroup:	rence to "Guiding Q	uestions", identify and d	efine areas in need
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 I	ncrease Student /	Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	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	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	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	
	providers do not receive an acceptable grade from the state then	own verbal or written communication with the student and their family. In		end of the semester the MDO Academy staff issues probation letters	
		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		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	

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	Responsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

Based on the analysis of in need of improvement	f student achievement data, for the following group:	and r	eference to	o "Guiding Questions", ic	lentify and define areas
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.					
Mathematics Goal #2:					
2012 Current Level of Performance:			2013 Exp	ected Level of Perform	nance:
	Problem-Solving Proces	s to I	ncrease S	tudent 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 o in need of improvement	f student achievement data for the following group:	ı, and r	eference t	o "Guiding Questions",	, identify and define areas
	<ol><li>Florida Alternate Assessment: Percent of students making learning gains in mathematics.</li></ol>				
Mathematics Goal #3:					
2012 Current Level of Performance:			2013 Exp	pected Level of Perfo	ormance:
	Problem-Solving Proce	ss to I	ncrease S	Student Achievemen	t
Anticipated Barrier	Strategy	Positi Resp	on or tion oonsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No Data Submitted				

# Algebra End-of-Course (EOC) Goals

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

Students scoring at Achie	evement Level 3 in Algebra.			
gebra Goal #1:	overnem zever e minigezha.			
)12 Current Level of Perfo	ormance:	2013 Expected L	evel of Performance:	
	Problem-Solving Process to I	ncrease Student	Achievement	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too
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	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	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	

of improvement for the following group:	and define areas in need
2. Students scoring at or above Achievement Levels 4	
and 5 in Algebra.	
Algebra Goal #2:	

Anticipated Barrier  Strategy  Miami-Dade Online Academy contracts with level administrators of the state-endorsed online content service providers who also provide the instructors and grade providers who also provide the instructors with law and the instructors with state-endorsed online content service providers who also provide the instructors with law and the instructors with law and the instructors with a scalable of the state than they may need enrichment opportunities in the content areas. The instructors employed by the tis inception 3 years again line service providers and their instructors must strive to met all required content area goals, because the online service providers and their instructors must strive to met all required content area goals, because the online service providers and their instructors with students to assist students to achieve on standardized tests. If the online service providers and their state. They must strive to met all required content area goals, because the online service providers and their state. They must strive to met all required content area goals, because the online service providers and their state. They must strive to met all required content area goals, because the online service providers and their state. They must strive to met all required content area goals, because the online service providers and their state then they might no longer be able to provide online service providers with the o	2012	Current Level of Perfo	rmance:	2013 Expected L	evel of Performance:	
Mami-Dade Online Academy ontracts with state-endorsed online contracted online structors with state-endorsed online contracted online service providers are responsible for providers who also provide the instructors and grade provider in the contracted online service providers are responsible for largetling, placing and monitoring students who may meed remediation as well as how working for them. Since it is inception 3 years ago may be able to provider and grade in the students and their instructors and their instructors 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 service providers are given a grade by the state. They must strive to assist students to assist students to achieve on standardized tests. If the online service providers and their instructors and contracted 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 and their instructors with content area goals, because the online provider. MDO Academy staff has access to this provider email system and can read all communication between the online instructors and their instructors and their instructors and their instructors and their students and their sudents. The success allows the particular students are given a grade by the state. They must strive to assist students to achieve on standardized a more additional support that is above and beyond the sudents and their students. The mode and their students are given a caceptable grade from the state then they might no longer be able to provide notice the state of the state.  The contraction of the st						
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Academy contracts with state-endorsed online contracted online optroviders who also provided the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its inception 3 years ago of 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 online provider in the tount area. They state. They must strive to assist students to achieve on standardized tests. If the online services for the state.  Academy sand their instructors must strive to assist students to achieve on standardized tests. If the online service providers are given a grade by the online service providers are given a grade by the online service in the contracted online service providers are given a grade by the online service providers and their students and their service providers are given a grade by the online service providers and their students and their students and their service providers are given a grade by the and the students and their service providers do not receive an acceptable grade from the state then they might no longer be able to providers' particular point person (depending on the student's grade level) if it is found that they are not offering these intervention or enrichment trategies to		Anticipated Barrier	Strategy	Position Responsible for	Determine Effectiveness of	Evaluation Tool
	1	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.	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 strategiesMDO.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	administrators and instructors with contracted online service providers, Miami-Dade Online Academy administrator and counselor	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	

