

# DISTRICT STRATEGIC FRAMEWORK

2009-2014



**MIAMI-DADE COUNTY PUBLIC SCHOOLS**  
*giving our students the world*



# MIAMI-DADE COUNTY PUBLIC SCHOOLS

*giving our students the world*

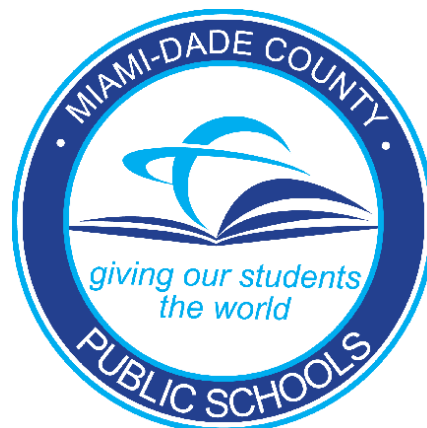
## **School Board Members**

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Perla Tabares Hantman, Vice Chair  
Agustin J. Barrera  
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Dr. Lawrence S. Feldman  
Dr. Wilbert "Tee" Holloway  
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Eboni Finley, Student Advisor

## **Superintendent of Schools**

Alberto M. Carvalho



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# MESSAGE FROM THE SCHOOL BOARD CHAIR



**Dr. Solomon C. Stinson**  
Chair

The 2009-2014 District Strategic Plan focuses the efforts of this organization on one goal which is “*Student Achievement: Preparing for Success in the Third Millennium*”. This in effect translates to each student striving for academic success both personally and civically; by demonstrating age/grade level appropriate knowledge mastery; having a post-secondary plan; graduating and successfully entering the workforce or higher education.

The School Board of Miami-Dade County, Florida adopted the 2009-2014 District Strategic Plan which is 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 plan incorporates district-wide efforts in making students more competitive in the global market. Parental and teacher involvement are critical to the success of the District’s Strategic Plan.

As Board Chair and on behalf of the School Board of Miami-Dade County, Florida, I take this opportunity to thank all of the stakeholders who have participated in the development of this plan. The collective efforts of all parties involved in making our students marketable are our goal. We are committed to providing a superior education to every student that enters the doors of Miami-Dade County Public Schools.



# MESSAGE FROM THE SUPERINTENDENT



**Alberto M. Carvalho**  
Superintendent

The 2009-2014 Miami-Dade County Public Schools' Strategic Framework represents a departure from previous planning efforts. This Strategic Framework, created with the help and input of a broad range of stakeholders, focuses on a singular goal of *"Student Achievement"* and will serve as a living document which will be used to drive the important work of public education forward as we transition to third millennium educational platforms. While the initiatives and strategies outlined in this framework may be amended over time, the singular goal of *"Student Achievement: Preparing for Success in the Third Millennium"* will never be compromised.

There are Four Pillars that will support our goal of *"Student Achievement,"* and first among these is Student, Parent, and Community Engagement. The work that will occur within this Pillar, as well as the Education; School/District Leadership; and Financial Efficiency/Stability Pillars will be aligned directly to improving the academic outcomes for our students.

This document represents a major step forward into the future and a recognition that what happens in the classroom must be linked to the dreams and aspirations that students have for themselves. As educators, we must broaden the concept of what is relevant to students by exposing them to what matters to the rest of the world, by informing them of what is required to succeed, and by doing so in a manner which excites and engages them. As a community, we must join together in support of children, helping them to learn not only how to be students, but also how to be responsible citizens of the world. To meet this challenge, particularly in uncertain economic times, we must be adaptable, innovative, and able to respond both to opportunities and challenges. Aligning our decision-making processes within this Strategic Framework will facilitate just such a paradigm shift.

I am grateful to all those that contributed to this work and I am proud of the partnerships that have been formed in service to our students and our schools. Together we will achieve our vision of educational excellence for each child.





# DISTRICT PROFILE

## 2008-2009

### General information<sup>1</sup>

Number of schools: 415  
 Number of students: 345,150

Annual budget \$5,542,364,940

#### Personnel

Total full-time staff: 38,819  
 Total teachers: 21,260  
 Average years teaching<sup>2</sup>: 11

Salary: \$50,262  
*Average teacher's salary excluding fringe benefits  
 (salary for ten months)*

### Student membership<sup>1</sup>

Including Charter Schools

Number of students by ethnicity:  
 Hispanic: 215,896  
 Black non-hispanic: 88,610  
 White non-hispanic: 31,457  
 Other: 9,187

Number of students by gender:  
 Male: 177,177  
 Female: 167,973

### Percentage of students receiving free/ reduced price lunch<sup>1</sup>

Elementary: 72.2  
 K-8: 49.3  
 Middle: 68.0  
 Senior High: 53.8  
 Alternative: 60.9  
 District-wide: 63.4

### Number of students in summer school (Summer 2005)<sup>1</sup>

Elementary: 3,109  
 K-8: 438  
 Middle: 1,232  
 Senior High: 2,400  
 Specialized Centers: 4,609  
 Total: 11,788

#### Sources:

1. Statistical Highlights 2008-09 – based on October 2008 Full Time Equivalent (FTE) calculations
2. Office of Assessment, Research and Data Analysis – based on October 2008 FTE calculations
3. Office of Adult/Vocational, Alternative and Community Education (November 2008)
4. Office of Assessment, Research and Data Analysis – based on February 2009 FTE calculations
5. Division of Bilingual Education and World Languages – based on October 2008 FTE calculations

### Charter Schools<sup>1</sup>

Number of schools: 75  
 Number of students: 23,942

### Controlled choice schools<sup>1</sup>

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

Number of schools: 14  
 Number of students: 7,451

### Adult/Vocational centers<sup>3</sup>

Number of centers: 21  
 Number of students: 54,730

### Exceptional Student Education (ESE) programs<sup>4</sup>

Number of students: 54,284  
 Gifted: 28,923  
 Other ESE: 25,361

### English Language Learners (ELLs) programs<sup>1</sup>

Number of students: 50,859

### Magnet programs<sup>1</sup>

Number of programs: 129  
 Number of students: 39,407

### Enrollment in advanced level courses<sup>1</sup>

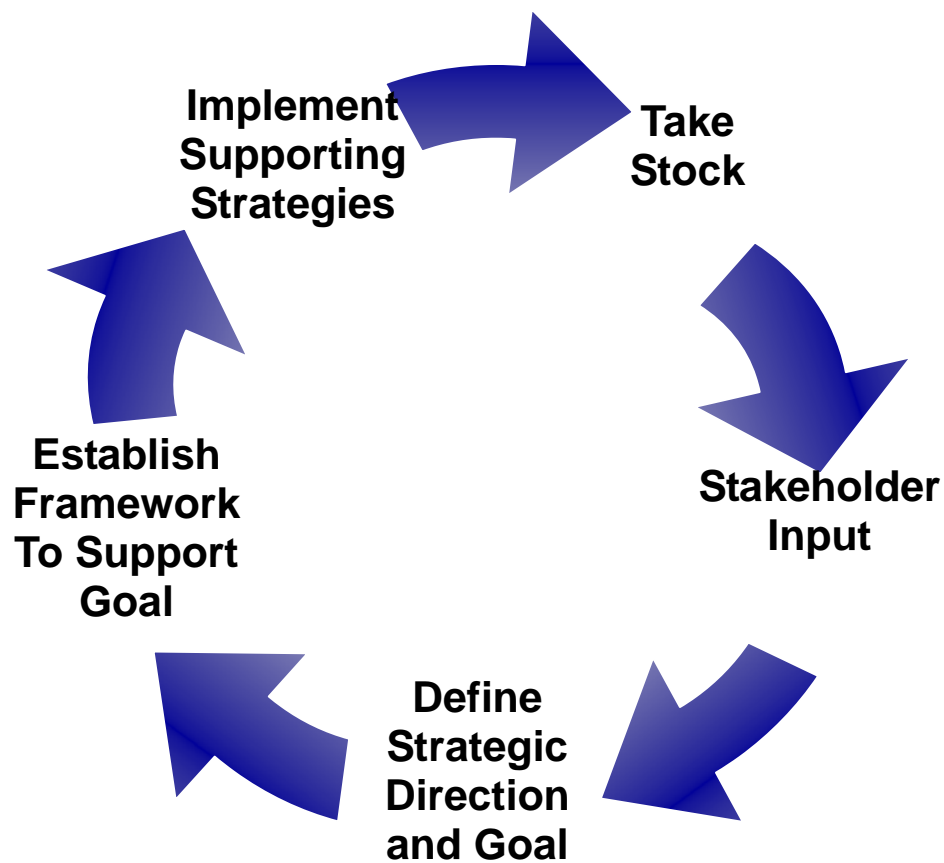
Enrollment in honors, dual enrollment, and advanced placement courses: 203,524  
 As a percent of total 9-12 student periods: 33.1

### Number of students enrolled in vocational courses<sup>1</sup>

Grades 6-8: 18,068  
 Grades 9-12: 77,843



# STRATEGIC PLANNING PROCESS



The strategic planning process is an on-going, deep and meaningful function which continually focuses District activities and resources in support of student achievement.



