

MIAMI-DADE COUNTY PUBLIC SCHOOLS
giving our students the world

2005-2008
DISTRICT
STRATEGIC
PLAN

REVISED

October 11, 2006



Miami-Dade County Public Schools

A-3

MIAMI-DADE COUNTY PUBLIC SCHOOLS

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Superintendent of Schools

Rudolph F. Crew, Ed.D.



Miami-Dade County Public Schools
1450 NE 2 Avenue, Miami FL 33132

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Miami-Dade County
Public Schools

MESSAGE FROM THE SCHOOL BOARD CHAIR



Mr. Agustin J. Barrera
Chair

A strategic plan focuses the efforts of an organization on a set of prioritized goals and objectives. The School Board of Miami-Dade County, Florida believes this document, the *Revised 2005-2008 District Strategic Plan*, provides the foundation to which all activities and resources can be aligned to achieve the District's mission of providing the highest quality education to our students.

The *Revised 2005-2008 District Strategic Plan* incorporates changes reflective of internal and external factors that influence the operational climate of our organization for the 2006-2007 school year. These factors challenge us to increase our efficiency and focus while maintaining the rate of progress we have experienced to date.

As Board Chair and on behalf of the School Board of Miami-Dade County, Florida, I would like to express my sincere gratitude to all of the stakeholder groups who have participated in the development and revision of this plan. I encourage all of you to continue to provide feedback to us. Every member of this community has an interest in the education and development of our students to become productive and responsible citizens. It is only through your continuous support and effort that we will make this a reality.





Miami-Dade County
Public Schools

MESSAGE FROM THE SUPERINTENDENT



Rudolph F. Crew, Ed. D.
Superintendent

Success in achieving our vision of providing educational excellence for all is largely dependent on our ability to focus efforts and resources on strategic priorities. Our strategic priorities, outlined in the *2005-2008 District Strategic Plan*, are: 1. Ensure achievement of high academic standards by all students; 2. Develop our students so that they are able to successfully compete in the global economy; 3. Actively engage family and community members to become our partners in raising and maintaining high student achievement; 4. Reform business practices to ensure efficiency, effectiveness and high ethical standards; and 5. Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. The District Strategic Plan also outlines the direction and activities we will undertake to reach these goals.

We have made steady improvements during the 2005-2006 school year, the first year of the District Strategic Plan. We continued intensive intervention with our lowest performing schools and began to reform the curriculum and secondary schools to promote equity and close the achievement gap. We built over 18,000 new student stations, improved the quality of the learning environment and launched the Wellness Initiative to improve student health and wellbeing. We have offered greater opportunities for professional development for our employees and have increased our accountability by implementing new performance evaluation systems and performance pay. Additionally, we have improved our business processes, cut overhead and strengthened the District's financial health.

Our successes come not only from our efforts but from the active involvement of parents and partners in the public and private sector. To this end, we conducted Strategic Planning Focus Groups to obtain valuable feedback from students, parents, staff and community groups. We also launched The Parent Academy, established education compacts and strengthened partnerships with local businesses and community organizations to encourage greater collaboration amongst all stakeholders.

This revision of the *2005-2008 District Strategic Plan* reflects course corrections based on stakeholder priorities: providing a rigorous and well-rounded education to prepare students for life after graduation in a global economy, ensuring a quality learning and working environment, continuing to encourage community involvement and improving equity, transparency and efficiency of business practices. We believe our 2006-2007 focus, delineated in this revision, will generate the outcomes necessary to address our priorities and fulfill our District's mission on behalf of our students and stakeholders.

In the end, it is our work together that will continue to ensure that all of our students can successfully compete in a global economy.





Miami-Dade County
Public Schools

EXECUTIVE SUMMARY

Plan Development (2004-2005)

Laying the groundwork

A new Superintendent and administration arrived at Miami-Dade County Public Schools (M-DCPS) in the summer of 2004. At that time the District needed dramatic reform, and internal and external stakeholders were ready for change. The Superintendent and administration, with the leadership of the School Board, began their work with an unwavering emphasis on raising student achievement, establishing equity throughout the system, improving business practices, and developing and maintaining competent and highly satisfied employees.

As part of this focus, the District embarked on a journey of reform to address its immediate needs and lay the groundwork for longer-term reform initiatives. During the 2004-2005 school year, the School Improvement Zone and Schools Targeting Excellence in Literacy Learning And Reading (STELLAR) programs were established to provide intense support to the lowest performing schools; the District was reorganized to promote student achievement and cut overhead costs; business practices were redesigned to improve efficiency and effectiveness and to promote equity; teachers were rewarded through a pay increase in beginning teacher salary; Superintendent forums were held to engage the community; and ~18,000 seats were built to relieve overcrowding.

Creating the plan

The District had never undergone a strategic planning process as deep or as comprehensive as the one undertaken for this plan. It necessitated intense focus of District leadership and involved approximately 4,500 stakeholders.

The process began with the School Board defining the District's vision, mission, core values, and goals. The Superintendent and his staff gathered input from 18 stakeholder focus groups, 267 Educational Excellence School Advisory Councils, members of the Dade County Legislature, and the general public to shape District-wide strategies to be implemented over three years to achieve the District's goals. Staff consolidated and analyzed this input and defined specific strategies for each department. Staff also identified strategic measures to determine progress against the District's goals and objectives. These elements made up the *2005-2008 District Strategic Plan*, approved by the Board in April 2005.

Implementation (2005-2006)

Also in 2005, each Department developed workplans, outcomes and budgets around the District's initiatives outlined in the *2005-2008 District Strategic Plan*. These initiatives included: continued intense support to the lowest performing schools, literacy across all disciplines, seamless PreK-12 curriculum, secondary school reform, a student Wellness Initiative, continued development of the District's capacity to build student seats, accountability at all levels, and business processes redesign.



EXECUTIVE SUMMARY

Progress made on each of these initiatives during the 2005-2006 school year is reflected in the achievements section included in this revised document (pages 26-29).

Revision

Monitoring, adjusting and budgeting

A strategic plan is a dynamic document that is periodically revisited and revised as the environment changes. The District assessed the progress made during 2005-2006 and identified course corrections needed to achieve our expected outcomes for 2008. The Superintendent and his staff held a second series of focus groups in the winter of 2006 to share the District's progress and to obtain feedback from our stakeholders on the focus for the 2006-2007 school year. The *Revised 2005-2008 District Strategic Plan* reflects stakeholder feedback, progress made and course corrections needed in achieving District goals.

In addition, during the spring of 2006, District non-school site departments embarked on a zero-based budgeting process to explicitly tie the budget to the strategic priorities outlined in the *2005-2008 District Strategic Plan*.

The District will continue to monitor the strategic plan, make adjustments as needed, and seek feedback from stakeholders.



DISTRICT PROFILE

2005-2006

General information¹

Number of schools:	367
Number of students:	361,550
Annual budget	\$5,694,528,973
Personnel	
Total full-time staff:	35,377
Total teachers:	20,242
Average years teaching ² :	10
Salary:	\$48,155
<i>Average teacher's salary excluding fringe benefits (salary for ten months)</i>	

Student membership¹

Including Charter Schools

Number of students by ethnicity:	
Hispanic:	218,265
Black non-hispanic:	99,715
White non-hispanic:	34,759
Other:	8,723
Number of students by gender:	
Male:	184,810
Female:	176,740

Percentage of students receiving free/reduced price lunch¹

Elementary:	69.1
Middle:	66.9
Senior High:	47.6
Alternative:	71.6
District-wide:	61.1

Number of students in summer school (Summer 2005)¹

Elementary:	7,842
Middle:	7,977
Senior High:	12,085
Total:	27,904

Sources:

1. Statistical Highlights 2005-06 – based on October 2005 Full Time Equivalent (FTE) calculations
2. Office of Assessment, Research and Data Analysis – based on October 2005 FTE calculations
3. Office of Adult/Vocational, Alternative and Community Education (November 2005)
4. Office of Assessment, Research and Data Analysis – based on February 2006 FTE calculations
5. Division of Bilingual Education and World Languages – based on October 2005 FTE calculations

Charter Schools²

Number of schools:	50
Number of students:	16,789

Controlled choice schools¹

Enhanced curricula focused on academic themes offered to parents residing within the six controlled choice attendance boundaries.

Number of schools:	14
Number of students:	9,417

Adult/Vocational centers³

Number of centers:	21
Number of students:	55,380

Exceptional Student Education (ESE) programs⁴

Number of students:	58,948
Gifted:	25,569
Other ESE:	33,379

Limited English Proficient (LEP) programs⁵

Number of students:	53,204
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Magnet programs¹

Number of programs:	67
Number of students:	31,761

Enrollment in advanced level courses¹

Enrollment in honors, dual enrollment, and advanced placement courses:	161,558
As a percent of total 9-12 student periods:	24.3

Number of students enrolled in vocational courses¹

Grades 6-8:	19,759
Grades 9-12:	64,368





Miami-Dade County
Public Schools

STRATEGIC PLANNING PROCESS

1. Lay groundwork

- Conduct an environmental scan to review internal and external issues
- Review the District's 2000-2005 strategic plan and performance results
- Develop District-wide objectives and metrics for each strategic goal
- Align the strategic planning process with the budgeting process



2. Gather input

- Conduct focus groups to gather input from stakeholders on strategic goals and implementation strategies:
 - Parents;
 - Teachers and instructional support personnel;
 - Principals and assistant principals;
 - Students;
 - District and regional administrators;
 - Unions and employee associations;
 - Business leaders; and
 - Faith-based community leaders;
- Gather input from Educational Excellence School Advisory Councils via the internet
- Use stakeholder input to make adjustment to strategic elements



3. Create department plans

- Identify departments:
 - Curriculum and Instruction;
 - School Improvement Zone;
 - School Operations;
 - Professional Development;
 - School Facilities;
 - Business Operations;
 - Chief of Staff;
 - Accountability and System-wide Performance;
 - Intergovernmental Affairs, Grants Administration and Community Services;
 - Communications;
 - Police and District Security; and
 - Investigations and Diversity Compliance
- Use stakeholder input to create key strategies and corresponding outcomes, by department, to be achieved by the end of 2008
- Determine timing of key strategies and determine focus for upcoming school year
- Align department plans with District strategic plan



4. Align strategic plan with budget

- Define activities to achieve District-wide strategic initiatives
- Identify resources and costs associated with implementing upcoming year's strategic activities
- Adjust strategic plan implementation timeline and activities, as needed, based on budget constraints



5. Deploy, monitor and adjust strategic plan

- Collect data on a quarterly basis
- Review strategies and adjust, if needed, based on data
- Transmit periodic updates of progress to Board and community





Miami-Dade County
Public Schools

ENVIRONMENTAL SCAN

Environmental scanning is the process of collecting information on events and trends that influence the District's environment. Through an understanding of these influences, the District is better able to develop effective responses and alter strategies when the need arises. Prior to the development of the *2005-2008 District Strategic Plan*, an initial analysis of the District's environment, both internal and external, was performed and opportunities and challenges for the District to consider during its strategic planning process were identified. The environmental scan has been updated for the *Revised 2005-2008 District Strategic Plan* as follows.

Diversity of the students we serve

The demographics of our student body remained essentially the same between 2004 and 2005. Of the 361,550 students enrolled in Miami-Dade County Public Schools, 60% are hispanic, 28% are black, 10% are white, and 2% are other ethnicities. Approximately 22% of students enrolled in Miami-Dade County Public Schools are foreign born and 62% speak a primary language other than English. In addition, 15% of the enrolled students are considered LEP. While this vast diversity in our community and in our schools is something to be cherished, it also challenges us to implement instructional strategies aimed at meeting each student's individual needs and to explicitly engage our diverse communities and stakeholders in meaningful ways to ensure equity at all levels.