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 :			<u> </u>		
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

38. Student subgroups by ethnicity (White, Black, Hispanic, Aslan, American Indian) not making satisfactory progress in Algebra.  Algebra Coal #38:  2012 Current Level of Performance:  2013 Expected Level of Performance:  Problem-Solving Process to Increase Student Achievement  Problem-Solving Process to Increase Student Achievement  Proserving Process Used to Determine Responsible for Monitoring  Analysis and Commine Achieve with a State-endorsed online content service providers who also provide the instructors. Monitoring Students who may make remediation as well as the endorse of the content service providers and increased online achieve on a student layer of the content service providers on a monitoring students who may make remediation as well as those that may need online service providers and the students and provider shall be suffered from the students and providers and the students and provider shall be suffered from the students and providers and their instructors with the students and their state. They must strive to ment all students to academic and personal issues. The contracted online service providers and the students and provider shall be contracted and offered tosts. If the conline service providers and the students and their state. They must strive to ment all students to academic and personal issues. The students and provider shall be contracted and offered tosts. If the conline service providers and the students and their state. They must strive to academic and personal students to academic and personal students to academic and personal students with the online provider. MDO academy staff in academy staff has access to a student in special providers pericular point personal students and their staff. In the online service providers and the students and their staff may then initiate their staff in a provider provider support that the student is an acceptable to achieve on standardized and statement of the section of the students and their staff in a provider providers and students and their s	of imp	rovement for the followi	ng subgroup:			
Problem-Solving Process to Increase Student Achievement  Anticipated Barrier  Strategy  Person or Position Responsible for Effectiveness of Strategy and Manin-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors. Mamin-Dade Online Academy has no Mamin-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 provider. MDO Academy staff to academic and personal issues, The service providers and their instructors must strive to meet all required content area goals, because the online provider. MDO Academy staff the online service providers and their instructors must strive to assist students to achieve on standardized tense the online instructors are given a grade by the online provider and their instructors must strive to assist students to achieve on standardized the state. They must strive to assist students to achieve on standardized the state of the online provider has not been the online instructors and their state. They must strive to achieve an acceptable grade from the state then they might no longer be able to make the personal state than they might no longer be able to state. The might no longer be able to state the personal provider and the framework of the state. The provider of the state when they might no longer be able to provider parents. This access allows the communicates with the online service providers parents. This access allows the communication of the content and their families need to be contacted and offered additional support that is above and beyond the students who received probation	Hispanic, Asian, American Indian) not making					
Anticipated Barrier  Strategy  Person or Position Determine Effectiveness of Strategy  Milami-Dade Online Academy contracts with state-endorsed online contracted online service providers have been been been been been been been be	Algeb	ra Goal #3B:				
Anticipated Barrier  Strategy  Maimi-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors Mami-Dade Online Academy shas no Miami-Dade Online Academy has no 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 to assist students to no longer be able to providers providers and then they might no longer be able to providers providers providers and then they might no longer be able to providers providers providers and then they might no longer be able to providers providers with the online service providers on the state then they might no longer be able to providers providers with the online service providers on the state then they might no longer be able to providers providers providers demanded the online service providers on the state then they might no longer be able to providers providers for the state.  Maini-Dade Online Academy shan 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 an acceptable grade from the state then they might no longer be able to provider and their family in order to determine strategies. MDO cademy staff may the initiate their order to offer mediation or enrichment strategies to  provider an acceptable provider spaticular point person (depending on the students grade level and ministrators and created by the administrators and created by	2012	Current Level of Perfo	rmance:	2013 Expected L	Level of Performance:	