## VISION

We are committed to provide educational excellence for all.

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.



# **Student Achievement:**

*Preparing for Success in the  
Third Millennium*

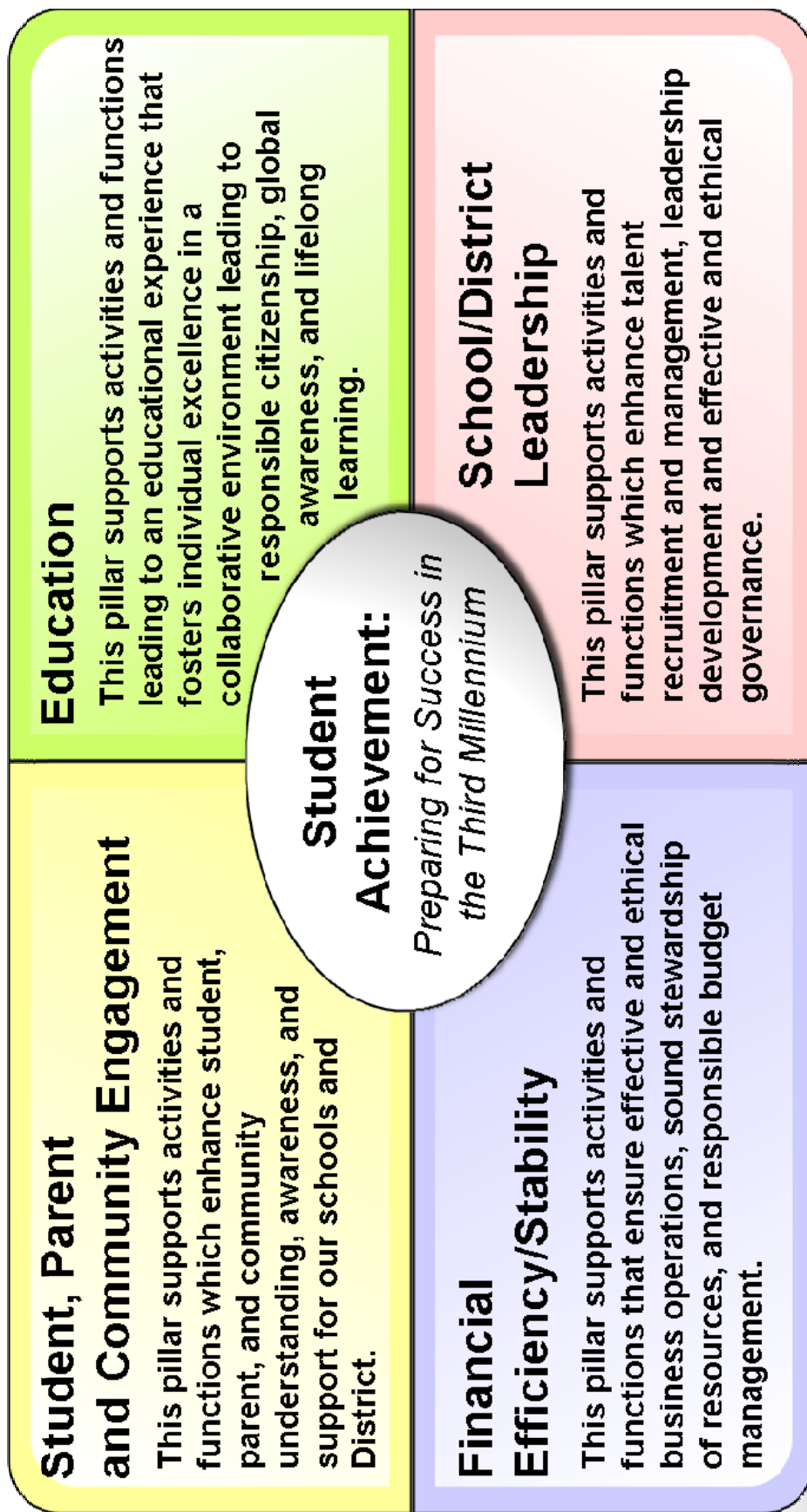
**Each student succeeds academically, personally, and civically  
as measured by:**

- 1. demonstrating age/grade level appropriate knowledge mastery**
- 2. having a post-secondary plan**
- 3. graduating**
- 4. successfully entering higher education arena and/or the workforce**