Federal and State Accountability Requirements

The Florida Comprehensive Assessment Test (FCAT) is part of the State's overall plan to increase student achievement by implementing higher standards for teaching and learning. The FCAT is administered to students in Grades 3-11 and is comprised of tests in Mathematics, Reading, Science, and Writing. The results are submitted to both the State of Florida and Federal Departments of Education to meet accountability guidelines.

The State's A+ Plan uses the FCAT as its accountability measure. In the past, six (6) indicators have been used to determine the success or failure of schools in meeting the state's requirements. These indicators include: 1. the percent of students meeting high standards in Reading, 2. the percent of students meeting high standards in Mathematics, 3. the percent of students meeting high standards in Writing, 4. the percent of students making learning gains in Reading, 5. the percent of students making learning gains in Mathematics, and 6. the percent of students from the lowest 25% at the school making learning gains in Reading. Schools are designated as "A", "B", "C", "D", or "F" based on the sum of their scores on these indicators. In the past five years, M-DCPS performance on the FCAT has steadily improved with a greater number of schools being designated



ENVIRONMENTAL SCAN

as “A” and “B” each year. In 2006-2007 the system will change to include eight (8) indicators. The additional indicators will be: 7. learning gains achieved by the lowest 25% in Mathematics, and 8. the percent of students meeting high standards in Science. This expansion will challenge schools to focus on Science and the lowest performing students in Mathematics while maintaining performance in the other areas.

The accountability requirements of the Federal Government’s No Child Left Behind (NCLB) Act differ from the State’s A+ Plan. While both systems use the percent of students meeting high standards in Reading, Mathematics and Writing, NCLB requires a specific minimum proficiency level in each area for the entire school and certain sub-groups and has a completely different standard for high performance in Writing. In 2006-2007, the proficiency requirement (percent of students scoring 3 or higher) will increase from 44% to 51% in Reading and from 50% to 56% in Mathematics. Both proficiency requirements will continue to increase each year until 2013-2014 when 100% of students will be required to meet high standards in Reading and Mathematics. NCLB defines high standards in Writing as a score of 3.0 or higher while the A+ Plan requires a 4.0 or higher. FCAT Science is currently not being included under NCLB.

Growth and Class Size

The population of school-aged children in Miami-Dade County decreased slightly from 2004-2005. Likewise, the overall enrollment in M-DCPS decreased slightly from 365,784 in 2004-2005 to 361,550 in 2005-2006. Some of the factors contributing to this downward trend include: families leaving Miami-Dade County in search of a lower cost of living and competition from charter schools and voucher programs such as corporate scholarships and McKay Opportunity Scholarships.

Despite the overall decrease in enrollment, M-DCPS is experiencing overcrowding in some of its highest performing schools as the population shifts within certain areas of the County. In northeast Dade for example, many condominiums, once populated by seniors and part-time residents, are now occupied by families with school-age children. In addition, more students are taking advantage of our School Choice Options program which provides the opportunity for students in low-performing schools to transfer to higher-performing schools.

In November 2002, the State passed the Class Size Reduction Amendment which established the maximum number of students, by 2010-2011, in core-curricula assigned to teachers in grades PK-3, 4-8, and 9-12. The Amendment requires a reduction of the average number of students in each classroom by at least two students each year until the 2010 targets are achieved. This has generated the



ENVIRONMENTAL SCAN

need for additional teachers, schools and student stations. To address these challenges, the District must continue to increase the capacity of our schools by targeting those locations where the current and projected growth will be greatest and by recruiting highly qualified and effective instructional personnel.

Fiscal demands and constraints

The recent decrease in overall enrollment has decreased funding to M-DCPS from the State government. In general, as student enrollment increases, State funding increases, and as student enrollment decreases, State funding decreases. The Florida Education Finance Program (FEFP) is the primary mechanism for funding the operating costs of public schools in this State. FEFP funds are primarily generated by multiplying the number of FTE students in each of the funded educational programs by cost factors to obtain weighted FTEs. Weighted FTEs are then multiplied by a per student allocation and a District Cost Differential (DCD) to determine the base funding from state and local FEFP funds. In 2004, the Florida Legislature modified the state's education funding formula by changing the way in which the DCD is calculated resulting in a loss of millions of dollars to districts which previously received a substantial sum to offset a higher cost of living (such as M-DCPS).

The District receives Title I funding from the Federal government to help meet the needs of high-poverty students defined by eligibility for Free or Reduced Priced Lunch. Although more than 61% of M-DCPS students qualify, Title I funding remains insufficient to comprehensively address the effects of poverty on student achievement in the District's lower performing schools.

The Superintendent initiated and the Board approved a number of services for disadvantaged students, such as health services, immunization, teen prenatal care, dropout prevention, and college readiness. While the District receives some funds from the State to cover these services, those funds continue to fall short of adequately paying for those programs.

District transportation costs have been impacted this past year by escalating gasoline and diesel fuel prices. Fuel charges have increased by 77% for unleaded gasoline and 78% for diesel fuel from August 2005 to May 2006. This affects not only student bus transportation, but delivery of materials and supplies, construction costs, distribution of meals, maintenance and regional operations.

These budgetary demands and constraints, coupled with the substantial changes that must occur to raise student achievement, create the need for additional focus on diversifying revenue sources and increasing the inflow of funds. In addition, the



ENVIRONMENTAL SCAN

District must continue to work to streamline processes and reduce operating costs, while allocating resources only towards strategic priorities.

Safety in our schools

The 2006 School Climate Survey results reported that 88% of 93,230 respondents agreed with the statement “I feel safe and secure in my school”. The crime rate in Miami-Dade County in general rose 1.6% to 9223 incidents from 2004 to 2005 (January 2006, Five Year Crime Comparison) while the crime rate (or rate of reported incidents) in Miami-Dade Public Schools fell ~25% to 13.3 incidents/1000 students in the same time period.

Despite these statistics, stakeholders participating in the 2006 Focus Groups reported a concern over the safety in our schools. Given the urgency and seriousness of this particular issue, the District has put a primary focus on improving and maintaining the safety of our schools so that our children have a secure place to learn and our employees have a safe place to work.



VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all our students and recognize the our obligations go beyond our professional responsibilities to promote democratic principles.





Miami-Dade County
Public Schools

DISTRICT GOALS

Ensure achievement of high academic standards by all students

Develop our students so that they are able to successfully compete in the global economy

Actively engage family and community members to become our partners in raising and maintaining high student achievement

Reform business practices to ensure efficiency, effectiveness and high ethical standards

Recruit, develop and retain high-performing, diverse, and motivated faculty and staff

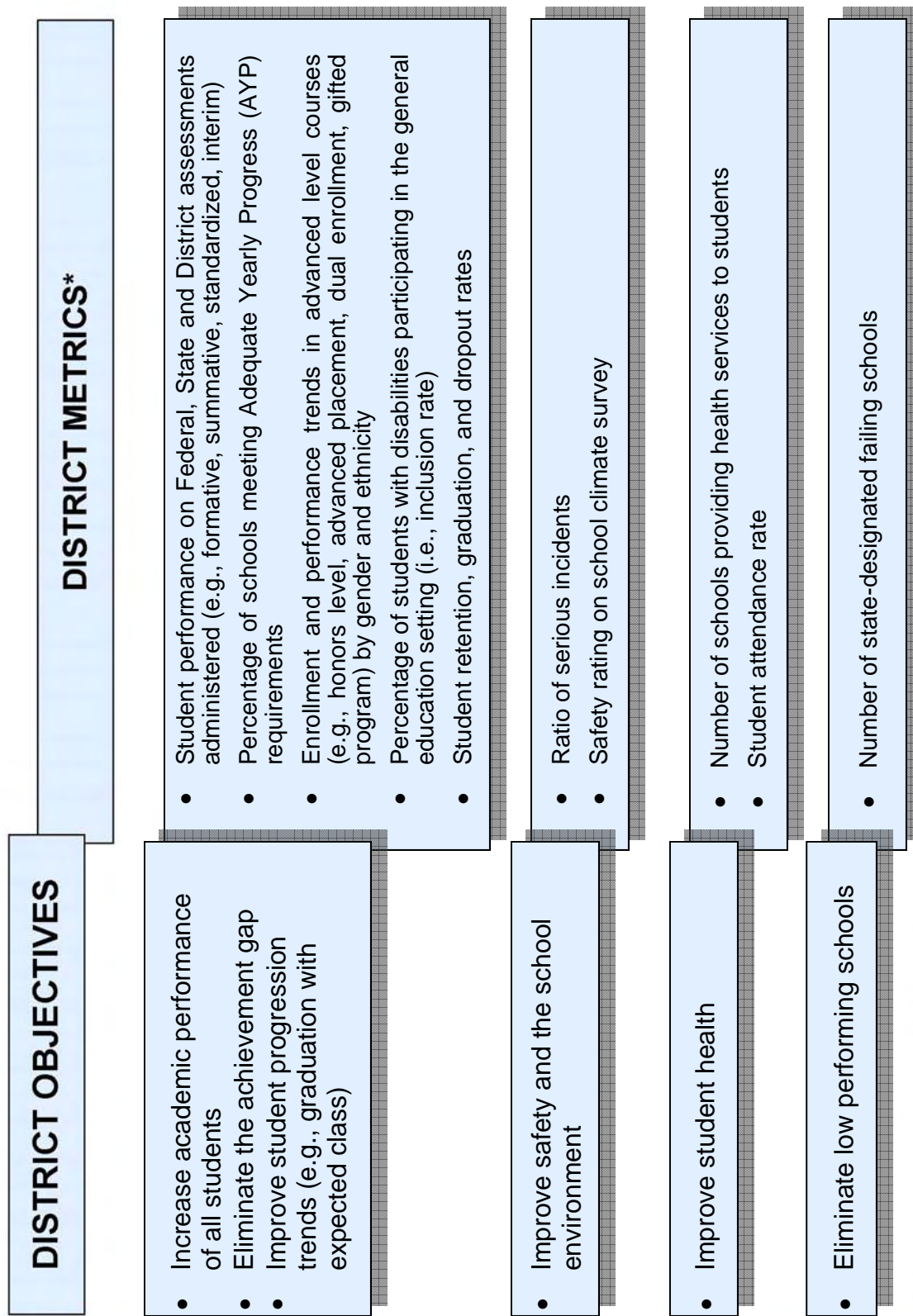




Miami-Dade County
Public Schools

DISTRICT GOAL I

Ensure achievement of high academic standards by all students



* For more detail, please see District Dashboard at <http://lasp.dadeschools.net>



DISTRICT GOAL II

Develop our students so that they are able to successfully compete in the global economy

DISTRICT OBJECTIVES

- Improve student social and professional skills
- Increase student exposure and understanding of global issues and economy

DISTRICT METRICS*

- Percentage of secondary school students participating in internships/mentoring programs
- Percentage of students enrolled in courses that prepare them socially and professionally for competing in a global workforce (e.g., ethics, character education, life skills)
- Participation trends in courses that expose students to cultural/global issues (e.g., foreign languages, dual language programs, global economics, cultural diversity)
- Percentage of graduating students that pursue and are successful in post-secondary education and/or areas of enrichment (e.g., college/universities, workforce, technical/vocational institutions, military)
- Student performance trends in college placement exams (e.g., SAT, ACT)
- Completion rate of students in adult/vocational programs

* For more detail, please see District Dashboard at <http://asp.dadeschools.net>



DISTRICT GOAL III

Actively engage family and community members to become our partners in raising and maintaining high student achievement