Anticipated Barrier  Strategy  Maimi-Dade Online Academy contracts with state-endorsed online content service providers who also provide the instructors Mami-Dade Online Academy shas no Miami-Dade Online Academy has no 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 to assist students to no longer be able to providers providers and then they might no longer be able to providers providers providers and then they might no longer be able to providers providers providers and then they might no longer be able to providers providers with the online service providers on the state then they might no longer be able to providers providers with the online service providers on the state then they might no longer be able to providers providers providers demanded the online service providers on the state then they might no longer be able to providers providers for the state.  Maini-Dade Online Academy shan 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 an acceptable grade from the state then they might no longer be able to provider and their family in order to determine strategies. MDO cademy staff may the initiate their order to offer mediation or enrichment strategies to  provider an acceptable provider spaticular point person (depending on the students grade level and ministrators and created by the administrators and created by						
Anticipated Barrier  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 Online Academy has no Miami-Dade Online School instructors working for them. Since its inception 3 years ago online service providers and the students and parents strive to meet all required content area and their instructors are given a grade by the and the students and the state. They must strive to assist students to achieve on standardized tests. If the online service providers and the state.  Anticipated Barrier  The instructors and grade Academy the level administrators of the contracted online service providers and the students and parents and their instructors explored by the instructors exployed by the students and parents academic and personal issues. These contacts are logged into the computer system of the online service providers and their instructors are given a grade by the sand the students and their state. They must strive to assist students to achieve on standardized tests. If the online service providers and the students and their state. They must strive to assist students to achieve an acceptable grade from the state then they might no longer be able to provider online service providers with the online service providers and the student and their family. In order to definitive picture of the state.  Strategy  The instructors with academy ward evidence are responsible for the contracted online service providers. The counselor and constant area of a student show many times. The report and constant area of a student show well as the student is progressing in the online course. The counselor at the online service providers with the online service providers with a service providers and readed content area. The contracted online service providers with a student and parents. This acceptance with a student is an acceptance on the student show well as to service providers with a conselor and parents. This acceptance		I	Problem-Solving Process to I	ncrease Student	Achievement	
Academy contracts with level administrators of the 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 online Academy has not received a school accountability grade. The contracted online service providers and their instructors must strive to meet all required content areas goals, because the online service providers are given a grade by the online service providers are given a grade by the online service service providers and contracted online service providers and their instructors employed by the online service providers and goals, because the online service providers are given a grade by the online service providers to assist students to assist students to assist students to more definitive picture of the state.  10 Online Academy where Mamin-Dade Online service providers and their instructors employed by the online service providers and contracted online service providers and their instructors with the online service providers and contracted online service providers and their instructors with the online service providers are given a grade by the online service providers for the state.  10 Online Academy where Mamin-Dade Online service providers and the students and parents concerning a vast array of academic and personal issues. These contacts are logged into the sudents and their online service providers do not receive an acceptable grade from the state.  11 Onger be able to provider with the online service provider and their family. In order to offer remediation or enrichment strategies. MDO communicates with the online service providers and their family. In order to offering these intervention or enrichment strategies to the determine their status in		Anticipated Barrier	Strategy	Position Responsible for	Determine Effectiveness of	Evaluation Tool
	A S C C P P P P M A C C S W itt M A A rra a T S ra t t a a t t t s S r c g t t l l c p P	academy contracts with tate-endorsed online ontent service providers who also provide the instructors. Miami-Dade Online provided the instructors. Miami-Dade Online provided the instructors providing for them. Since the sinception 3 years ago miami-Dade Online provided the providers and their instructors must be trive to meet all provided the providers and their instructors must trive to meet all provided the providers and the providers and the providers and the provided the providers and provided the providers and provided the providers and provided the provided to provide the provided online services or the state.	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 strategiesMDO.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	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	