# STRATEGIC FRAMEWORK

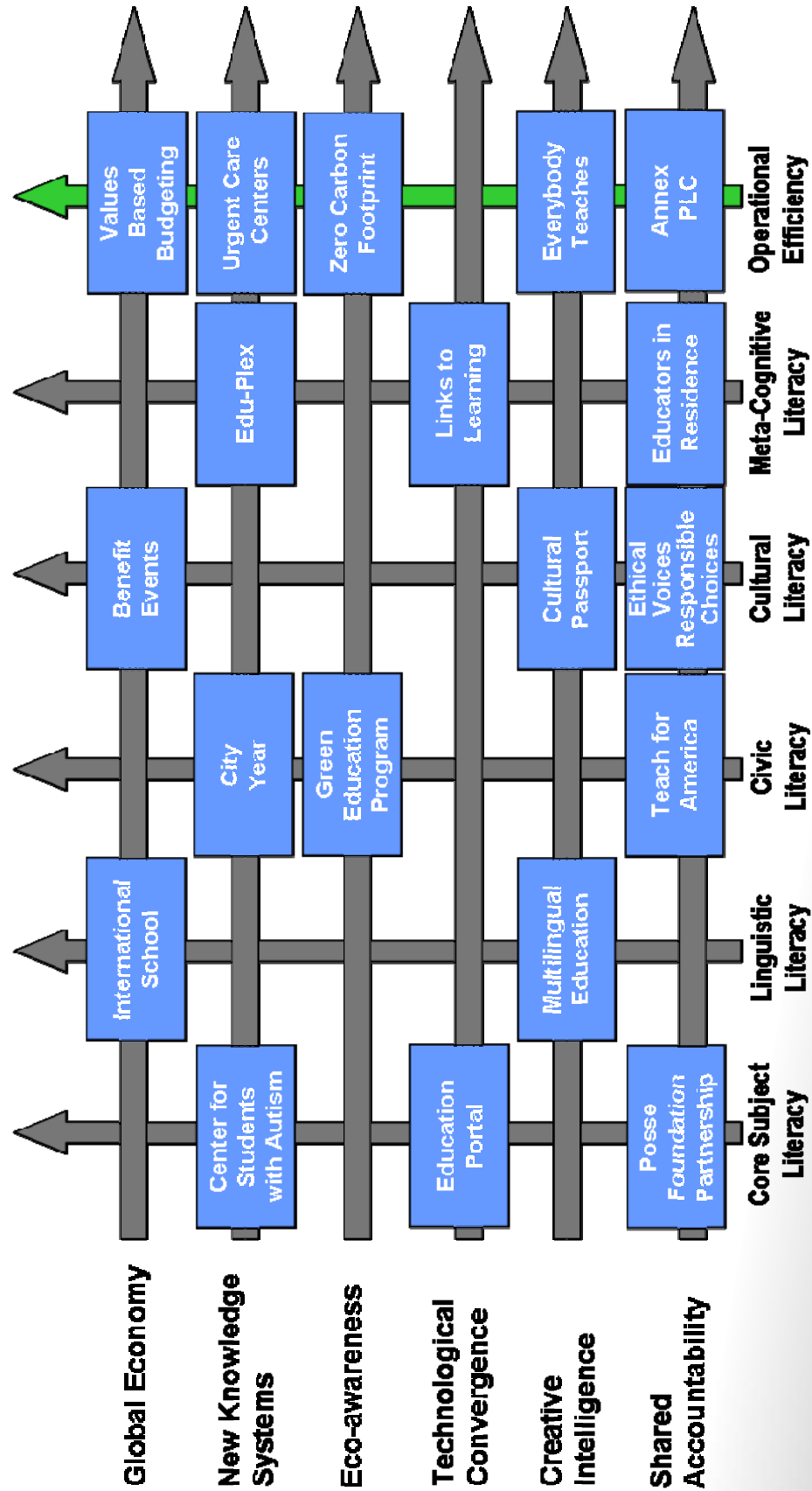


# 2009-10 INITIATIVES\*

Student, Parent and Community Engagement	Education	School/District Leadership	Financial Efficiency/ Stability
<ol style="list-style-type: none"> <li>1. <i>Launch Alumni Outreach Plan.</i></li> <li>2. <i>Increase Parent and Community Participation in Advocacy Efforts.</i></li> <li>3. <i>Expand Service-Learning projects to Elementary and Middle School levels.</i></li> <li>4. <i>Increase Utilization of Technology to Engage Community Members.</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Education Plan</i></li> <li>2. <i>Miami Edison Edu-Plex</i></li> <li>3. <i>Success Academy</i></li> <li>4. <i>Cultural Literacy Initiatives</i></li> <li>5. <i>Links to Learning</i></li> <li>6. <i>Virtual School Programs</i></li> <li>7. <i>M-DCPS Primary Learning Center</i></li> <li>8. <i>Blue Lakes Autism Academy</i></li> <li>9. <i>Multilingual Education Programs</i></li> <li>10. <i>Professional Development: Learning on the Go</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Everybody Teaches</i></li> <li>2. <i>Teach For America</i></li> <li>3. <i>Enterprise Resource Planning (and related process improvements)</i></li> <li>4. <i>Educators in Residence</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Value-based budgeting</i></li> <li>2. <i>Implementation of SAP &amp; Cognos</i></li> <li>3. <i>Reduction of our carbon footprint</i></li> <li>4. <i>Movement to self-insured platform for health insurance</i></li> </ol>

\* Initiatives summarized in appendix D

# Millennial Access Platforms (MAPS)

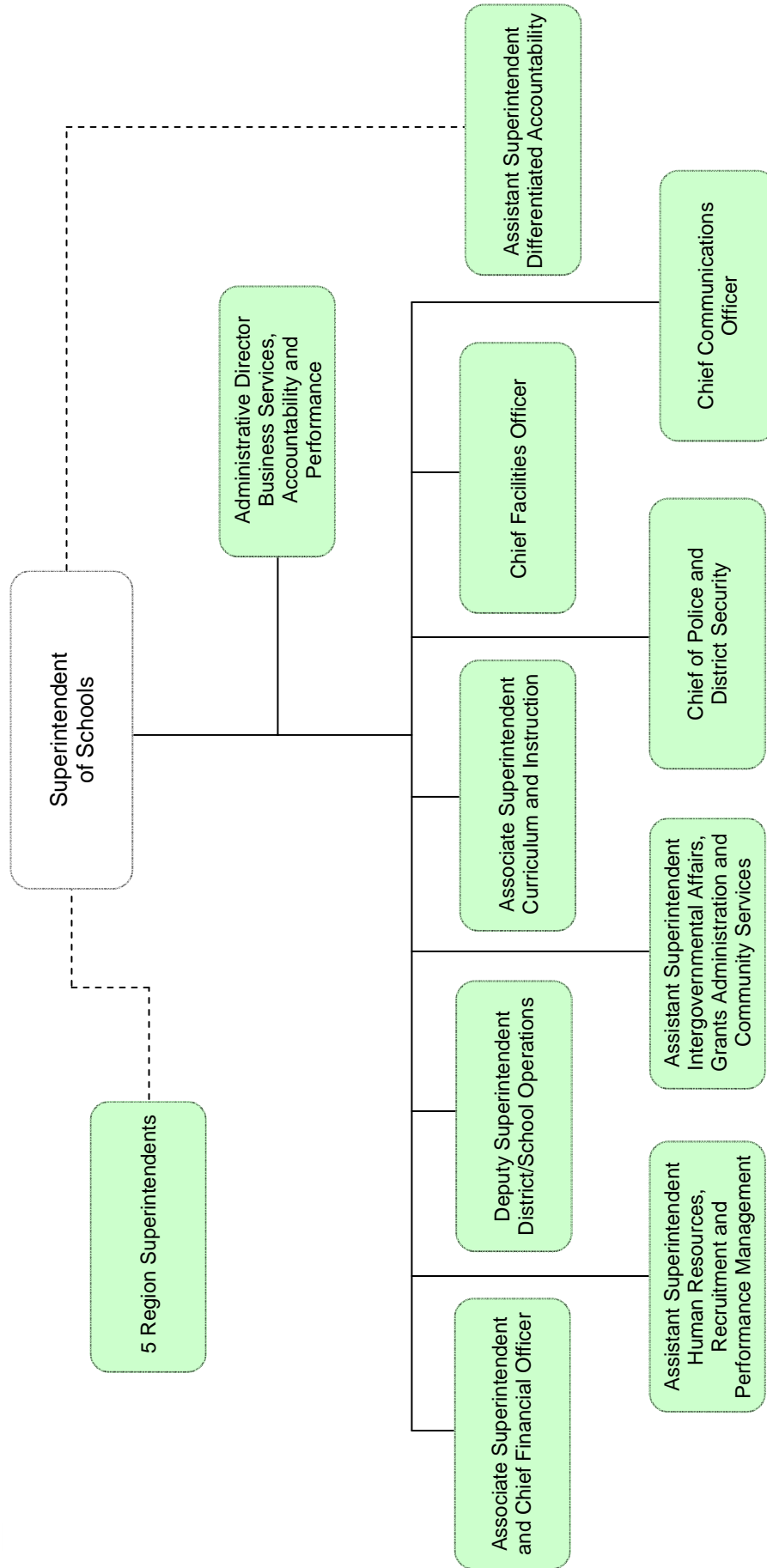




**APPENDIX A**

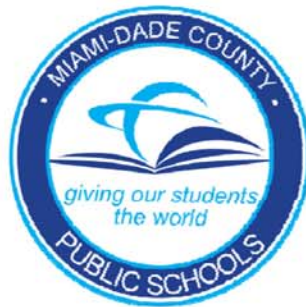
**SUPERINTENDENT DIRECT REPORTS**

# DIRECT REPORTS TO THE SUPERINTENDENT OF SCHOOLS



**APPENDIX B**

**SURVEY**



**Miami-Dade County Public Schools**  
**Strategic Plan 2009 -2014 Development**

**Strategic Planning Survey**

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This is a report of the results of the Strategic Plan 2009-2014 Survey. The purpose of this survey was to provide feedback from various stakeholders in the Miami-Dade County Public School community. The survey examined categories derived from the previous open-ended strategic planning survey (Miami-Dade County Public Schools Strategic Plan 2008-2011 District and Community Input Survey). Respondents were asked to rank the importance of these categories according to these three specific questions:

- 1) What has the District done particularly well?
- 2) What are the most critical issues facing the District?
- 3) What areas need improvement?

In addition, respondents were asked to provide information about who they are in the community, in what role do they interact with the District, and provide some information about technology usage. The survey was translated into Spanish and Haitian-Creole.