DISTRICT OBJECTIVES

- Improve transparency of decision-making throughout the District
- Strengthen business and other community partnerships for assistance in implementing strategic priorities
- Raise parental involvement and participation to maximize student performance
- Improve stakeholder satisfaction

DISTRICT METRICS*

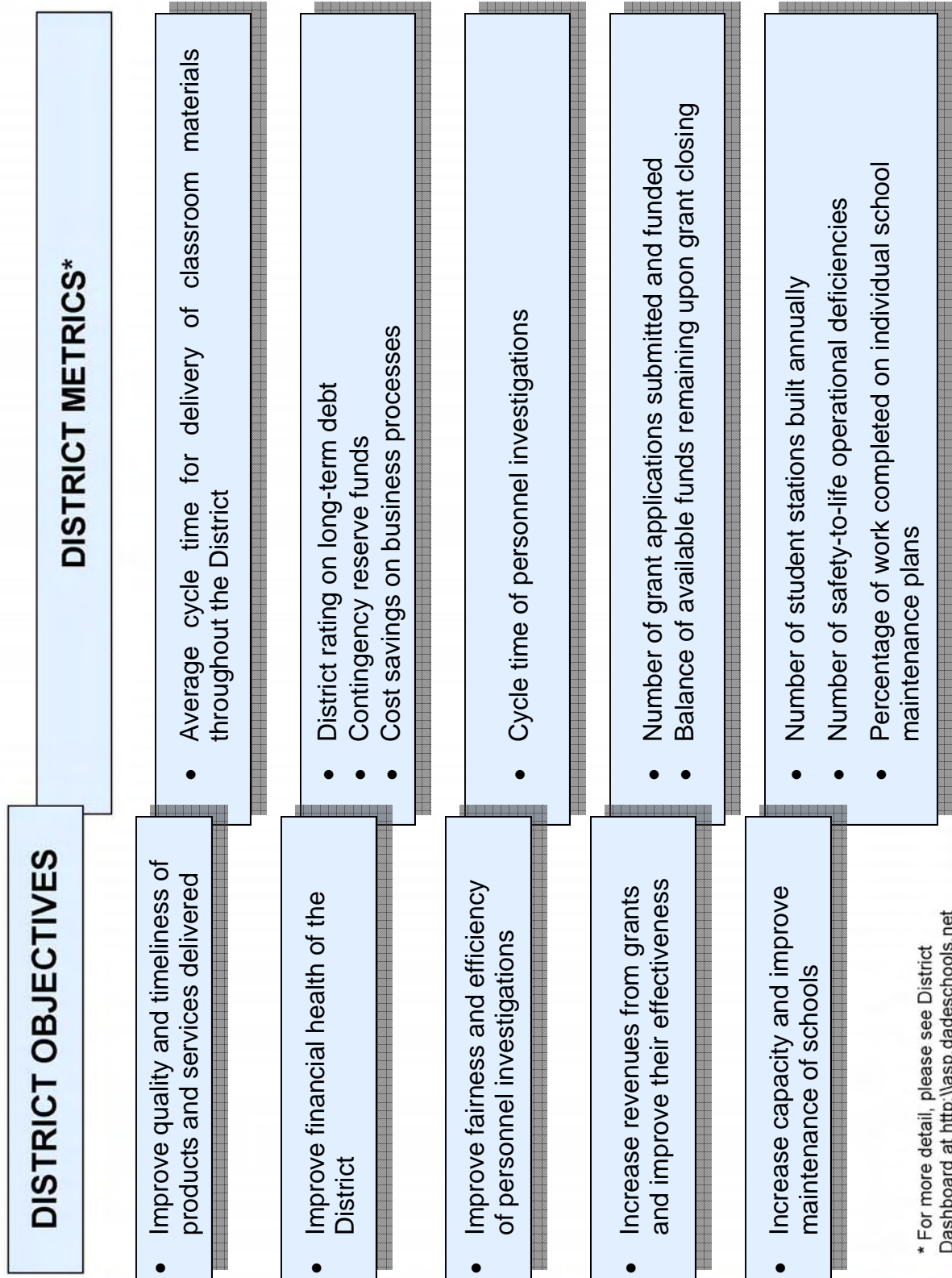
- Number of community partnerships leveraged to implement District strategies
- Number of Certificates of Completion issued to parents by The Parent Academy
- District rating on the external and internal stakeholder surveys for items regarding communication and participation
- Satisfaction results from parental involvement and school climate surveys



* For more detail, please see District Dashboard at <http://lasp.dadeschools.net>

DISTRICT GOAL IV

Reform business practices to ensure efficiency, effectiveness and high ethical standards

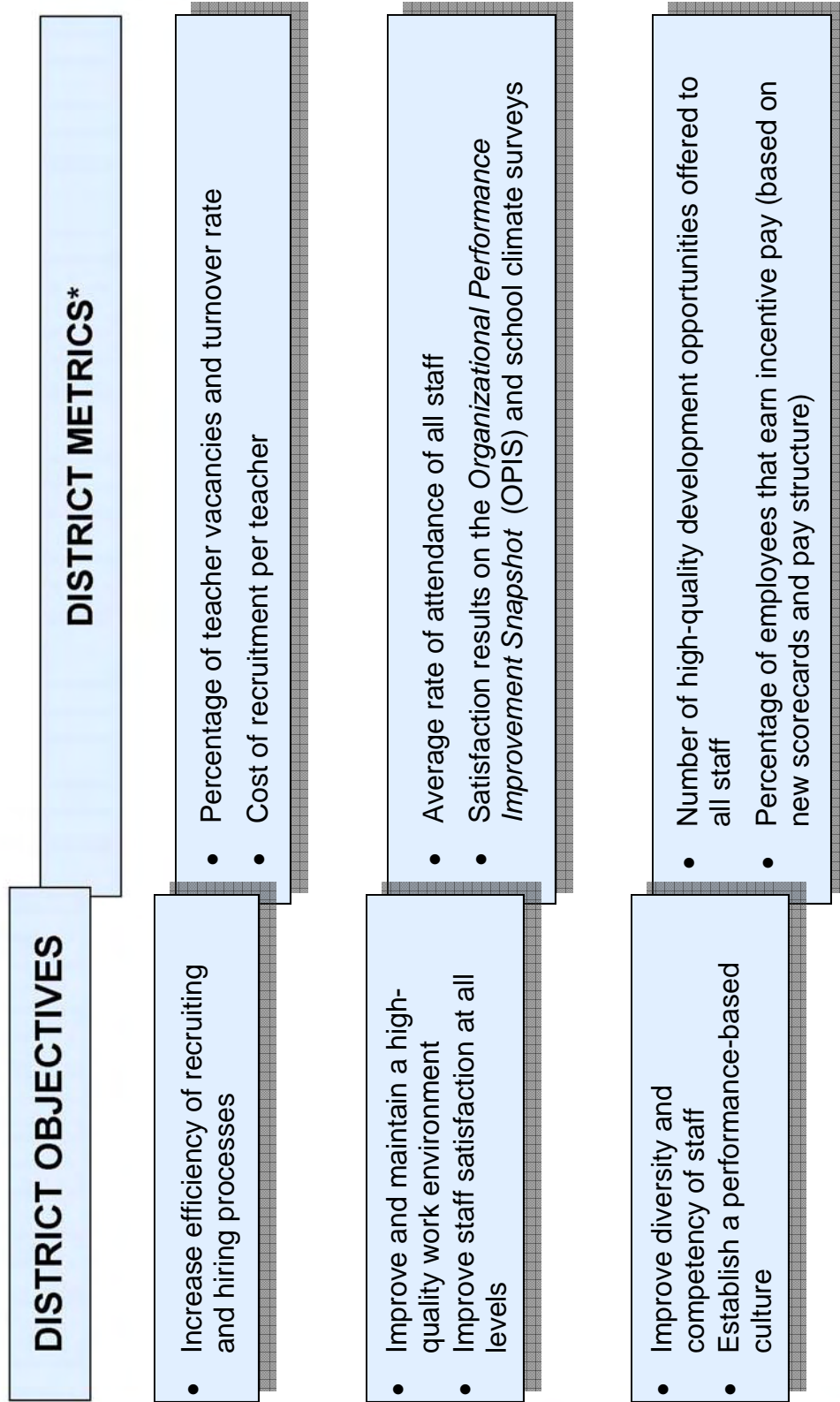


* For more detail, please see District Dashboard at <http://asp.dadeschools.net>



DISTRICT GOAL V

Recruit, develop and retain high-performing, diverse, and motivated faculty and staff



* For more detail, please see District Dashboard at <http://lasp.dadeschools.net>



**Miami-Dade County
Public Schools**

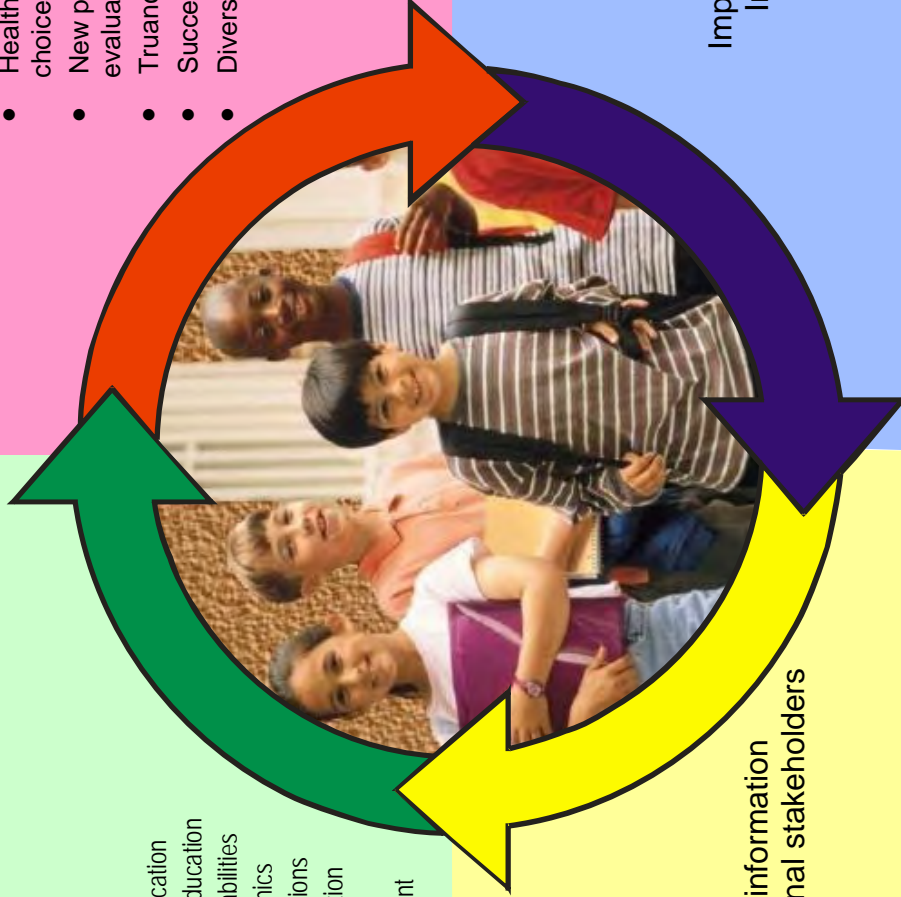
DISTRICT-WIDE INITIATIVES

Reform curriculum, instructional strategies, and school operations to promote equity and achieve District goals

- District-wide Literacy Plan
- Secondary School Reform
- Universal Pre-Kindergarten
- Enhanced Summer School
- Expanded Dual Language Education
- Enhanced Student Wellness Education
- Inclusion of Students With Disabilities
- Redesign Advanced Academics
- Increased Parental Choice Options
- Redesign Alternative Education
- Seamless PreK-12 Curriculum
- Enhanced Academic Enrichment Activities (electives)