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:

		·	Level of Performance:	
	Problem-Solving Process to I	ncrease Student	Achievement	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation To
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	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in new 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 Barrie	r Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
state-endorsed online content service providers who also provide the instructo Miami-Dade Online Academy has no Miar Dade County Public School instructors working for them. Sir its inception 3 years Miami-Dade Online Academy has not received a school accountability grade. The contracted online service providers and their instructors mus strive to meet all required content area goals, because the online service provide are given a grade by state. They must str to assist students to achieve on standardi tests. If the online	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 ago 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	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	

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 Person or Process Used to Position Determine Anticipated Barrier **Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy EOC scores Miami-Dade Online The instructors and grade Grade level Escalation Reports are

state-endorsed online content service providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors its inception 3 years ago online service providers 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 to assist students to tests. If the online receive an acceptable grade from the state then they might no longer be able to provide online services for the state.

Academy contracts with 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 working for them. Since instructors employed by the 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 online service providers between the online instructors are given a grade by the and the students and their state. They must strive parents. This access allows MDO Academy staff to acquire achieve on standardized a more definitive picture of the issues with a particular service providers do not 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

instructors with

Academy administrator and counselor

administrators and created by the online service providers on a contracted online monthly basis and are service providers, sent to Miami-Dade Online Academy where Miami-Dade Online 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

End of Algebra EOC Goals

### Geometry End-of-Course (EOC) Goals

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

MDCPS online student

	ed on the analysis of st eed of improvement for	udent achievement data, and r the following group:	eference to "Guidi	ng Questions", identify	and define areas
1	Students scoring at Acometry.	chievement Level 3 in			
Geo	ometry Goal #1:				
201	2 Current Level of Pe	rformance:	2013 Expected I	_evel of Performance:	:
	F	Problem-Solving Process to I	ncrease Student	Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too
	Miami-Dade Online	The instructors and grade	Grade level	Escalation Reports are	EOC scores

Academy contracts with state-endorsed providers who also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School 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 grade from the state then they might no longer be able to provide online services for the state.

level administrators of the contracted online service online content 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 working for 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 receive an acceptable 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

online content service providers are responsible for

administrators and instructors online service providers.

Miami-Dade Online Academy administrator and counselor

created by the online service providers on a with contracted 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

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

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

with contracted contracted online

providers who also provide the monitoring students who may need remediation as well as those that may need county Public School instructors working for instructors employed by the online service providers and their instructors and their instructors and their instructors instructors. These contacts are logged into the computer system of the online provider. MDO academic and personal issues. These contacts are logged into the computer system of the online provider email system and are ad all communication between the online instructors and the students and their parents. This access allows and their instructors and the students and their parents. This access allows MDO Academy staff to acquire a 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 provider online services for the state.  The provider and their parents are providers are providers and their parents are providers and their parents are providers are pr						
enrichment strategies to	1	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	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	providers, Miami-Dade Online Academy administrator and counselor	Miami-Dade Online Academy administrator	
enticlinent strategies to						

Based on Ambition Target	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 #			<u></u>		
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
Based on the anal	,		nd reference to "Guid	ing Questions", iden	tify and define areas		
3B. Student subg Hispanic, Asian, satisfactory prog Geometry Goal #	American India gress in Geome	,					
2012 Current Level of Performance:			2013 Expected	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		

	f student achievement data, for the following subgroup:	and r	eference to	o "Guiding Questions", ic	dentify and define areas	
3C. English Language satisfactory progress	Learners (ELL) not makinç in Geometry.	9				
Geometry Goal #3C:						
2012 Current Level of	Performance:		2013 Exp	ected Level of Perform	nance:	
	Problem-Solving Proces	s to I	ncrease S	tudent 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 in need of improvement			reference to	o "Guiding Questions"	, identify and define areas
3D. Students with Dis satisfactory progress	abilities (SWD) not r				
Geometry Goal #3D:					
2012 Current Level of	Performance:		2013 Exp	ected Level of Perfo	ormance:
	Problem-Solving I	Process to I	ncrease S	tudent Achievemen	t
Anticipated Barrier	Strategy	Posi Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data	Submitted		

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.