Links to the surveys were placed on the District home page and the Student, Parent, Employee, and Community portals. It was activated on May 29<sup>th</sup> and was closed on June 25<sup>th</sup>. A total of 2578 responses were received but the majority 2483 was received on the English language survey.

A presentation of the results of the survey is provided below. The data represents the combined English, Spanish, and Haitian-Creole responses. As there were only 90 Spanish responses and 5 Haitian-Creole responses no comparisons could be made between the community group affiliations or the roles of individuals and their responses. The printed version of the online survey is included.

## RESULTS

### Group Identification

The respondents were asked to identify the stakeholder group or groups that they identified with. As individuals actually may belong to several groups, e.g., employees and parents, they were free to check as many as were applicable. The table below presents the numbers of respondents who selected each group. As can be seen most respondents were M-DCPS employees.

Table 1  
*Respondent Group\**

Teacher or instructional personnel	1398
Parent	536
Non-instructional M-DCPS employee	443
Administrator (School Site)	160
Administrator (Non-School Site)	138
Community member	119
EESAC member	99
Student	71
Faith-based leader	9
Business partner	9
Elected official	4

\*Since respondents could choose more than one group the total would exceed the number of respondents.

The next item asked how they most frequently interacted with the District. In this instance respondents could only choose one of the alternatives. The table below substantiates that most respondents were employees.

Table 2  
*Interaction Role with the District*

Employee	1983
Parent	272
Parent Teacher Association (PTA)/ Parent Teacher Student Association (PTSA) member.	121
Educational Excellence School Advisory Committee (EESAC) member.	76
Volunteer	50
Property owner/adjacent near a school	20
Dade Partner	9
Vendor	7
No Response	89

Total	2627
<b>Technology</b>	

The survey also included a technology question which was designed to elicit a picture of how technology usage is viewed by respondents. The information provided in the table below, reflects how District employees view this aspect of M-DCPS. Respondents could select as many statements as applied.

Table 3  
*Use and Perceptions of Technology\**

I have access to the Internet at home.	2415
Students have many opportunities to use technology in the schools.	1646
Schools often include technology in their classroom activities.	1673
I used the Student, Employee, Community or Parent Portals on the M-DCPS website.	2136
I have made use of the electronic textbooks available through the M-DCPS portal.	787

\*Since respondents could choose as many statements as apply to them the total would exceed than the number of respondents.

#### **Rankings**

The primary purpose of the survey was to determine how stakeholders would respond to the three questions mentioned above. A list of areas was presented and the respondents were asked to rank the top three with the most important first. The responses presented below represent the areas ranked first (most important) for each of the questions. They are presented in descending order so that the first few in the list represent those chosen by a majority of the respondents. Those choices above the double line in each table were selected by over 50% of the respondents.

Table 4  
*What has the District done particularly well?*

	Number	Percent
Provided students with a "well-rounded" education.	508	19.74
Maintained class sizes at an appropriate level.	324	12.59
Provided students with a safe learning environment.	312	12.12
Prepared students to succeed on accountability and/or standardized tests (FCAT, ACT, AP).	210	8.16
Integrated technology into the classroom.	142	5.52
Navigating the current national/state economic crisis.	130	5.05
None	120	4.66
Maintained a "parent-friendly" environment in schools.	114	4.43
Acquired adequate funding for education.	107	4.16
Communicated openly and honestly with the community.	85	3.30
Provided adequate professional development for employees.	82	3.19
Provided proper support for students with special needs.	79	3.07
Maintained schools and offices in good condition.	59	2.29
Provided proper support for English Language Learner students.	55	2.14
Improved student conduct and discipline in the schools.	35	1.36
Graduated students that are prepared to compete in the global economy.	25	0.97
Improved the graduation rate.	25	0.97
Replicated successful programs throughout the District.	23	0.89
Enhanced the recruitment, selection, and retention of high quality employees.	22	0.85
No Responses	117	4.55
Total	2574	100.00

Table 5

*What are the most critical issues facing the District?*

	Number	Percent
Acquire adequate funding for education.	1270	49.34
Provide students with a "well-rounded" education.	284	11.03
Maintain class sizes at an appropriate level.	149	5.79
Respond to national/state economic conditions.	137	5.32
Enhance the recruitment, selection, and retention of high quality employees.	128	4.97
Graduate students that are prepared to compete in the global economy	100	3.89
Provide students with a safe learning environment.	91	3.54
Prepare students to succeed on accountability and/or standardized tests (FCAT, ACT, AP).	78	3.03
Improve student conduct and discipline in the schools.	77	2.99
Integrate technology into the classroom.	39	1.52
Improve the graduation rate.	35	1.36
Provide proper support for students with special needs.	29	1.13
Communicate openly and honestly with the community.	25	0.97
Provide adequate professional development for employees.	24	0.93
Maintain a "parent-friendly" environment in schools.	19	0.74
Maintain schools and offices in good condition.	15	0.58
Provide proper support for English Language Learner students.	14	0.54
Replicate successful programs throughout the District.	12	0.47
None	7	0.27
No Responses	41	1.59
Total	2574	100.00

Table 6  
*What areas need improvement?*

	Number	Percent
Acquiring adequate funding for education.	897	34.85
Providing students with a "well-rounded" education.	228	8.86
Enhancing the recruitment, selection, and retention of high quality employees.	188	7.30
Maintaining class sizes at an appropriate level.	138	5.36
Improving student conduct and discipline in the schools.	136	5.28
Responding to changing national/state economic conditions.	130	5.05
Graduating students that are prepared to compete in the global economy	113	4.39
Providing students with a safe learning environment.	77	2.99
Communicating openly and honestly with the community.	76	2.95
Maintaining schools and offices in good condition.	69	2.68
Integrating technology into the classroom.	68	2.64
Providing proper support for students with special needs.	64	2.49
Improving the graduation rate.	60	2.33
Preparing students to succeed on accountability and/or standardized tests (FCAT, ACT, AP).	56	2.18
Maintaining a "parent-friendly" environment in schools.	51	1.98
Providing adequate professional development for employees.	46	1.79
Replicating successful programs throughout the District.	42	1.63
Providing proper support for English Language Learner students.	36	1.40
None	14	0.54
No Responses	85	3.30
Total	2574	100.00

## Comments

The final item in the survey provided the respondents the opportunity to comment. There were 954 comments written by the respondents and 200 were randomly selected in order to provide an overview of the comments. A non-systematic review of this sample of comments revealed several themes. Remembering that most of the comments came from employees it was clear that teacher pay was a major issue.

*Teachers need to be paid for doing an excellent job teaching students and raising FCAT scores. Teachers are under paid and that is not fair to the students they teach and the teachers. Its sad that teachers have to work night jobs just to make ends meet for their families. Give teachers pay raises and step increases! Not just because the teachers are begging for increases in salary but because they have degrees and they work hard to educate children daily. Teachers deserve the satisfaction of being able to pay their bills and support their families.*

*As a math teacher, I believe that the district should hire 3 to 5 highly qualified teachers and train them to teach math. at all elementary schools within the district. Also, as opposed to principal, the district should handle the complete hiring process of classroom teacher. Especially our high and elementary schools teachers. Most importantly, teachers should be paid at least 50k, which not only eliminates their need for a 2nd job, but also allows them to have more time for their students.*

Other comments from teachers addressed the quality and diversity of education.

*Making sure every day is filled with great learning experiences. Not missing an opportunity to teach our children. Keep our classroom size small so that our children don't get lost in the system.*

*I feel an important area to keep is the Fine Arts. As a Music teacher, mother of two Dance teachers, I know how important the Arts are in the cognitive development of a child, whether that child is going to pursue a career in the Arts or not. A look back at the Renaissance Period in history proves the intellectual growth that comes out of a culture that values all forms of Art: Music, Painting, Architecture, etc.*

Other areas that were mentioned were school cleanliness, Special Education, Adult Education, and the FCAT.

Several comments that appear to come from parents indicate a need for easier communication. This comment indicates that the respondent may not be aware of the Parent Portal which could provide this information.