Provide students and staff with the services and environment needed to achieve District goals

- Safe and high-quality facilities
- Healthcare services and healthy choices for all students
- New pay/incentive model and evaluation system for employees
- Truancy Prevention
- Succession Management
- Diversity and Educational Equity



Exchange meaningful information with internal and external stakeholders

Improve public perception of Miami-Dade County Public Schools

Implement Continuous Improvement Model system-wide



HIGHLIGHTED DISTRICT-WIDE ACHIEVEMENTS

Reform curriculum, instructional strategies, and school operations to promote equity and achieve District goals

Implemented Initiatives (during the first year of the strategic plan)

- Improve performance of all students and close the achievement gap
 - Focus on literacy – standardized core reading program in all elementary schools
 - Begin implementation of seamless K-12 curriculum across all disciplines
 - Focus on low performing schools - School Improvement Zone
- Focus on preparing students for the world of work
 - Plan Secondary School Reform
 - Expand Dual Language Education
 - Implement global perspectives curriculum
 - Expand character education

Results	July 2004	July 2006
Higher performance		
Increased students reading at grade level in grades 3-10	41%	51%
Decreased 3rd graders retained	18%	11%
Decreased number of schools designated “D” or “F”	56	19
Improved District grade	C	B
Greater exposure to the global economy/world of work		
Increased student enrollment in secondary foreign languages	50,510	54,145
Increased number of schools implementing dual language programs	68	102 (by Fall)
Dade Partners providing internships/mentorships	182	262



HIGHLIGHTED DISTRICT-WIDE ACHIEVEMENTS

Provide students and staff with the services and environment needed to achieve District goals

Implemented Initiatives (during the first year of the strategic plan)

- Improve learning environment
 - Increase target number of seats built per year and reduce time to deliver new facilities
 - Create and implement individual school maintenance plans for each school
 - Increase violence reduction and District sanitation training
- Focus on student health
 - Launch Wellness Initiative to address nutrition, physical activity, health literacy and school-based healthcare needs
- Improve employee satisfaction/morale
 - Teachers
 - Raise salaries
 - Develop specific strategies to support new teachers
 - Focus efforts on filling all teacher vacancies
 - Redesign evaluation system
 - Overall
 - Redesign hiring process
 - Provide tailored professional development based on need
 - Develop and communicate career ladders
 - Establish new personnel investigation model
 - Redesign evaluation systems, incorporating pay-for-performance

Result	July 2004	July 2006
Higher quality learning environment		
Decreased percent of overcrowded schools	64%	55%
Increased number of student seats added per year	~5,000	~19,000
Decreased schools in need of renovations and repairs	100%	50%
Lowered violent incident rate (per 1,000 students)	17.8	13.3
Increased schools offering health services	31	72
Improved employee satisfaction/morale		
Increased number of beginning teachers with mentors	179	1,202
Decreased teacher vacancies	1.2%	0.77%
Decreased average personnel investigation process	128 days	~41 days
Increased internal stakeholder satisfaction	61%	67%



HIGHLIGHTED DISTRICT-WIDE ACHIEVEMENTS

Redesign internal business processes and implement Continuous Improvement Model system-wide

Implemented Initiatives (during the first year of the strategic plan)

- Improve business processes and financial health
 - Redesign and automate processes to eliminate redundancies and reduce paperwork
 - Realign organization to streamline processes
 - Develop 5-year Technology Plan to ensure the sustainability of the District's IT infrastructure
 - Align School Improvement Plans (SIPs) to strategic plan
 - Align budget to strategic priorities

Results	July 2004	July 2006
More efficient business practices		
Savings from redesigning procurement processes	\$0	\$22.5M
Land Oversight Board	Existed	Dismantled
School Improvement Plans aligned with strategic plan	No	Yes
Improved financial health		
Increased per student funding	\$5,777	\$6,790
Raised contingency reserve	0.94%	2.5%
Improved Standard & Poor's rating	Negative	Stable



HIGHLIGHTED DISTRICT-WIDE ACHIEVEMENTS

Exchange meaningful information with internal and external stakeholders and improve the public perception of Miami-Dade County Public Schools

Implemented Initiatives (during the first year of the strategic plan)

- Establish The Parent Academy
- Establish focused partnerships with municipalities and business communities on strategic initiatives
- Establish new avenues for communication – e.g., Connect Ed, CEO Briefings, Town Hall meetings, focus group meetings
- Increase customer service training to employees

Results	July 2004	July 2006
Increased opportunities for Parents to engage		
Certificates of completion awarded by The Parent Academy	N/A	~18,000
Parent attendance at Family Education Night	N/A	6,812
Increased support from business community		
Education compacts established	N/A	4
Active Dade Partners	2,668	3,850
Greater Miami Chamber members signing joint letters in support of District strategic/legislative priorities	N/A	255





Miami-Dade County
Public Schools

DISTRICT DEPARTMENTS

Each major department within the District plays an integral role in achieving District goals

Curriculum and Instruction

Curriculum and Instruction (C&I) provides curriculum leadership and instructional support across academic disciplines to impact student achievement and promote lifelong learning. C&I ensures the alignment and delivery of a variety of instructional programs and support services, including magnet and exceptional student education, to provide an optimal and equitable education for all students.

C&I also administers student assessments, collects, analyzes, and disseminates accurate and timely student data and provides research to foster data-driven instruction in all schools.

School Improvement Zone

School Improvement Zone oversees the District's efforts to eliminate low performing schools by providing additional resources and support focused on literacy, new and innovative teaching techniques, and expanded leadership capacity via customized professional development.

School Operations

School Operations ensures the alignment and delivery of instructional programs and services to schools. School Operations oversees alternative, adult and vocational programs and services; truancy intervention programs; athletics and activities; attendance services; and the Attendance Boundaries Committee (ABC). This Department also serves as a communication bridge between the District offices and the Regional Centers and schools.

Professional Development

Professional Development (PD) delivers rigorous research-based, field-tested learning experiences, programs, and resources for teachers, principals, administrators, and support personnel to increase their ability to improve student achievement. These opportunities also help staff succeed in their jobs, stay current on latest research in their field, and prepare for advancement.

PD plays a vital role in enabling staff to reach the District's goals through comprehensive development opportunities that tap potential and enhance the knowledge and skills needed for growth. PD also organizes various external stakeholder professional development opportunities to engage them in implementing strategic priorities.

School Facilities

School Facilities plans, designs and manages building construction and maintenance by effectively addressing the school system's need for new capacity, improvements to existing facilities and replacement of facilities.



DISTRICT DEPARTMENTS

Business Operations

Business Operations provides for the effective, efficient and timely management of financial transactions and business processes throughout the District. It includes several key operations areas that support school and non-school sites, ensuring alignment of efforts towards achieving the District's goals and performance objectives.

Chief of Staff

The Office of the Chief of Staff oversees all Human Resource functions, non-instructional performance evaluations, auditing, program evaluation and strategic planning.

Accountability and System-wide Performance

Accountability and System-wide Performance (ASP) designs accountability systems in support of the District's strategic goals and in compliance with local, state and federal guidelines.

Intergovernmental Affairs, Grants Administration and Community Services

Intergovernmental Affairs, Grants Administration and Community Services maximizes Federal, State, local and private funding to achieve academic success for all students. This Department works with Congress, state officials, and community partners to lead the creation and dissemination and success of the School Board's legislative agenda. Additionally, it supports the engagement of community, business, and parent stakeholders to support academic excellence.

Communications

Communications directs the District's communication with key stakeholders such as the media, parents, businesses, employees, and other organizations. This Department utilizes public relations, internal and external communications, and public broadcasting to inform and engage the public in the District's educational mission.

Police and District Security

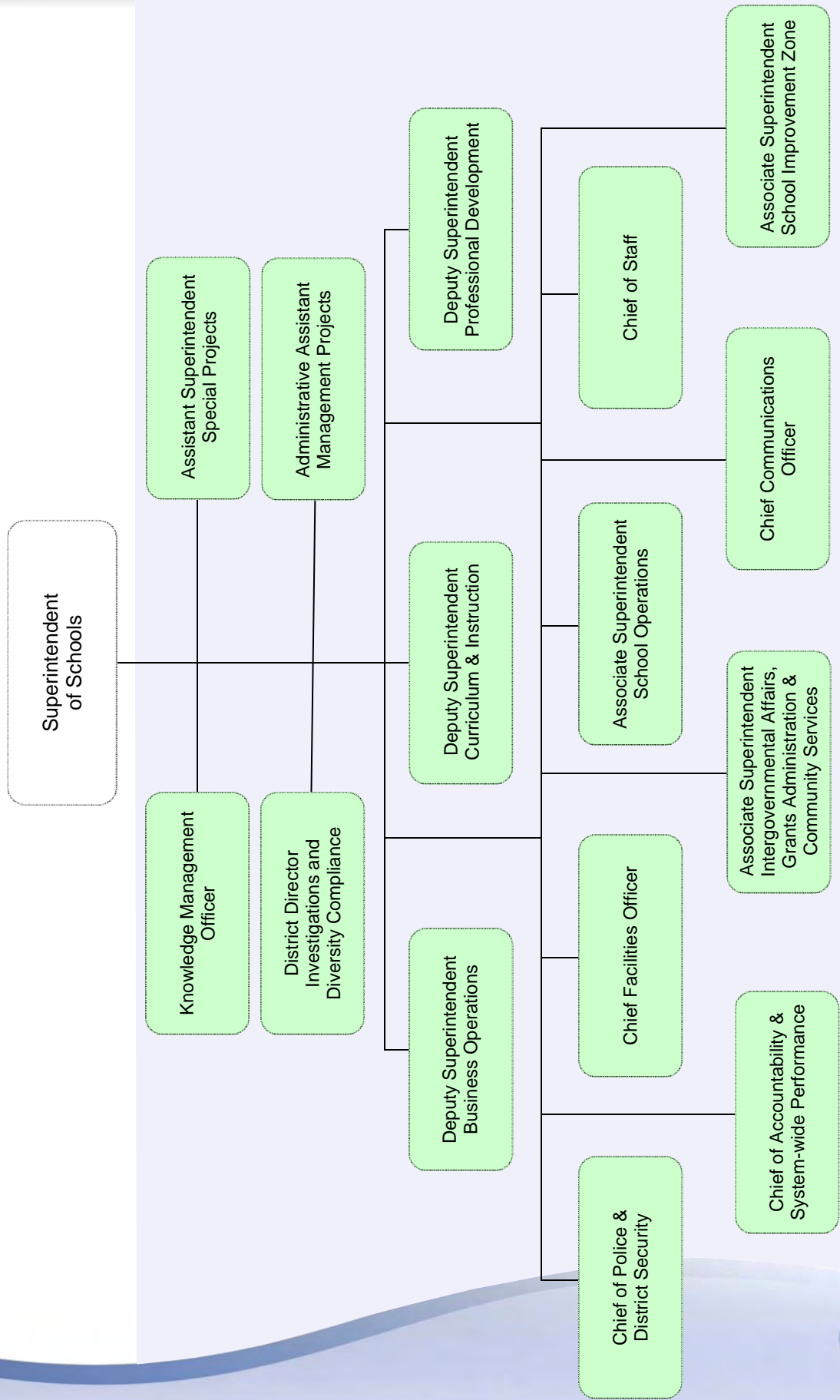
The Miami-Dade Schools Police Department (M-DSPD) provides law enforcement resources to students, school administrators, teachers, and parents. Through continued enhancement of multiple police and security services, they support the educational needs of the school system and promote an atmosphere of trust and safety throughout the community. Working hand-in-hand with local, county, state and federal agencies, M-DSPD strives to rid schools of violence, weapons, substance abuse, vandalism and other hazards.