Geometry Goal #3E:

2012 Current Level of Performance: 2			2013 Expected Level of Performance:		
	Problem-Solving Process to			tudent Achievement	
Anticipated Barrier Strategy Posi for			on or tion oonsible toring	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	and/or PLC	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 Prograi	m(s)/Matarial(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 Developme	ent		
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

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

in order to determine

		program						
		student achievement data ment for the following grou		reference	to "Gui	iding Questions",	identi	fy and define
	Florida Alternate A dents scoring at Lev	ssessment: vels 4, 5, and 6 in science	e.					
Scie	ence Goal #1b:							
201	2 Current Level of F	Performance:		2013 Exp	ected I	Level of Perform	nance	:
	F	Problem-Solving Process	toIr	ncrease St	tudent	Achievement		
Ant	ticipated Barrier S	Strategy	for	ion onsible	Deterr	iveness of	Evalu	ation Tool
		No [	Data S	Submitted				
		student achievement data ment for the following grou		reference	to "Gui	iding Questions",	identi	fy and define
	FCAT 2.0: Students lievement Level 4 ir	scoring at or above a science.						
Scie	ence Goal #2a:							
201	2 Current Level of F	Performance:		2013 Expected Level of Performance:				
	F	Problem-Solving Process	toIr	ncrease St	tudent	Achievement		
	Anticipated Barrie	Strategy		Person Positi Respon for Moni	ion Isible	Process Used Determine Effectiveness Strategy		Evaluation Tool
	also provide the instructors. Miami-Dade Online Academy has no Miami-Dade County Public School instructors working for them. Since its	instructors employed by online service providers extensively communicate the students and parents concerning a vast array academic and personal is	may as in the with sof ssues.ed m of ss to	with cont online ser providers Miami- Da Online Ac administrand count	ators uctors racted rvice , de eademy ator	Escalation Reporare created by tonline service providers on a monthly basis and sent to Miami-Da Online Academy where the couns peruses them. The report contains detailed information how long a student logged in the online provide system as well as how many times, report also deline power also deline progressing in online course. The counselor at MDC amount of the provides well the studies progressing in online course. The counselor at MDC amount of the provides well the studies are portally as the progressing in online course. The counselor at MDC amount of the provides which is progressing in online course.	he and are ade selor he tion nto ler is . The eates ident the ne	FCAT scores

their status in the

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

	of student achievement data rement for the following grou		reference	to "Guiding Questions"	, identify and define		
2b. Florida Alternate Students scoring at o in science.	Assessment: r above Achievement Lev	vel 7					
Science Goal #2b:							
2012 Current Level of	Performance:		2013 Exp	pected Level of Perform	mance:		
	Problem-Solving Process	s to Ir	ncrease S	itudent Achievement			
Anticipated Barrier Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Evaluation Tool							
No Data Submitted							

program

# Florida Alternate Assessment High School Science Goals

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

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

<ol> <li>Florida Alternate A at Levels 4, 5, and 6 i</li> </ol>	ssessment: Students sco in science.	ring			
Science Goal #1:					
2012 Current Level of	f Performance:		2013 Exp	pected Level of Perfor	mance:
			·		
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement	
		Pers	on or		<u> </u>
Anticipated Barrier	Strategy	Posi Resp for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data	Submitted		
	of student achievement data vement for the following gro		I reference	to "Guiding Questions"	, identify and define
2. Florida Alternate A at or above Level 7 ir	ssessment: Students scc n science.	ring			
Science Goal #2:					
2012 Current Level of	f Performance:		2013 Expected Level of Performance:		
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement	
		Pers Posi	on or Process Used to		
Anticipated Barrier	Strategy	Resp for	oonsible	Determine Effectiveness of Strategy	Evaluation Tool
	No		Submitted		
Piology End of Co	urso (EOC) Cools				
* When using percentage	s, include the number of stude	ents th	e nercentad	ue renresents (e.a. 70% (	(35))
	of student achievement data				
areas in need of improv	vement for the following gro	up:		to calaing Questions	, racining and define
Students scoring at Achievement Level 3 in Biology.					
Biology Goal #1:					
2012 Current Level of	f Performance:		2013 Exp	ected Level of Perfor	mance:

#### 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	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	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. MDOcommunicates 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	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	

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 Biology.				
Biology Goal #2:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Person or Position Responsible for Monitoring	
N/A						

#### Science Budget:

Evidence-based Progra	am(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 Developm	nent		
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 Science Goals

## Writing Goals

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

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

1a.	FCAT 2.0: Students so	coring at Achievement Level			
3.0	and higher in writing.				
Wri	ting Goal #1a:				
201	2 Current Level of Per	formance:	2013 Expected I	_evel of Performance:	
	Р	roblem-Solving Process to Ir	ncrease Student	Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too
	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	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	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

progressing in the

online course. The

Academy uses these

counselor at MDO

monthly reports in

order to determine

be contacted and

offered additional

which students and

their families need to

support that is above and beyond the

support already being

offered by the online

service provider. At

semester the MDO

Academy staff issues

probation letters for

those students who

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

the end of the

may not be

adequately

the student is

academic and personal issues.

These contacts are logged

the online provider. MDO

into the computer system of

Academy staff has access to

can read all communication

and the students and their

parents. This access allows

a more definitive picture of

the issues with a particular

student. The MDO Academy

staff may then initiate their

order to offer remediation or

providers' particular point

person (depending on the

found that they are not

enrichment strategies to

MDCPS online student

student's grade level) if it is

offering these intervention or

strategies..MDO.communicates

own verbal or written

receive an acceptable student and their family. In

provide online services with the online service

enrichment

communication with the

this provider email system and

between the online instructors

MDO Academy staff to acquire

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.

received a school

strive to meet all

accountability grade.

The contracted online

service providers and

their instructors must

required content area

goals, because the

providers are given a

grade by the state. They must strive to

assist students to

the online service

providers do not

standardized tests. If

grade from the state

then they might no

longer be able to

for the state.

online service

achieve on

Writing Goal #1b:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving	g Process to I	ncrease S	tudent 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)	Person or Position Responsible for Monitoring
N/A					

#### Writing Budget:

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

offering these intervention or

enrichment strategies to

MDCPS online student

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	

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 Levels4 and 5 in Civics.

Civics Goal #2:

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	Evaluation Toc
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	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.MDOcommunicates 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		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	

	i		
		status in the program	

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	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Person or Position Responsible for Monitoring
N/A					

#### Civics Budget:

Evidence-based Program(s)/Mat	erial(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-Cource (EOC) Goals

2012 Current Level of Performance:

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:

2013 Expected Level of Performance:

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

#### Problem-Solving Process to Increase Student Achievement

	FIOI	olem-Solving Process t	o mcrease stude	int Acmevement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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	who may need remediation as well as	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	

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 ar	nd 5 in U.S. History.				
U.S.	History Goal #2:				
201	2 Current Level of Pe	rformance:	2013 Expected I	_evel of Performance:	
	P	roblem-Solving Process to Ir	ncrease Student	Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Toc
1	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	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		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	

### (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	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Person or Position Responsible for Monitoring
N/A					

#### U.S. History Budget:

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)

 $^{\star}$  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 nee 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)			

1-	2012 Current Number of Students with Excessive Tardies (10 or more)			· ·	2013 Expected Number of Students with Excessive Tardies (10 or more)		
		Prol	olem-Solving Process t	o Increase Stude	ent 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		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 Participan (e.g., PLC, subject, grad level, or school wide)		Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Person or Position Responsible for Monitoring
N/A					