*Please make parent/teacher interaction more friendly for working parents. Also, it would be good to access my daughter's grades daily on the website rather than after the fact. Homework should also be posted on line! My daughter is ADHD and does not always write it down or get it correctly. Its a tool we were used to at the schools up north!*

On the other hand...

*Many parents were excited about keeping a close watch on their child's educational progress through the Parent Portal. Keeping the system up-to-date and user friendly is very beneficial to parent involvement in the schools.*

The above are just a small sample of the comments respondents made on the survey. In general only individuals with strong negative or positive feelings provide optional comments on surveys but even with that caveat these comments reveal some of the areas of concern of the respondents.

### **Conclusions**

As these results primarily represent the input of District employees they should be interpreted from that viewpoint but it should be remembered that our employees are also parents and community members and although they may have a vested interest in the District they may best know the District from their multiple roles. All of the ranked survey results are the first choice of some of the respondents but by viewing the numbers and percentages we can see a consensus from the respondents. Providing students with a "well-rounded" education and acquiring funding are most important for a majority of employees. It is also interesting to note what a minority of these respondents view as important as well. Also there are differences in consensus as to what the District has done well (e.g., accountability and assessment) and what are critical issues and what needs improvement.



## STRATEGIC PLAN 2009-2014 SURVEY

### INSTRUCTIONS

Miami-Dade County Public Schools is in the process of developing our 2009-2014 District Strategic Plan. This plan focuses the efforts of the District on a set of prioritized goals and objectives designed to achieve the District's mission of providing the highest quality education to our students. The purpose of this survey is to gather input from the community and sharpen the focus of our efforts for the next five years. We value your input and thank you for your participation.

### TELL US ABOUT YOURSELF.

Miami-Dade County Public Schools is really made up of the Miami-Dade County community. In this section we would like to know what part of that community you represent and how you usually interact with the schools or administrative offices.

#### 1. PLEASE IDENTIFY WHICH GROUP(S) YOU BELONG TO BY SELECTING FROM THE LIST BELOW.

**(Select all that apply.)**

- Administrator (School Site)
- Administrator (Non-School Site)
- Teacher or instructional personnel
- Non-instructional M-DCPS employee
- Parent
- Student
- Business partner
- EESAC member
- Community member
- Elected official
- Faith-based leader
- Other:

#### 2. PLEASE IDENTIFY HOW YOU MOST FREQUENTLY INTERACT WITH THE DISTRICT.

**(Select only one.)**

- Educational Excellence School Advisory Committee (EESAC) member
- Parent Teacher Association (PTA)/ Parent Teacher Student Association (PTSA) member
- Volunteer
- Vendor
- Dade Partner
- Property owner/adjacent near a school
- Parent
- Employee
- Other:

3. PLEASE RESPOND TO THIS ITEM TO HELP US CONTINUE TO IMPROVE THE USE OF TECHNOLOGY TO ENHANCE EDUCATION. MARK ALL THE STATEMENTS BELOW WHICH ARE TRUE.

(Select all that apply.)

- I have access to the Internet at home.
- Students have many opportunities to use technology in the schools.
- Schools often include technology in their classroom activities.
- This past school year I used the Student, Employee, Community or Parent portals on the M-DCPS website.
- This past school year I have made use of the electronic textbooks available through the M-DCPS portal.
- Other:

WHAT DO YOU THINK ABOUT MIAMI-DADE COUNTY PUBLIC SCHOOLS?

The following items will help us as we develop our plans for the next several years.

4. PLEASE SELECT THREE AREAS, IN ORDER OF IMPORTANCE (RANK 1=MOST IMPORTANT), THAT M-DCPS HAS DONE PARTICULARLY WELL SINCE THE BEGINNING OF THE 2008-09 SCHOOL YEAR THAT YOU WOULD LIKE TO SEE CONTINUED INTO THE FUTURE.

(Rank responses from 1 to 3.)

- Provided students with a "well-rounded" education.
- Navigating the current national/state economic crisis.
- Acquired adequate funding for education.
- Provided students with a safe learning environment.
- Maintained a "parent-friendly" environment in schools.
- Maintained class sizes at an appropriate level.
- Maintained schools and offices in good condition.
- Prepared students to succeed on accountability and/or standardized tests (FCAT ACT AP).
- Communicated openly and honestly with the community.
- Graduated students that are prepared to compete in the global economy.
- Improved student conduct and discipline in the schools.
- Enhanced the recruitment, selection, and retention of high quality employees.
- Provided adequate professional development for employees.
- Integrated technology into the classroom.
- Improved the graduation rate.
- Replicated successful programs throughout the District.
- Provided proper support for students with special needs.
- Provided proper support for English Language Learner students.
- None

5. PLEASE SELECT THREE AREAS, IN ORDER OF IMPORTANCE (RANK 1=MOST IMPORTANT), THAT YOU THINK ARE THE MOST CRITICAL ISSUES FACING MIAMI-DADE COUNTY PUBLIC SCHOOLS IN THE NEXT FIVE YEARS.

**(Rank responses from 1 to 3.)**

- Provide students with a "well-rounded" education.
- Acquire adequate funding for education.
- Respond to national/state economic conditions.
- Provide students with a safe learning environment.
- Maintain a "parent-friendly" environment in schools.
- Maintain class sizes at an appropriate level.
- Maintain schools and offices in good condition.
- Prepare students to succeed on accountability and/or standardized tests (FCAT, ACT, AP).
- Communicate openly and honestly with the community.
- Graduate students that are prepared to compete in the global economy
- Improve student conduct and discipline in the schools.
- Enhance the recruitment, selection, and retention of high quality employees.
- Provide adequate professional development for employees.
- Integrate technology into the classroom.
- Improve the graduation rate.
- Replicate successful programs throughout the District.
- Provide proper support for students with special needs.
- Provide proper support for English Language Learner students.
- None

6. PLEASE SELECT THREE AREAS, IN ORDER OF IMPORTANCE (RANK 1=MOST IMPORTANT), IN WHICH YOU FEEL WE NEED IMPROVEMENT.

**(Rank responses from 1 to 3.)**

- Providing students with a "well-rounded" education.
- Acquiring adequate funding for education.
- Responding to changing national/state economic conditions.
- Providing students with a safe learning environment.
- Maintaining a "parent-friendly" environment in schools.
- Maintaining class sizes at an appropriate level.
- Maintaining schools and offices in good condition.
- Preparing students to succeed on accountability and/or standardized tests (FCAT, ACT, AP).
- Communicating openly and honestly with the community.
- Graduating students that are prepared to compete in the global economy
- Improving student conduct and discipline in the schools.
- Enhancing the recruitment, selection, and retention of high quality employees.
- Providing adequate professional development for employees.
- Integrating technology into the classroom.

- Improving the graduation rate.
- Replicating successful programs throughout the District.
- Providing proper support for students with special needs.
- Providing proper support for English Language Learner students.
- None

YOUR COMMENT

Finally, please use the space below to tell us about any area of importance that you feel the District should know about that was not covered in the previous questions and would be important for our strategic planning.

7. COMMENT HERE

**(Provide one response only.)**

**APPENDIX C**

**RESEARCH**

# **The Four Pillars of Student Achievement**

## **Miami-Dade County Public Schools Strategic Plan**

### **Student, Parent, and Community Engagement**

The Miami-Dade County Public Schools (M-DCPS) 2009-14 Strategic Plan considers Student, Parent, and Community Engagement as one of the four pillars supporting student achievement by enhancing student, parent, and community understanding, awareness, and support for the schools and the District. Research has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes such as higher academic achievement, and lower dropout and truancy rates. (Dauber & Epstein 1993; Epstein 2001; Grolnick, Benjet, Kurowski, & Apostoleris 1997).

Epstein (2001) argued that family, school, and community are important "spheres of influence" on children's development and that a child's educational development is enhanced when these three environments work collaboratively toward shared goals. Schools should create greater "overlap" between the school, home, and community by implementing activities across six types of involvement. Specifically: 1) Parenting, 2) communication, 3) volunteering, 4) learning at home, 5) decision-making, and 6) collaboration with the community.