Investigations and Diversity Compliance

The Department of Investigations and Diversity Compliance monitors the District's compliance with civil rights laws, investigates allegations of violations of civil laws and Board rules and develops strategies for increasing equity and diversity. Additionally, this area monitors the District's commitment to the Florida Educational Equity Act.



DIRECT REPORTS TO THE SUPERINTENDENT OF SCHOOLS





Miami-Dade County
Public Schools

STRATEGIES AND EXPECTED OUTCOMES BY DEPARTMENTS

The following pages outline key strategies for 2005-2008, expected outcomes by 2008 and the primary focus for each department for the upcoming school year.





Miami-Dade County
Public Schools

CURRICULUM AND INSTRUCTION

REVISED

Overview

Curriculum and Instruction (C&I) provides curriculum leadership and instructional support across academic disciplines to impact student achievement and promote lifelong learning. C&I ensures the alignment and delivery of a variety of instructional programs and support services, including magnet and exceptional student education, to provide an optimal and equitable education for all students.

C&I also administers student assessments, collects, analyzes, and disseminates accurate and timely student data and provides research to foster data-driven instruction in all schools.

Units

- *Curriculum and Instruction* - ensures equitable and continuous learning experiences in all disciplines and provides instructional support to facilitate effective teaching and learning
- *Assessment, Research and Data Analysis* - administers student assessments, collects, analyzes, and disseminates data and provides research to support District initiatives
- *Elementary* - oversees development and delivery of academic programs reflecting high expectations for all elementary students
- *Secondary* - oversees development and delivery of academic programs reflecting high expectations for all secondary students
- *PreK* - provides curricular leadership and instructional support to serve young children and their families with developmentally effective programs



CURRICULUM AND INSTRUCTION

Key Strategies For 2005 - 2008

1. Identify and align new curriculum across subject areas

Expected Outcome By 2008

- Literacy curriculum integrated into all subjects
- Complete redesign of secondary education
- Effective pre-kindergarten (PreK) in all elementary schools
- Seamless delivery of PreK – 12 curriculum across the disciplines

Primary Focus for 2006 - 2007 School Year

- Implement PreK-12 literacy plan in all schools to integrate literacy across all subject areas
- Intensify focus on math and science by implementing revised curriculum and newly developed pacing guides, integrating literacy and increasing participation in competitions
- Rollout Secondary School Reform in 11 high schools and implement career academies
- Extend effective pre-kindergarten programs to all elementary schools in alignment with curriculum standards



**Key Strategies
For 2005 - 2008**

2. Improve and expand current curriculum

**Expected Outcome
By 2008**

- A summer school program that is seamlessly aligned with regular school year
- Enhanced wellness curriculum and programs in all schools to improve the health of students
- Systemic delivery of violence reduction programs
- Expanded and aligned dual language education
- Expanded opportunities for students to participate in arts and elective offerings
- Revamped gifted education program
- Expanded opportunities for students to participate in Advanced Level courses

**Primary Focus for
2006 - 2007 School Year**

- Improve summer school program to include demonstration schools, expanded university outreach programs, internships, and advanced acceleration academic opportunities
- Implement the Comprehensive Health and Wellness Program in all schools to include daily recommended levels of physical activity, health literacy and nutrition education at all grade levels
- Expand implementation of education programs aimed at reducing violence in all schools
- Expand dual language and advanced level courses and offerings
- Implement Phase 1 of the REGAL (gifted) plan
- Collaborate with School Operations to create a plan for the redesign of alternative education



<p>Key Strategies For 2005 - 2008</p> <ul style="list-style-type: none"> 3. Include students with disabilities in the general education setting 	<p>Expected Outcome By 2008</p> <ul style="list-style-type: none"> Specialized instruction and related services provided in the least restrictive environment
<p>Primary Focus for 2006 - 2007 School Year</p> <ul style="list-style-type: none"> Broaden awareness, provide training, and monitor compliance with the guidelines mandated by the Individuals with Disabilities Act (IDEA) for participation of students with disabilities in general education classes Expand opportunities for students with disabilities to participate in programs in their home school or in close proximity to their home school 	<ul style="list-style-type: none"> Continue to expand, by designated guidelines, the implementation of the Comprehensive School Health and Wellness Program to include school-based health teams and student access to physical and mental health care
<p>Key Strategies For 2005 - 2008</p> <ul style="list-style-type: none"> 4. Improve and expand student services 	<ul style="list-style-type: none"> Basic healthcare services provided in all schools Standardized delivery of services aligned to PreK - 12 curriculum Systemic and effective prevention and intervention strategies by student services personnel for all students



<p>Key Strategies For 2005 - 2008</p>	<p>Primary Focus for 2006 - 2007 School Year</p>
<p>5. Increase Parental Choice options within District to provide diverse and higher quality educational opportunities (e.g., magnets, academies)</p> <p>6. Develop an effective process for assessing student progress</p> <p>7. Continue to provide specialized support and resources to STELLAR schools</p>	<ul style="list-style-type: none"> • Increase participation in school choice opportunities through increased awareness of opportunities in additional magnet schools, K-8 Centers, Special Interest Schools, career academies and other grant-based choice options
<ul style="list-style-type: none"> • Increased student participation in high quality choice options • Decreased participation in non-public choice programs 	<ul style="list-style-type: none"> • Implement interim assessment program to measure student achievement in grades 3-10 to facilitate direct differentiated instruction • Develop and formalize processes to systematically use student data to drive instruction
<ul style="list-style-type: none"> • An effective and efficient system (processes and tools) to measure student achievement and determine specific areas of need by student • Eliminate low performing schools 	<ul style="list-style-type: none"> • Continue to provide specialized support and resources to STELLAR schools through literacy interventions, transition programs and supplementary programs





Miami-Dade County
Public Schools

SCHOOL IMPROVEMENT ZONE

Overview

School Improvement Zone oversees the District's efforts to eliminate low performing schools by providing additional resources and support focused on literacy, new and innovative teaching techniques, and expanded leadership capacity via customized professional development.

Units

- *Elementary* - oversees development and delivery of targeted academic programs reflecting high expectations for all elementary students within the School Improvement Zone
- *Secondary* - oversees development and delivery of targeted academic programs reflecting high expectations for all secondary students within the School Improvement Zone



<p>Key Strategies For 2005 - 2008</p>	<p>Expected Outcome By 2008</p>	<p>Primary Focus for 2006 - 2007 School Year</p>
<p>1. Continue to provide specialized support and resources to schools in the School Improvement Zone as follows:</p> <ul style="list-style-type: none"> • Core literacy and intervention program • Transition programs for entering 6th and 9th graders • Professional development teams • Targeted enrichment opportunities for students 	<ul style="list-style-type: none"> • Eliminate low performing schools • All students in Zone schools performing at grade level • Increased student performance in 6th and 9th grade • Well-trained and highly qualified staff in each school • Well-developed and highly motivated students in each school 	<ul style="list-style-type: none"> • Implement Science curriculum in elementary and secondary schools to ensure achievement of State's benchmarks • Conduct principal meetings to analyze data and provide direction towards meeting individual school goals • Provide professional development for Reading, Mathematics and Science coaches and support specialist to sharpen skill sets • Implement 26 point corrective action plan to eliminate "F" schools
<p>2. Work with School Operations to develop and implement a seamless transition for Zone schools returning to their regions</p>	<ul style="list-style-type: none"> • Smooth and seamless transition of Zone schools to regions, when appropriate 	<ul style="list-style-type: none"> • Collaborate with District and school-site personnel to design a plan to begin to transition Zone schools back to corresponding Regional Centers



SCHOOL OPERATIONS

Overview

School Operations ensures the alignment and delivery of instructional programs and services to schools. School Operations oversees alternative, adult and vocational programs and services; truancy intervention programs; athletics and activities; attendance services; and the Attendance Boundaries Committee (ABC). This Department also serves as a communication bridge between the District offices and the Regional Centers and schools.

Units

- *Adult/Vocational Education* - develops and implements adult and vocational education programs and services
- *Alternative Education* - develops and implements alternative education programs and services
- *Attendance Services* - provides centralized support to schools and District offices pertaining to student attendance, transfers, truancy, foreign records, maps and boundaries
- *Regional Superintendents* - ensure the alignment and delivery of instructional programs and services to schools
- *Office of Professional Standards (OPS)* - ensures that high performance standards are promoted, monitored and maintained for all M-DCPS employees, in accordance with School Board policy, contractual stipulations, state and federal statutes and ethical practices
- *General Operations* - oversees the Attendance Boundaries Committee and the District's athletics programs, extra curricular activities, accreditation and field trips



SCHOOL OPERATIONS

<p>Key Strategies For 2005 - 2008</p> <ol style="list-style-type: none"> 1. Improve and expand current adult/vocational and alternative education programs 	<p>Expected Outcome By 2008</p> <ul style="list-style-type: none"> • Adult/vocational courses and programs aligned to industry and postsecondary programs of study • Systemic delivery of enhanced alternative education programs
<p>Primary Focus for 2006 - 2007 School Year</p> <ul style="list-style-type: none"> • Review and redesign alternative education programs to improve quality and expand delivery of services • Continue to collaborate with industry and postsecondary partners to align adult and vocational programs to partner's specific needs 	<ul style="list-style-type: none"> • Continue to collaborate with the State Attorney's office, School Police and law enforcement agencies to effectively implement the elementary school Truancy Intervention Program (TIP)
<p>Key Strategies For 2005 - 2008</p> <ol style="list-style-type: none"> 2. Develop and roll out District-wide truancy plan 	<ul style="list-style-type: none"> • Decreased number of habitual truants at all schools



SCHOOL OPERATIONS

<p>Primary Focus for 2006 - 2007 School Year</p> <ul style="list-style-type: none"> • Monitor data and conduct regular reviews to ensure student needs are met through scheduled interventions • Coordinate vertical planning and articulation among schools (i.e., elementary to middle to senior high schools) to support effective implementation of seamless PreK-12 curriculum 	<ul style="list-style-type: none"> • Collaborate with District and school-site personnel to design a plan to transition Zone schools back to corresponding Regional Centers
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<p>Key Strategies For 2005 - 2008</p> <p>3. Ensure school infrastructure and schedules meet the needs of students and teachers and enhance teaching and learning</p> <ul style="list-style-type: none"> • Schools that are organized to promote high achievement (e.g., adequate planning time, block scheduling, extended day) 	<p>Expected Outcome By 2008</p> <ul style="list-style-type: none"> • Smooth and seamless transition of Zone schools to regions, when appropriate <p>4. Work with School Improvement Zone to develop and implement a seamless transition for Zone schools returning to their regions</p>
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SCHOOL OPERATIONS

**Primary Focus for
2006 - 2007 School Year**

- Continue to implement and monitor new investigative process, identify areas for improvement, and adjust process as needed

**Expected Outcome
By 2008**

- Systemic use of an efficient, fair, equitable, and effective process for investigating personnel
- Positive public perception of District

**Key Strategies
For 2005 - 2008**

5. Implement new Personnel Investigative Model (PIM), evaluate and adjust as needed



PROFESSIONAL DEVELOPMENT

Overview

Professional Development (PD) delivers rigorous research-based, field-tested learning experiences, programs, and resources for teachers, principals, administrators, and support personnel to increase their ability to improve student achievement. These opportunities also help staff succeed in their jobs, stay current on latest research in their field, and prepare for advancement.

PD plays a vital role in enabling staff to reach the District's goals through comprehensive development opportunities that tap potential and enhance the knowledge and skills needed for growth. PD also organizes various external stakeholder professional development opportunities to engage them in implementing strategic priorities.