#### Attendance Budget:

No Data	No Data	No Data	\$0.00
Strategy	Description of Resources	Funding Source	Available Amoun
Professional Development			Subtotal: \$0.0
No Data	No Data	No Data	\$0.00
Strategy	Description of Resources	Funding Source	Available Amount
Fechnology			
			Subtotal: \$0.0
According to Florida statut money left over from FTE a the online service provider been paid must be allocate the district -wide instructic improvement system	ofter ors have ed to		\$0.00
Strategy	Description of Resources	Funding Source	Available Amoun

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 of improvement:	f suspension data, and refer	ence	to "Guiding	Questions", identify ar	nd define areas in need
1. Suspension					
Suspension Goal #1:			N/A		
2012 Total Number of	In-School Suspensions		2013 Exp	ected Number of In-S	School Suspensions
N/A			N/A		
2012 Total Number of	Students Suspended I n-Sc	chool	2013 Exp School	ected Number of Stu	dents Suspended In-
N/A			N/A		
2012 Number of Out-o	f-School Suspensions		2013 Expected Number of Out-of-School Suspensions		
N/A			N/A		
2012 Total Number of School	Students Suspended Out-o	of-	2013 Expected Number of Students Suspended Out- of-School		
N/A			N/A		
	Problem-Solving Process	s to I	ncrease S	tudent Achievement	
Anticipated Barrier Strategy Posit Resp		on or tion oonsible toring	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
		Ν	No Data Submitted	d		

#### Suspension Budget:

Evidence-based Progra	arri(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 Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

# Dropout Prevention Goal(s)

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

<sup>\*</sup> 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:  *Please refer to the percentage of students who dropped out during the 2011-2012 school year.	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		
	Prol	olem-Solving Process t	o Increase Stude	nt 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.	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 /To and/or Pl Focus	PD Facilitator and/or PLC Leader	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Person or Position Responsible for Monitoring
N/A				

#### Dropout Prevention Budget:

Evidence-based Program(s)/Mat	erial(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: All parents and students will attend a face-to-face orientation session to ensure parental involvement in the \*Please refer to the percentage of parents who educational process participated in school activities, duplicated or unduplicated. 2012 Current Level of Parent Involvement: 2013 Expected Level of Parent Involvement: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Miami-Dade Online All parents and Assistant principal Successful student Escalation reports students will attend a Academy will hold and guidance completion rates provided by the counselor online service face-to-face multiple grade level orientation sessions to orientation session to provider ensure parental engage parents in the involvement in the educational process. educational process

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	(e.g., PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	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
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		-	Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		-	Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

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

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

Based	d on the analysis of school	ol data, identify and defir	ne areas in need of	improvement:		
1. ST	EM 1 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		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	0_17		Faculty, staff, parents, students	First semester	Incorporation of STEM into school curriculum	Administration

#### STEM Budget:

Strategy	Description of Resources	Funding Source	Available
No Data	No Data	No Data	Amount \$0.00
NO Data	No Data	No Data	Subtotal: \$0.00
Technology			Subtotal: \$0.00
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
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 o	f school data, identify and	d define a	ireas in ne	ed of improvement:	
1. CTE					
CTE Goal #1:					
	Problem-Solving Prod	cess to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Posit Resp for	on or ion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data S	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:

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 Developm	nent		
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 Progr	arri(s)/ wateriar(s)	Description of		
Goal	Strategy	Description of Resources	Funding Source	Available Amoun
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
Technology				Subtotal: \$0.0
Goal	Strategy	Description of	Funding Source	Available Amount
No Data	No Data	Resources No Data	No Data	\$0.00
	5 5 4 4			Subtotal: \$0.0
Professional Developr	nent			
Goal	Strategy	Description of Resources	Funding Source	Available Amoun
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.0
Other		Description of		
Goal	Strategy	Resources	Funding Source	Available Amount
No Data				

School-level Differentiated Accountability	/ Compliance
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jn Priority jn Focus jn Prevent jn NA	
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Are you a reward school:  $j_{\square}$  Yes  $j_{\square}$  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