The focus of further research is on two significant issues: Why parents do and do not get involved in their children's education and what role do schools and teachers play in creating parental involvement? Catsambis and Beveridge (2001) and Hoover-Dempsey and Sandler (1995, 1997) find that working-class families and families in which mothers work full-time tend to be less involved in their children's education. Also, parents of elementary school students tend to be more involved in their children's education than parents of older students. Dauber and Epstein (1993) found that school and teacher practices were the strongest predictors in getting parents and family members involved in students' education.

Community engagement may be more a function of school willingness to engage those resources. Several studies reported that schools have a wide range of community resources available to them but the majority of schools do not reach out to them. (Sanders , 2001).

Finally, research has shown that schools and teachers' attitudes, as well as family resources, can be important obstacles to parental and community involvement. One approach to overcoming these obstacles is to increase the degree to which teacher and principal training programs (formal and informal) cover the topic of the importance of parental involvement and how to facilitate it. (Sanders, 2001; Epstein & Saunders 2000; Grolnick & Slowiaczek, 1994).

### **Financial Efficiency/Stability**

Miami-Dade County Public Schools relies on two main sources of funding provided by the state and allocated to school districts primarily based on student population and highly visible School Board levied property taxes. In addition, Federal funds are provided through various grant programs and Title I funds. The appropriate use of this funding is a key pillar of the District's 2009-2014 Strategic Plan.

Financial efficiency, assuring that funds are spent wisely and financial stability, and assuring that funding can be maintained from one year to the next enable all personnel to focus on the purpose of the District, which is to promote the maximum levels of achievement for all students. According to Timothy A. Hacsí, in his book, "Children as Pawns: The Politics of Educational Reform," (Hacsí, 2002) there are two primary questions about school finance. The first is whether the "amount of money a school has in its budget affects student achievement" and secondly, "How much is required for an 'adequate' education?" He goes on to state that of course money matters because it is essential for schools to have funding, but the question that is not clear is how much is required for an adequate education. It is really the latter question that is the focus of much debate since hypothetically a district that spends only a few hundred dollars per student versus a district that spends tens of thousands of dollars per student would have vastly different outcomes. Another aspect of a district's financial status is how it affects the relationship between School Boards, Superintendents, and the Communities they serve. When finances are not stable and real or perceived inefficiencies occur, the focus on student achievement is lost amidst the crumbling relations between these three entities.

M-DCPS finances require careful stewardship in light of the difficult economic conditions facing the nation and the State of Florida. A report prepared by the Research Services group of M-DCPS examined how the economic downturn has led to cost cutting at schools across the nation (Research Services, Information Capsule 2008). This report catalogues many strategies being implemented by districts to reduce costs, and several of these are represented in this Strategic Plan. For example, districts are reducing spending on supplies and equipment, altering health insurance programs, cutting energy costs, reducing employee hours, fundraising, applying for grants, developing corporate support, and accepting corporate advertising.

The two concepts of Return on Investment (ROI) and Values-Based Budgets included in the Strategic Plan are both supported and enabled by a stable financial environment. ROI is a management tool that examines the degree to which costs incurred in any activity are reflected in positive dollar outcomes exceeding those costs. This is accomplished through appropriate data collection and evaluation which enable the calculation of outcome minus costs. (Phillips, 1997). The Districts' Strategic Plan objectives to reduce our carbon foot print and to decrease medical insurance costs are examples of efforts that can provide a measurable return on investment.

Values-based budgeting grows out of a way to prioritize projects from the engineering and business world and is described by Merkhofer (1995) as multi-attribute utility analysis (MUA) which he says focuses on organizations "making decisions driven by the values of its citizens." Referring to the work of Ralph Keeney who has promoted "Value Focused Thinking," he says "that focusing on values leads to choices that produce more desirable consequences." The MUA model for values-based budgeting consists of defining decision objectives, performance measures, and weights that determine the willingness (importance) of each objective. This process encourages out-of-the-box thinking and provides a consensus-based objective/budget. This approach would facilitate the Strategic Plans' objectives of flexibility and transparency.

## **Education**

Miami-Dade County Public Schools continuously develops new and creative initiatives for educating our students. The District's educational plans are developed based on reviews of the existing research literature. Every year our educators examine a myriad of issues that impact education to come up with solutions. In the recent past, the effects of many factors that impact student performance have been examined, such as poverty (Blazer & Romanik, 2009), student

mobility (Froman, 2007), and class size (Romanik, 2003). Similarly, formal evaluations have assessed the effectiveness of M-DCPS programs impacting the areas of curriculum (Abella, 2007a; Arcia, 2009; Arcia, et al. 2007), support services (Abella, 2008), bilingual education (Shneyderman, 2007; Nichols-Lopez, 2008), and school reform (Abella, 2007b; Abella, 2007c; Abella, 2009; Sorhaindo & Urdegar, 2006). There is a constant effort to discern the best way to select (Blazer, 2009a), train (Blazer, 2005a), and motivate teachers and school administrators (Blazer, 2005b). In sum, the efforts to rethink the way education is provided are constant and include consideration of many innovative educational initiatives such as virtual schools (Blazer, 2009b), alternative pathways to diplomas (Blazer & Romanik, 2007a), extended day schools (Blazer, 2008), and single-gender schools (Blazer, 2006b).

The Strategic Plan 2009-2014 proposes the introduction of several programs designed to extend the reach of education both in terms of time and distance. Research has shown that wider exposure to instruction generates benefits for students (Silva, 2007). Consequently, M-DCPS has introduced the Links to Learning initiative which extends the school day by allowing students to access school work through their computers at home. In addition, the availability of educational content via internet courses is being expanded as part of the Virtual School Programs. In general, research into the best techniques for providing students with vocabulary (Blazer & Romanik, 2007b), mathematics (Blazer, 2004a), reading (Gomez, 2004; Shneyderman, 2006), and science instruction (Blazer, 2004c) is always ongoing and informs all efforts to enhance the educational experience of M-DCPS students.

### **School/District Leadership**

The District's Strategic Plan recognizes the integral role of leadership in promoting student achievement. Leadership and leadership development are supported throughout the life cycles of all stakeholders to this process. Diversity is encouraged in terms of experience, culture, and background because such variability makes organizations more adaptable, provides for a wider array of viewpoints, and affords a greater level of synergy (Greenberg, 2005, January 4). Emergent leaders are recruited as students in career training and internship programs. The model initiative used by the district in this area is *Teach for America*, which "recruits outstanding recent college graduates from all backgrounds and career interests who commit to teach for two years in urban and rural public schools. Through diverse, non-traditional backgrounds, Teach for America teachers infuse new ideas and initiatives into their schools" (Office of the Superintendent, 2009, p.30).

Cross-training is encouraged in order to facilitate movement between career ladders in which teachers are offered the choice of progressing as mentor/master teachers, honing their expertise in particular subject areas, or moving into administrative positions in which they train for the school principalship and learn the art of budgeting and management. Paraprofessionals are also given the opportunity to progress into teaching. Research has shown that such career ladders promote retention and improve job satisfaction (Shen, 1997) and the retention of quality employees has been found to be associated with student achievement (Hanushek, Kain, & Rivkin, 2004). Cross-training is achieved through initiatives that give instructional employees management experiences and that offer administrative experiences to instructional employees. *Everybody Teaches* and *Educators in Residence* are two district-developed initiatives designed to accomplish cross training. "Everybody Teaches leverages non-school site employees to assist in the delivery of instruction . . . [provides] additional exposure to students and classroom instruction . . . [and] helps to refocus and reprioritize current duties" (Office of the Superintendent, p. 29). "Educators in Residency [conversely operates] by . . . training the District's next generation of leaders and by



providing opportunities for select staff to participate in Cabinet-level decision making” (p. 32).

These leadership development initiatives enhance the accumulation of institutional knowledge. The process of *Knowledge Capture* enables institutions to better employ best practices; codify, classify, and archive information; and apply formative feedback strategies (O’Hara & Shadbolt, 2002). The model initiative used by the district to facilitate this process is *Enterprise Resource Planning*, which enhances/streamlines current work processes to achieve maximal efficiency and effectiveness in order to “provide a context for human capital decisions that were previously difficult to attain” (Office of the Superintendent, p. 31).