Units

- *Instructional Support and Development* - administers professional development for instructional and support staff
- *Leadership and Development* - develops and coordinates professional development for District and school site administrators and non-instructional personnel
- *Region Center support* – provides direct customized support to each region based on specific identified needs



Key Strategies For 2005 - 2008

1. Provide professional development in support of effective teaching and learning with special focus on:
 - New initiatives and curriculum
 - District-wide literacy initiative
 - Secondary education reform
 - Pre-K deployment
 - Seamless delivery of Pre-Kindergarten -14 curriculum
 - Expansion or enhancement of current curriculum and programs
 - Summer school enhancements
 - Wellness education
 - Violence reduction in schools
 - Adult/vocational and alternative education enhancements
 - Inclusion of students with disabilities
 - Dual language enhancement
 - Expansion of Arts opportunities
 - School Improvement Zone and STELLAR programs
 - Overall professional growth of school-site staff
 - Career development and succession management
 - Peer mentor support systems
 - Employee evaluation system
 - National Board certification
 - Quarterly assessments and data-driven decision making

Primary Focus for 2006 - 2007 School Year

- Review and update PD menu of opportunities based on needs assessment results
- Design, align and implement programs to support current and new curriculum initiatives and overall professional growth of school-site and regional staff
- Expand follow-up support systems for professional development (e.g., school based learning communities, web-based, and people networks)
- Develop monitoring plan and evaluation framework to assess the impact of professional development programs
- Develop and implement a comprehensive induction program for new and early career teachers
- Implement a Succession Management Plan to provide career ladders for select employee groups
- Oversee implementation of new evaluation system for teachers

Expected Outcome By 2008

- Highly qualified and effective teachers in every classroom, who are well-versed in diverse teaching strategies and skilled at using data to drive instruction
- Highly effective student services personnel (e.g., guidance counselors), support staff, and administrators that effectively implement District initiatives to meet students' needs



<p>Key Strategies For 2005 - 2008</p> <p>2. Provide professional development for District and school-site administration to enhance leadership skills and capacity</p>	<p>Primary Focus for 2006 - 2007 School Year</p> <ul style="list-style-type: none"> • Provide leadership development opportunities for District and school-site administrators at national level institutes/centers for mentoring and executive advancement • Develop and implement a phased-in training plan to support school-wide adoption of the CIM that includes tools to analyze and use student data to support instruction and reflect on practice • Develop and implement an urban leadership development program for school-based, regional, and District administrators at various experience levels
<p>Expected Outcome By 2008</p> <ul style="list-style-type: none"> • Highly effective District and school-site administrators, who are focused on student achievement • District-wide use of the Continuous Improvement Model (CIM) to inform decision-making 	<ul style="list-style-type: none"> • Establish partnerships with higher education institutions at the local, state and national levels to create M-DCPS certification in organizational leadership, public management and general management • Implement the University at SBAB Program, a partnership with Barry University, addressing the needs of clerical staff seeking Bachelor and Masters degrees
<p>3. Establish partnerships with external stakeholders to develop and deploy professional development, where appropriate</p>	<ul style="list-style-type: none"> • Meaningful partnerships with external stakeholders to implement professional development strategies • Improved transparency and public perception





Miami-Dade County
Public Schools

SCHOOL FACILITIES

Overview

School Facilities plans, designs and manages building construction and maintenance by effectively addressing the school system's need for new capacity, improvements to existing facilities and replacement of facilities.

Units

- *Planning* - develops the definition and scope documents for the District's Capital Construction program, and prepares a Five-Year Plan for the District
- *Design* - develops the architectural solution for new capacity, additions and major renovations
- *Construction* - conducts the project management activities for execution of the District's Capital Construction plan
- *Maintenance Operations* - manages all aspects of preventive, routine, and emergency maintenance of board-owned and leased facilities
- *Capital Budgets* - develops, monitors and oversees the District's Capital Construction program
- *Business Services*—oversees the continued operation of hospitality, graphics and building operations within District offices
- *District Inspections, Operations and Emergency Management* - administers building design, construction and code compliance for the District and emergency procedures within the District



SCHOOL FACILITIES

**Key Strategies
For 2005 - 2008**

1. Improve construction and maintenance services

**Expected Outcome
By 2008**

- Safe and high-quality school buildings and District offices
- No overcrowded schools
- Full implementation of class size reduction at all levels
- School facilities aligned with educational programs

**Primary Focus for
2006 - 2007 School Year**

- Continue to implement five-year capital plan
- Complete all individual school maintenance work plans within two quarters
- Build an additional 17,000 student stations in new schools and permanent additions to existing facilities
- Continue to build educational and security enhancements
- Finalize changes to impact fee ordinance to increase revenue for new capacity



BUSINESS OPERATIONS

REVISED

Overview

Business Operations provides for the effective, efficient and timely management of financial transactions and business processes throughout the District. It includes several key operations areas that support school and non-school sites, ensuring alignment of efforts towards achieving the District's goals and performance objectives.

Units

- *Financial Operations* - maintains accounting and fiscal systems
- *Food and Nutrition* - delivers food services and programs for students and staff
- *Information Technology Services (ITS)* - plans for and maintains the District's information systems
- *Educational Facilities Compliance* - manages the District's building construction inspections required by the Florida Building Code
- *Transportation* - manages school bus and student transportation functions
- *Labor Relations* - develops and negotiates labor contracts
- *Procurement* - oversees opportunities for vendors, contractors, and consultants to do business with the District and manages vendor relationships
- *Business Performance Improvement* - assists District departments in the development of performance based business plans



BUSINESS OPERATIONS

**Key Strategies
For 2005 - 2008**

1. Improve financial services
 - Fully-funded strategic and capital plan
 - Diversified funding sources
 - Contingency reserve at targeted levels
 - Increased competency of staff in financial decision-making
 - A "positive" outlook in the Standard and Poor's Rating

**Primary Focus for
2006 - 2007 School Year**

- Develop plan to finance the District's five-year capital plan
- Identify non-traditional revenue sources for the District and develop a plan to pursue funding opportunities
- Oversee LEADS pilot program at 100 schools
- Design and deliver finance management training program
- Fully implement Zero-based Budgeting for school support sites
- Reduce the cost of procuring goods and services for the District by 10%
- Review school budget allocation plan and recommend new allocation formulas



BUSINESS OPERATIONS

**Key Strategies
For 2005 - 2008**

- 2. Evaluate and redesign internal business operations

**Expected Outcome
By 2008**

- More efficient and less costly business processes
- Multiple data systems used to inform decision-making
- Reduction in operating budgets
- Complete alignment of Food and Nutrition services with Wellness Policy goals (to improve health of students)
- More efficient and effective transportation routing system

**Primary Focus for
2006 - 2007 School Year**

- Establish and execute a plan to finance and support the ongoing operational initiatives of the Five-Year Technology Plan
- Implement Enterprise Resource Planning (ERP) system to improve the efficiency and cost effectiveness of the District's business practices
- Implement USDA School Meal requirements and provide high-nutrition food options at all schools in support of the District's Wellness initiative
- Finalize implementation of EDULOG and expand the use of the Global Positioning Satellite (GPS) system to optimize efficiency of transportation routes



BUSINESS OPERATIONS

<p>Primary Focus for 2006 - 2007 School Year</p> <ul style="list-style-type: none"> • Continue to collaborate with bargaining units and District employee groups to reach contract settlement agreement • Begin implementation and monitor the effectiveness of settlements focused around strategic priorities • Provide training to administrators focusing on contract implementation 	<ul style="list-style-type: none"> • Identify opportunities for improving educational facilities plans review, permitting, and inspections processes based on the Educational Facilities Code Compliance (EFCC) performance data • Implement construction compliance process improvements and resource allocations in accordance with statutes and building codes
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<p>Key Strategies For 2005 - 2008</p> <p>3. Negotiate and develop contracts with each bargaining unit</p> <ul style="list-style-type: none"> • Strategic and effective implementation of bargaining unit contracts • Strengthened relationships with bargaining units 	<p>Expected Outcome By 2008</p> <ul style="list-style-type: none"> • Systemic use of an efficient and effective building construction inspection process • Safe and quality educational facilities
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CHIEF OF STAFF

ADDED

Overview

The Office of the Chief of Staff oversees all Human Resource functions, non-instructional performance evaluations, auditing, program evaluation and strategic planning.

Units

- *Human Resources, Recruiting, and Performance Management* - promotes educational excellence and maintains equitable, efficient, and effective management practices by recruiting and retaining a highly qualified and diverse work force
- *Management and Compliance Audits* - provides an independent and objective evaluation of the fiscal activities of the District
- *Program Evaluation* - evaluates District-wide programs and initiatives while providing onsite consultation for other unit's self-evaluation surveys and action research activities
- *Strategic Planning* - manages the development, alignment and communication of organizational strategic goals, objectives and initiatives



CHIEF OF STAFF

<p>Key Strategies For 2005 - 2008</p> <ol style="list-style-type: none"> Evaluate and redesign current District-wide recruiting and hiring processes 	<p>Expected Outcome By 2008</p> <ul style="list-style-type: none"> Timely hiring of highly qualified employees at all levels Increased representation of key communities and under-represented groups at all levels Teacher vacancies never above 3% Reserve pool of eligible applicants for instructional positions
<p>Primary Focus for 2006 - 2007 School Year</p> <ul style="list-style-type: none"> Create and begin to implement 3-year recruitment plan for the District Implement revised recruitment and hiring process for MEP Redesign recruitment and hiring processes for teachers 	<ul style="list-style-type: none"> Standardize groups of job descriptions where possible and ensure that core functions and tasks are reflected



CHIEF OF STAFF

<p>Key Strategies For 2005 - 2008</p> <p>3. Develop and implement new evaluation system for all employees</p>	<p>Expected Outcome By 2008</p> <ul style="list-style-type: none"> • Systemic use of an effective evaluation system that provides consistent, useful, and timely feedback regarding job performance
<p>Primary Focus for 2006 - 2007 School Year</p> <ul style="list-style-type: none"> • Implement pilot of new MEP evaluation system • Create plan for full rollout of new MEP evaluation system • Create plan for pilot of new evaluation system for other groups of employees 	<ul style="list-style-type: none"> • Increased employee satisfaction as evidenced by key indicators (e.g., lower turnover, improved morale) • New pay/incentive model that rewards employees for high quality execution of duties, and attainment of knowledge
<p>Primary Focus for 2006 - 2007 School Year</p> <ul style="list-style-type: none"> • Determine key drivers of staff turnover, absenteeism, and dissatisfaction • Design District-wide plan to address key drivers 	<p>Key Strategies For 2005 - 2008</p> <p>4. Develop and implement new processes and programs to improve staff satisfaction and retention</p>



<p>Key Strategies For 2005 - 2008</p>	<p>Expected Outcome By 2008</p>
<p>5. Define District-wide strategic goals, objectives, initiatives and activities and track progress against deliverables</p>	<ul style="list-style-type: none"> • Clear and concise strategic plan that reflects stakeholder feedback and organizational needs
<p>6. Communicate strategic messages inside and outside the District to engage employees and stakeholders in the M-DCPS strategic planning process</p>	<ul style="list-style-type: none"> • Employees and community stakeholders understand and actively support the M-DCPS educational mission and strategy
<p>7. Ensure adequate and effective internal controls and operational efficiency through internal audits</p>	<ul style="list-style-type: none"> • Increased operational efficiency

Primary Focus for 2006 - 2007 School Year

- Update 2005-2008 *District Strategic Plan*, incorporating initiatives approved in 2005-2006, course corrections based on progress to date and feedback from stakeholder focus groups
- Begin development of 2008-2011 *District Strategic Plan*
- Coordinate and conduct focus group meetings to obtain stakeholder input on strategic priorities
- Develop and manage the Strategic Management System to track progress on strategic initiatives
- Deliver documents and presentations designed to communicate M-DCPS strategy to internal and external stakeholders
- Provide the Superintendent, School Board and Audit Committee with objective internal fiscal audits of District programs and activities (e.g., schools, departmental, property)



CHIEF OF STAFF

**Key Strategies
For 2005 - 2008**

- 8. Evaluate the quality and effectiveness of selected M-DCPS programs and services

**Expected Outcome
By 2008**

- Increased educational effectiveness and operational efficiency

**Primary Focus for
2006 - 2007 School Year**

- Conduct environmental scan and needs assessment to define evaluation priorities
- Plan and conduct formal evaluations of District programs and initiatives (e.g., Secondary School Reform, School Improvement Zone, The Parent Academy, Title I Funded Programs)





Miami-Dade County
Public Schools

ACCOUNTABILITY AND SYSTEM-WIDE PERFORMANCE

Overview

Accountability and System-wide Performance (ASP) designs accountability systems in support of the District's strategic goals and in compliance with local, state and federal guidelines.

Units

- *School Quality Improvement* - ensures effectiveness of School Improvement Plans and Educational Excellence School Advisory Councils and compliance with federal, state and Board requirements
- *Performance Improvement* - facilitates the creation and tracking of key performance indicators throughout the District, building capacity in support of the continuous improvement model



ACCOUNTABILITY AND SYSTEM-WIDE PERFORMANCE

**Key Strategies
For 2005 - 2008**

1. Design and implement accountability systems to improve effectiveness of instruction and efficiency of operations

**Expected Outcome
By 2008**

- Clear and effective processes for measuring organizational performance at the District-level and school-sites
- Effective and useful SIPs that are aligned with District's strategic plan
- Data-driven decision making by all staff
- District culture of continuous improvement

**Primary Focus for
2006 - 2007 School Year**

- Develop performance scorecards for all MEP
- Participate in cross-departmental groups to align SIPs with the District's strategic plan and initiatives
- Create and maintain a database of District metrics and key performance indicators aligned to the District's strategic plan
- Develop and coordinate a quarterly benchmark review process of District key performance indicators with senior staff
- Design and implement processes to integrate the CIM District-wide



INTERGOVERNMENTAL AFFAIRS, GRANTS ADMINISTRATION, AND COMMUNITY SERVICES

Overview

Intergovernmental Affairs, Grants Administration and Community Services maximizes Federal, State, local and private funding to achieve academic success for all students. This Department works with Congress, state officials, and community partners to lead the creation and dissemination and success of the School Board's legislative agenda. Additionally, it supports the engagement of community, business, and parent stakeholders to support academic excellence.

Units

- *Intergovernmental Affairs* - establishes and manages alliances with legislative bodies and community partners to forward the District's legislative agenda
- *Grants Administration* - maximizes grant funding and helps to ensure the alignment of grant funds to strategic priorities
- *Title I Administration* - allocates and administers Title I funds to supplement the educational program in the District's poorest schools
- *Community Services* - fosters community partnerships and volunteer services and manages The Parent Academy
- *Marketing* - promotes the brand marketing campaign for M-DCPS and provides marketing support for a variety of programs



INTERGOVERNMENTAL AFFAIRS, GRANTS ADMINISTRATION,
AND COMMUNITY SERVICES

<p>Key Strategies For 2005 - 2008</p> <ol style="list-style-type: none"> 1. Establish greater alliance with legislative bodies 	<p>Expected Outcome By 2008</p> <ul style="list-style-type: none"> • Increased District impact on State and Federal legislative issues • Board's legislative agenda advocated by Miami-Dade community
<p>Primary Focus for 2006 - 2007 School Year</p> <ul style="list-style-type: none"> • Identify and negotiate with additional municipalities to engage in education compacts • Implement a local governmental coordination plan designed to forward a legislative agenda that maximizes student achievement and equitably funds public education • Implement advocacy plan for outreach to community based organizations (CBO) and other stakeholders such as the League of Women Voters and the League of Cities, to disseminate the Board's legislative program and inform CBO's of educational issues that impact the Miami-Dade community 	<ul style="list-style-type: none"> • Continue to implement new Grant Development/Financial Reporting process to increase revenue from grant dollars • Continue to provide grant development/writing and financial training to build capacity within the District • Develop and implement a plan to increase grant funds to the District • Collaborate with ITS to redesign databases to enable information sharing with new District ERP system
<ol style="list-style-type: none"> 2. Improve return on investment (ROI) of grant dollars 	<ul style="list-style-type: none"> • Increase in grants dollars received • Strategic and effective use of grants in all District departments and schools



Key Strategies For 2005 - 2008

3. Improve delivery of supplemental educational services (SES)

Expected Outcome By 2008

- System for monitoring progress of students receiving SES
- Maximize the number of students taking advantage of District-approved NCLB Choice Options
- Increased number of Title I teachers that meet "highly qualified" definition

Primary Focus for 2006 - 2007 School Year

- Collaborate with ITS and Program Evaluation to develop and implement an evaluation program for SES
- Collaborate with School Choice and Parental Options and Media Relations to conduct a coordinated enrollment program with an appropriate media campaign, numerous NCLB Choice Options Information Fairs and an earlier enrollment period
- Provide funding to PD to assist in the development of targeted PD opportunities leading to a "highly qualified" status for staff serving in Title I schools



INTERGOVERNMENTAL AFFAIRS, GRANTS ADMINISTRATION,
AND COMMUNITY SERVICES

**Key Strategies
For 2005 - 2008**

4. Work with Communications to educate and engage stakeholders on District initiatives and activities to promote transparency and meaningful relationships

**Expected Outcome
By 2008**

- Effective and systemic processes that ensure continuous input from external stakeholders to inform decision-making and address opportunities for improvement
- Meaningful engagement of external stakeholders in implementing strategic initiatives
- Increased financial and in-kind resources to target areas of critical need throughout the District
- Positive public perception of District

**Primary Focus for
2006 - 2007 School Year**

- Continue year 2 development of the new Business/Community portal/database and clearinghouse in cooperation with ITS
- Recruit companies to provide new internships for the 11 1st cohort schools and provide training on mentoring students
- Increase M-DCPS involvement in local Chambers of Commerce and other economic and civic business associations
- Increase District support of stakeholder groups by serving on local, state and national boards and commissions
- Create business and industry Advisory Boards aligned with Career Academies and Secondary School Reform
- Launch Phase 2 of The Parent Academy, including family learning events, Lunch & Learn Series and the Signature Lecture Series



<p>Key Strategies For 2005 - 2008</p> <p>5. Create and implement a brand marketing campaign for M-DCPS</p>	<p>Primary Focus for 2006 - 2007 School Year</p> <ul style="list-style-type: none"> • Develop and introduce the District's brand through kick-off events • Incorporate branding information into the District's existing Graphics Standards and Style Guide • Incorporate brand messages into promotional materials and existing initiatives, activities and ceremonies • Deliver marketing support to a variety of District programs (e.g., Schools of Choice, College Fair, The Parent Academy)
<p>Expected Outcome By 2008</p> <ul style="list-style-type: none"> • Adequate transparency in decision-making at the District and school-sites • Systemic processes for capturing achievements and an ingrained culture of celebrating them • Positive public perception of District 	<ul style="list-style-type: none"> • Establish an Education Council of International Cities to provide an environment for the exchange of ideas, the development of international achievement standards, best practices in professional development for teachers and pedagogical innovations • Develop a plan to identify and establish the M-DCPS framework for the international education model of excellence
<p>Key Strategies For 2005 - 2008</p> <p>6. Establish partnerships with foundations, corporations, and other funding sources to create and convene the Education Council of International Cities</p>	<ul style="list-style-type: none"> • World-class curriculum model • High-quality teaching corps • Internationally superior level of student achievement





Miami-Dade County
Public Schools

COMMUNICATIONS

Overview

Communications directs the District's communication with key stakeholders such as the media, parents, businesses, employees, and other organizations. This Department utilizes public relations, internal and external communications, and public broadcasting to inform and engage the public in the District's educational mission.

Units

- *WLRN* - provides radio and television support for Instructional Services
- *Media Relations*– fosters positive relationships between the school district and news media outlets and the community through print and electronic media
- *Public Relations* - informs and educates stakeholder groups to drive demand for quality education
- *Citizens Information* - provides information to all citizens in response to inquiries on policies, procedures, regulations, ongoing events and operations
- *Cultural Communications and Haitian Affairs* - improves the District's image through communication with non-English-speaking parents, residents and organizations in their own language



**Key Strategies
For 2005 - 2008**

1. Work with C&I and Intergovernmental Affairs, Grants Administration and Community Services to educate and engage stakeholders on District initiatives and activities to promote transparency and meaningful relationships

**Expected Outcome
By 2008**

- Effective and systemic processes that ensure continuous input from internal stakeholders to inform decision-making and address opportunities for improvement
- Adequate transparency at District and school-sites
- Positive public perception of District
- More informed and supportive postures from all segments of the County for school District initiatives to raise and broaden educational standards

**Primary Focus for
2006 - 2007 School Year**

- Expand outreach activities to CBOs to support the District's initiatives
- Collaborate with District staff to ensure opportunities for continuous input from stakeholders (e.g., Town Hall Meetings, focus groups)
- Launch community conversations on equity of education opportunities
- Coordinate Superintendent's Executive Parent roundtable and launch Alumni Hall of Fame to serve as advisory/ambassadors groups
- Improve responsiveness to public information requests to ensure transparency
- Mobilize faith-based leaders to articulate demand in least-served areas



<p>Key Strategies For 2005 - 2008</p> <p>2. Improve internal and external communications throughout the District</p>	<p>Primary Focus for 2006 - 2007 School Year</p> <ul style="list-style-type: none"> • Ease public access to District Information through County's 311 system and informational kiosks • Maximize use of Connect-Ed system to increase communication with parents • Collaborate with ASP and the Office of Community Services to capture and share success stories and achievements • Launch public affairs TV show • Integrate brand identity into communications and customer service activities
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<p>Key Strategies For 2005 - 2008</p> <p>2. Improve internal and external communications throughout the District</p>	<p>Expected Outcome By 2008</p> <ul style="list-style-type: none"> • Well-informed internal and external stakeholders that are knowledgeable about and advocate for M-DCPS • Systemic process that captures internal success stories and achievement • Positive public perception of District • Community appreciation of the global thrust of M-DCPS educational strategy
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<p>Key Strategies For 2005 - 2008</p> <p>3. Improve customer service at all levels of the District</p>	<ul style="list-style-type: none"> • Coordinate development of customer service training • Activate and operate Operation SCRUB procedures • Recognize and reward exemplars of customer service in the District
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Miami-Dade County
Public Schools

POLICE AND DISTRICT SECURITY

REVISED

Overview

The Miami-Dade Schools Police Department (M-DSPD) provides law enforcement resources to students, school administrators, teachers, and parents. Through continued enhancement of multiple police and security services, they support the educational needs of the school system and promote an atmosphere of trust and safety throughout the community. Working hand-in-hand with local, county, state and federal agencies, M-DSPD strives to rid schools of violence, weapons, substance abuse, vandalism and other hazards.