This comprehensive system is geared toward an overall instructional focus, which is the hallmark of effective schools (Lezotte, 1984) and actualized through a shared value system under girded by structured policy initiatives that support rigorous accountability. Schools and districts that manifest such *Instructional Program Coherence* have been found to experience higher levels of student achievement (Newmann, et al., 2001).

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**APPENDIX D**

**Initiative Summaries**

# Alumni Engagement

## ***What is it?***

Launch Alumni Outreach Plan.

## ***How will it be implemented?***

1. Develop toolkit to assist high schools in engaging alumni.
2. Develop district web page for alumni contact information.
3. Showcase distinguished alumni on district web page.

## ***How does it contribute to M-DCPS Strategic Plan?***

Supports pillar of Student, Parent and Community Engagement.





# Parent Engagement

## ***What is it?***

Increase Parent and Community Participation in Advocacy Efforts

## ***How will it be implemented?***

1. **Support work of parent groups (i.e., PTA, FCIAC, PLC, and CPA graduates).**
  - a. *Articulate the Superintendent's vision to parents and make his voice heard throughout the community.*
  - b. *Educate staff and principals about the importance of parent involvement and the proper use of PTA funds.*
  - c. *Showcase parent involvement at the School Board meetings.*
  - d. *Support an effort for parents to meet with the Herald editorial board.*
  - e. *Evaluate the non-financial impact of the elimination of the parent-teacher conferences and the lack of adequate tech support for the Parent Portal.*
  - f. *Plan quarterly meetings with the leaders of four major parent organizations (FCIAC, PTA, PLC, and Title I DAC.)*



# Parent Engagement

## ***How will it be implemented?***

2. **Empower parents through involvement with The Parent Academy (TPA).**
  - a. *Review and modify existing TPA curricula to identify gaps.*
  - b. *Implement the Parent Plan for Success in at least 35 Correct II and Intervene Schools on a monthly basis.*
  - c. *Implement online registration system and provide a minimum of two online classes.*
  - d. *Partner with organizations and providers to host a minimum of nine family enrichment events.*
  - e. *Increase number of parents participating in TPA by 15%.*
  - f. *Increase number of schools offering TPA workshops by 10%.*
3. **Utilize “Be There” concept and materials to promote parental involvement.**
4. **Increase number of Very Involved Parents (VIPs) by 15%.**
5. **Pilot Great Schools “College Bound” program.**

## ***How does it contribute to M-DCPS Strategic Plan?***

Supports pillar of Student, Parent and Community Engagement.



# Student Engagement

## ***What is it?***

Expand Service-Learning projects to Elementary and Middle School levels.

## ***How will it be implemented?***

1. Assist schools in securing grant opportunities for service-learning.
2. Increase service-learning professional development opportunities for teachers throughout county.
3. Develop partnerships that support new projects.

## ***How does it contribute to M-DCPS Strategic Plan?***

Supports pillar of Student, Parent and Community Engagement.



# Engagement through Technology

## ***What is it?***

Increase Utilization of Technology to Engage Community Members.

## ***How will it be implemented?***

1. Provide ongoing support and trainings to school-sites for utilization of new SVP registration system.
2. Enhance OCS web site to be more user-friendly.
3. Provide Parent Portal workshops through The Parent Academy.
4. Establish online network of school-level alumni association web pages through social networking sites.

## ***How does it contribute to M-DCPS Strategic Plan?***

Supports pillar of Student, Parent and Community Engagement.



# Education Plan - Overview

## What is it?

The Educational Plan is founded on the following three tenets:

- *Excellence:* Every student is provided with a world-class education
- *Equity:* An equitable allocation of resources based on student needs
- *Efficiency:* Uniform teaching standards, high expectations, quality resources, and support

## How will it be implemented?

The Education Plan presents a more streamlined and results-oriented approach that focuses on all teachers delivering the core curriculum effectively so that expectations for what students should learn are consistent across all schools. Included in the Education Plan is an instructional and curricular toolkit that includes:

- Instructional Pacing Guides and Focus Calendars align concepts, topics, and skills related to a particular content area curriculum that are to be addressed in a defined sequenced period of time
- Academic Interventions provide supplementary learning in support of core academic subjects, e.g. Reading, Math and Science
- Plan for Monitoring Student Progress provides guidance for tracking and gauging progress using both formative and summative measures
- Tiered Academic Support for Schools outlines a systematic plan for provision of differentiated support and assistance

## How does it contribute to M-DCPS Strategic Plan?

The Education Plan provides a comprehensive, consistent, and coordinated approach to the implementation of the curriculum across all schools. It leverages the collegial efforts of District, Region, and school-level administrators and support personnel to ensure that Miami-Dade County Public Schools delivers a world-class curriculum to each and every student meeting the Strategic Plan of “One Goal of Student Achievement” for the District in 2009-2010.



# Miami Edison Edu-Plex

## ***What is it?***

**The Miami Edison Edu-Plex is a 2009-2010 initiative that:**

- infuses a global focus into all aspects of Edison education;
- implements an array of rigorous, high-level academic programs;
- instills pride and skill in realizing one's entrepreneurial potential and in serving others; and
- inspires the joy of instilling discipline of artistic expression to stimulate self-understanding and self-expression, critical thinking, high-level learning, and problem-solving.

## ***How will it be implemented?***

**The current ninth and tenth graders have the opportunity to select from four academies:**

- International Studies:  
Language skills are perfected by students in order to be fully bilingual and trilingual.
- College Board Academy:  
Challenges high achievers through rigorous coursework, Advanced Placement and Honors courses, in all academic disciplines. The Academy can lead to the attainment of college credits as a high school student through Dual Enrollment.
- Health and Public Affairs Academy:  
Students apply their knowledge of math and science as they develop
- Performing and Visual Arts Academy:  
Offers students opportunities to expand on the on their talents of art, music, dance, and film.

## ***How does it contribute to M-DCPS Strategic Plan?***

**The Miami Edison Edu-Plex contributes to the Strategic Framework of Education by providing students with a world-class, world-themed, world-focused education, creating graduates who are inventors of their own destinies, preparing them for success in the global society and market place of the Third Millennium.**



# Success Academy

## ***What is it?***

The Success Academy is a key component of the District student performance enhancement initiatives to provide weekly supplemental academic support to students in low performing schools in Saturday sessions.

## ***How will it be implemented?***

- Twenty high impact lessons in reading, mathematics and science have been developed for use in Saturday sessions to be conducted at all schools designated as Intervene and Correct II according to the FLDOE Differentiated Accountability requirements.
- Academy sessions are structured to ensure fidelity of instruction and consistency of lesson delivery through targeted on-site support and monitoring.
- Instructional support provided to Saturday Academy faculty includes uniform lessons, review and demonstration of lesson plans prior to lesson delivery, debriefing sessions following the lessons and ongoing professional development for faculty involved.
- Podcasts of the lesson delivery will be available to all M-DCPS schools.

## ***How does it contribute to M-DCPS Strategic Plan?***

The Success Academy aligns to the Strategic Framework of Education by providing activities and functions that enhance student academic achievement.



# Cultural Literacy Initiatives

## ***What is it?***

**Special programs and events which provide opportunities for students to:**

- enrich and enhance their educational experiences;
- extend their learning beyond the classroom;
- explore areas of interest; and
- showcase their talents and abilities.

## ***How will it be implemented?***

- **Cultural Passport:** Provides a cultural field experience for all students K-12 each year.
- **Benefit Concert:** Opportunity for students and school personnel to showcase their talent.
- **Olympic Day:** Provides innovative opportunities to enhance physical, moral, and academic development of all students, establishes a comprehensive academic curriculum based on collaborative research efforts which explore best practices, and enables students the opportunity to reach their fullest human potential through innovative sport opportunities and educational programs.