Units

- *M-DSPD Police Operations* - provides police services to all District sites through the School Resource Officer Program and maintains a 24 hour communication and dispatch center
- *M-DSPD Administrative Division* - provides administrative services to the police department and supports the District by providing services in the area of training, fingerprinting, evidence room, criminal justice grants, procurement, budgeting and police accreditation standards
- *M-DSPD Investigative Unit* - provides criminal and administrative investigative services for the District
- *M-DSPD SBAB Security, Special Projects, and Patrol* - provides safety and protection for staff and administrative offices in the School Board Administration Building, coordinates and facilitates law related education programs for the District, and provides police services after hours for all District sites



Primary Focus for 2006 - 2007 School Year	Expected Outcome By 2008
<ul style="list-style-type: none"> • Collaborate with other law enforcement agencies to create a plan for improving the gathering and sharing of data and resources • Produce action plans for proactive investigations and enforcement activities to reduce serious incidents based on incident data • Allocate M-DSPD resources based on monthly statistical incident tracking reports • Fully staff secondary schools and K-8 Centers with uniformed School Resource Officers to improve safety • Conduct site screen surveys to ensure District sites are safe and secure 	<ul style="list-style-type: none"> • Improved safety throughout the District by: <ul style="list-style-type: none"> ○ Collaboration and sharing of resources and data with other agencies to reduce incidents ○ Effective case and records management ○ Systemic allocation of security resources to sites based on safety needs
<ul style="list-style-type: none"> • Integrate the use of Computer Aided Dispatching, Mobile Field Report system and the communications center to produce statistical incident tracking reports to inform monthly resource allocation • Provide dispatch and police communication in conjunction with District staff and other Law Enforcement Agencies on a 24 hour basis, 7 days a week 	<ul style="list-style-type: none"> • Improved safety throughout the District by: <ul style="list-style-type: none"> ○ Decreased response time to incidents ○ Improved overall efficiency of the M-DSPD operation

Key Strategies For 2005 - 2008	Expected Outcome By 2008
<ol style="list-style-type: none"> 1. Create systems and processes to ensure optimal allocation of resources and increase performance of M-DSPD 	<ul style="list-style-type: none"> • Improved safety throughout the District by: <ul style="list-style-type: none"> ○ Collaboration and sharing of resources and data with other agencies to reduce incidents ○ Effective case and records management ○ Systemic allocation of security resources to sites based on safety needs
<ol style="list-style-type: none"> 2. Improve technology infrastructure (hardware and software) to improve timeliness and responsiveness of M-DSPD 	<ul style="list-style-type: none"> • Improved safety throughout the District by: <ul style="list-style-type: none"> ○ Decreased response time to incidents ○ Improved overall efficiency of the M-DSPD operation



**Key Strategies
For 2005 - 2008**

3. Create Emergency Response Crisis Management (ERCM) teams to assist District in responding to emergency situations

**Expected Outcome
By 2008**

- Improved safety throughout the District by decreasing response time and increasing control of emergency situations

4. Create a system to anticipate, prepare for, and meet the changing security needs of the District

- Improved safety throughout the District by implementing preventative measures and educational programming

**Primary Focus for
2006 - 2007 School Year**

- Continue to provide training for District personnel in areas related to Critical Incident Response Plan (CIRP), Incident Command Systems (ICS), and emergency procedures
 - Conduct vulnerability assessments, identify security gaps, and implement improvements at all District sites
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- Continue to develop and deliver safety related presentations to students, staff, faculty and parents
 - Continue to implement prevention and intervention strategies to support District initiatives related to the reduction of gang violence
 - Expand collection of identification data from elementary students through Precious Hands presentations for identification/protection purposes
 - Collaborate with School Operations and State Attorney's Office to enforce implementation of TIP by ensuring safe and orderly meetings, impressing serious nature of repercussions and serving subpoenas to ensure guardian involvement, as necessary



POLICE AND DISTRICT SECURITY

**Key Strategies
For 2005 - 2008**

- 5. Implement new investigative process (General Investigative Unit), evaluate and adjust as needed

**Expected Outcome
By 2008**

- Systemic use of an efficient, fair, equitable, and effective process for investigating personnel
- Positive public perception of District

**Primary Focus for
2006 - 2007 School Year**

- Continue to conduct administrative and criminal follow-up investigations in a timely manner, identify areas for improvement, and adjust process as needed



INVESTIGATIONS AND DIVERSITY COMPLIANCE

REVISED

Overview

The Department of Investigations and Diversity Compliance monitors the District's compliance with civil rights laws, investigates allegations of violations of civil laws and Board rules and develops strategies for increasing equity and diversity. Additionally, this area monitors the District's commitment to the Florida Educational Equity Act.

Units

- *Civil Investigation Unit (CIU)* - investigates serious non-criminal allegations which are not violations of Civil Rights, as specified by applicable state law and/or School Board rules
- *Office of Civil Rights Compliance (CRC)* - investigates complaints of discrimination/harassment as specified by applicable federal and state laws and/or School Board rules
- *Office of Diversity Compliance* - monitors the District's Post Unitary Status commitments to equity and diversity and The Florida Educational Equity Act



INVESTIGATIONS AND DIVERSITY COMPLIANCE

**Key Strategies
For 2005 - 2008**

1. Implement new Personnel Investigative Model (PIM), evaluate and adjust as needed

**Expected Outcome
By 2008**

- Systemic use of an efficient, fair, equitable, and effective process for investigating personnel
- Positive public perception of District

**Primary Focus for
2006 - 2007 School Year**

- Develop and implement plan for increasing the District's equity and diversity
- Conduct District-wide training to facilitate the effectiveness of the PIM
- Ensure the District's compliance with the PIM



KEY TERMS

Accountability - the obligation of government, public services or funded agencies to demonstrate that their work has been conducted in compliance with agreed rules and standards.

Adequate Yearly Progress (AYP) - the federal No Child Left Behind Act of 2001 mandates that all students be academically proficient, as defined by their individual states, by the 2013-2014 school year. The law requires that schools and districts make “Adequate Yearly Progress” towards this goal in reading, writing and math (see page 12). AYP must be reached by the entire school and all of the identified subgroups of students within the school as defined by race or ethnicity, socioeconomic status, disability, and English proficiency. If a school repeatedly fails to make AYP, all students, not just those in the subgroups whose performance falls short, must be offered additional pre-defined options such as tutoring.

Benchmark/Benchmarking - the study or comparative analysis of the “best” way to do something, usually based on effectiveness and efficiency. The study involves comparing measurable outputs for the same process across several systems or organizations. After comparison, the best output and process are considered the “benchmark” or “best practice,” against which all others compare themselves.

Best Practice - a technique or methodology that, through experience and research, has proven to be the most effective in reaching a desired result.

Continuous Improvement Model (CIM) - a continuous process in which data analysis determines classroom instruction.

Core Values - the fundamental principles of an organization. Core values are the standards that guide an organization’s operations and decision-making.

Curriculum - a description of the academic content students are to learn and the order in which they are to learn it.

District Cost Differential (DCD) - a factor used to adjust state funding to reflect each district's cost of living and associated personnel costs. The DCD for each district is computed annually based on a three-year average of the Florida Price Level Index (FPLI). The FPLI compares the cost of purchasing a specific list of 100 goods and services in each county. The DCD is applied to 80% of each district's funding, which is roughly the percentage devoted to salaries and benefits for district employees.



KEY TERMS

Department Plans - a sequence of activities and milestones that must be attained for an organization to achieve its mission and goals. Department plans are consolidated as part of an organization's strategic plan.

Educational Excellence School Advisory Councils (EESACs) - a decision-making body at each school responsible, under Florida State law, for the implementation of the State's school improvement and accountability system, to facilitate the preparation and evaluation of the SIP, and to assist in the preparation of the school's annual budget.

Environmental Scan - a review of the conditions and trends that may impact the District and its future, with regard to external (outside the control of the District) and internal (within the control of the District) environments.

Exceptional Student Education (ESE) - a set of programs designed to help each child with special needs progress in school and prepare for life after school. ESE services may include special teaching methods and materials. Services may also include but are not limited to differentiated curriculum, acceleration and enrichment for the gifted, technology, therapy, special transportation, and/or related services and supports. There is no charge to the parent or guardian for the provision of these special services.

English for Speakers of Other Languages (ESOL) or English As a Second Language (ESL) - programs that provide instruction in English Language Arts to students whose first language is not English. In Florida, ESOL is the most frequently used term. ESL is more commonly used nationwide.

Expected Outcome - the desired result or effect of an event or activity.

Florida Education Finance Program (FEFP) - a mathematical equation designed to determine funding in public education in the state of Florida. Each component of the equation attempts to adjust education funding to meet the particular needs and conditions of each of Florida's 67 counties. During each legislative session, every component of the equation is subject to debate and adjustment by legislators.

Free and Reduced Priced Lunch (FRL) - a federally-funded program to provide nutritious meals to economically disadvantaged students. Participation requires the submission of an application demonstrating need based on Federal guidelines. The designation of FRL is used as a measure of socioeconomic status by the Florida Department of Education and the Federal government in determining the percentage of FRL eligible students at a particular school and eligibility for Title I funds.



KEY TERMS

Full Time Equivalent (FTE) - a common standard for measuring enrollment in K-12 and higher education. State departments of education and accrediting agencies have developed their own definitions of how many student hours/credit hours/days represent one FTE student. Part-time students are counted as fractional FTEs, then summed to provide a total enrollment figure. In other words, two half-time students add up to a single FTE. The FTE is equivalent to the total enrollment of a school and is used to allocate funding. Allocations do not include food or transportation costs.

Goals - statements that provide direction to an organization. Goals delineate areas of focus by outlining what must be accomplished for an organization to achieve its mission.

Inclusion - providing students with disabilities access to general education curriculum in the least restrictive environment, while utilizing the appropriate support and services. The general education classroom is typically considered to be the least restrictive environment.

Limited English Proficient (LEP) - a title given to students who are in the process of acquiring English language skills to fully function in a school setting without ESOL instructional modifications.

Metrics - quantifiable measures used to determine if a particular project or activity is accomplishing a pre-determined goal or objective.

Milestone - a specific point in time used to measure progress made on an activity.

Mission - a declaration of an organization's purpose; its reason for being. It provides direction and focus, helps shape all goals and guide all decision making. The mission is specific and tells the audience what defines the organization, the primary products and services it provides, who the primary customers are, and the basic social needs it meets.

Objectives - statements of the District's desired achievements. They serve as a measurable means of accomplishing the stated goals.

Professional Development - training and inservices provided to personnel to keep staff current with the latest research and best practices in their area of focus.

Return on Investment (ROI) - the amount of monetary benefit received as a result of an investment in time or money.

Rollout - the implementation of a strategy or activity.



KEY TERMS

School Improvement Plan (SIP) - a school-based document created with input from all stakeholders through the EESAC that defines activities a school must undertake to reach its annual goals. SIPs are submitted to the State annually.

Strategic Plan - the blueprint that guides all of the work of the District. The plan provides strategic direction for all Departments by defining the District's goals, specifying expected outcomes within a certain timeframe and identifying strategies and activities necessary to achieve those goals and outcomes.

Strategies - steps or actions that are implemented to reach a goal or an objective.

Title I Schools - schools where a significant percentage of the students are economically disadvantaged and qualify for Federal funding to improve the academic achievement of those students.

Vision - a description of the ideal, future state of the organization that represents an overall picture of where an organization wants to be.



NON-DISCRIMINATION POLICY

The School Board of Miami-Dade County, Florida, adheres to a policy of nondiscrimination in employment and educational programs/activities and programs/activities receiving Federal financial assistance from the Department of Education, and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin, for programs or activities receiving Federal financial assistance from the Department of Education.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963, as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

School Board Rules 6Gx13-4A-1.01, 6Gx13-4A-1.32, and 6Gx13-5D-1.10 - prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 205.07 (Florida Statutes), which stipulate categorical preferences for employment.