## ***How does it contribute to M-DCPS Strategic Plan?***

**The Cultural Literacy Initiatives contribute to the Strategic Framework of Education by improving and expanding curriculum and increasing enrichment opportunities for all students and staff.**





# Links to Learning

## ***What is it?***

Links to Learning provides students with custom learning paths in district-licensed software applications for remediation and enrichment purposes.

## ***How will it be implemented?***

Links to Learning is available to students in grades 3 -11 accessible through the student portal for use after school and on holidays and weekends.

## ***How does it contribute to M-DCPS Strategic Plan?***

Links to Learning contributes to the strategic Plan by extending student learning beyond the regular school day through the use of instructional software which supports student achievement goals.



# Virtual School Programs

## ***What is it?***

- Miami Dade Online Academy is the district's new full-time online school for students in grades K-12.
- Miami Dade Virtual School is the district's established part-time supplemental program for students in grades 9-12.

## ***How will it be implemented?***

Miami Dade Online Academy – Students must complete a Choice Application in order to obtain placement for the 2010-11 school year. Miami Dade Virtual- Interested high school students can access course information and register at <http://mdvs.dadeschool.net/>

## ***How does it contribute to M-DCPS Strategic Plan?***

Both programs offer students the opportunity to utilize distance learning to meet educational goals.



# M-DCPS Primary Learning Center

## ***What is it?***

Innovative, dual language, demonstration, commuter school led by the Superintendent of Schools and housed at the School Board headquarters. The purpose of the PLC is to provide high quality primary learning services and staff development opportunities for teachers and administrators.

## ***How will it be implemented?***

Under the day to day operations of the Division of Early Childhood programs, the MDCPS PLC will serve students in grades Pre-Kindergarten through second grade. The mission of the PLC is to continue the best research and practice in learning and teaching, from a range of national models; designed to provide a comprehensive and balanced curriculum.

## ***How does it contribute to M-DCPS Strategic Plan?***

Students participation in the M-DCPS PLC will teach young children to relate the program of study to the realities of the world outside the school and will serve to enhance student academic opportunities and achievement.

# Blue Lakes Autism Academy

## ***What is it?***

A demonstration site school created to address the complex needs of students with Autism Spectrum Disorders, their families, and the professionals working with them.

## ***How will it be implemented?***

In 2009-10 a two track program providing both inclusive and separate settings for prekindergarten and Kindergarten students will be implemented. By 2010-11 the Academy will serve Pre K through grade level 5 students. The Academy will serve as a research, demonstration and training site to adapt new research based methods and technologies that have shown high yield results with students with Autism Spectrum Disorders. Another key feature of the Academy is the Parent Auxiliary Center established to provide parent education, family support groups to include parents, grandparents and siblings and access to the assistive technology lending library.

## ***How does it contribute to M-DCPS Strategic Plan?***

The Blue Lakes Autism Academy will develop students particularly in the areas of social skills and communication thus enhancing the learning potential and achievement of enrolled students. Additionally, through the Parent Auxiliary Center families will be actively engaged in support of student achievement. Strengthening the capacity of the professionals that work with students with Autism Spectrum Disorders will be realized through the on-site demonstration and training provided to M-DCPS professionals.

# Multilingual Education

## ***What is it?***

Instructional programs that enable citizens living in multilingual societies to interact using a number of languages across linguistic and cultural boundaries.

## ***How will it be implemented?***

A variety of models are used that take into consideration the needs of the students and the community. In order to increase the world language proficiency levels of students, M-DCPS schools offer dual language programs where students receive world language and content area instruction in the target language from one to three hours daily. Three types of programs are included under the dual language heading: Extended Foreign Language (EFL), Bilingual School Organization (BISO) and International Studies (IS).

## ***How does it contribute to M-DCPS Strategic Plan?***

Multilingual Education programs provide activities and functions that enhance student academic achievement and increase global awareness.



# Professional Development: Learning on The Go

## ***What is it?***

Providing just-in-time professional development to support the delivery of Saturday Success Academy lessons and key benchmarks.

## ***How will it be implemented?***

Podcasts are being developed covering K-12 benchmarks in reading, mathematics, and science that will be accessible to all teachers, any time, any where. In addition, selected Differentiated Accountability schools will have teachers and students trained in developing podcasts as a mechanism for facilitating self-paced learning and fostering creativity and engagement in learning. Learning on the GO launches the District's involvement in the State's iTunes University initiative.

## ***How does it contribute to M-DCPS Strategic Plan?***

The podcasts, in addition to the district developed lessons, will assist teachers in delivering more targeted and effective instruction with the ultimate goal of increased student achievement. Podcasts will provide greater opportunity and flexibility in delivering high quality professional development that directly supports the instructional needs of our students.



# Everybody Teaches

## ***What is it?***

“Everybody Teaches” (ET) will leverage non-school site employees to assist in the delivery of instruction to our students.

## ***How will it be implemented?***

Depending upon teaching certification, educational background, and/or participation preferences, non-school site employees will serve in one or more of the following roles:

- Classroom teachers to teach or co-teach an existing lesson plan
- Teachers who participate in Saturday’s “Success Academies”
- Visiting professors or guest speakers who intertwine an outside lesson into an existing curriculum
- Tutors and mentors who work with individual students or groups of students

## ***How does it contribute to M-DCPS Strategic Plan?***

**School and District Leadership skill sets are enhanced through:**

- Additional exposure to students and classroom instruction which helps to refocus and reprioritize current duties
- Collaboration with school-site staff that can serve as a springboard for new ideas and future initiatives



# Teach for America

## ***What is it?***

Teach for America (TFA) recruits outstanding recent college graduates from all backgrounds and career interests who commit to teach for two years in urban and rural public schools

## ***How will it be implemented?***

TFA and M-DCPS recently signed a new 3-year contract to place corps members in our hardest-to-staff schools and subject areas. Additionally, TFA and M-DCPS are looking to innovate new approaches on how to best deploy these new teachers, how to strategically grow the program, and how to enhance the program to meet the District's specific needs.

## ***How does it contribute to M-DCPS Strategic Plan?***

Through diverse, non-traditional backgrounds, TFA teachers infuse new ideas and initiatives into their schools. After fulfilling their 2-year commitment, many of these individuals stay in Miami-Dade County and continue teaching or proceed into other educational leadership roles.





# Enterprise Resource Planning and Process Enhancements

## *What is it?*

Enterprise Resource Planning (ERP) consists of implementing a new SAP technology platform and enhancing/streamlining our current work processes to become more a more efficient and effective organization.

## *How will it be implemented?*

ERP implementations will be released in stages, with the first HR module of e-Recruiting going live in November 2009. The remaining HR-related modules will be released as a cohort in July 2010. To supplement the new technology and become more customer-oriented, HR is redeveloping its current website, creating an employee service center, and reviewing all job descriptions.

## *How does it contribute to M-DCPS Strategic Plan?*

The new technology, in accordance with updated work processes, will:

- Allow prospective employees to apply and get hired into our organization through a faster, automated process; this will provide a larger pool of applicants for us to recruit and select our next generation of leaders
- Allow current staff to capture and utilize more employee, hiring and separation data; this will provide a context for human capital decisions that was previously difficult to attain.



# Educators in Residency

## ***What is it?***

The Educators in Residency program will help train the District's next generation of leaders by providing opportunities for select staff to participate in Cabinet-level decision making and experience multiple areas within the organization.

## ***How will it be implemented?***

Over the course of the school year, approximately 15 District employees will participate in this program. All participants will be asked to attend Cabinet-level meetings and related events. Concurrently, each participant has been provided a unique residency experience that is tailored to their professional background and skill sets

## ***How does it contribute to M-DCPS Strategic Plan?***

The Educators in Residency program will help provide true succession management for the District. Participants have been recommended by Cabinet members and are potentially being groomed for high-level School/District positions. Further, this program sets a tone of mentorship and professional growth that should cascade down throughout the District.



# Values Based Budgeting

## ***What is it?***

M-DCPS will build our budget, as well as make all our spending and investment decisions, in keeping with our core values.

## ***How will it be implemented?***

- Continue practice established this past year of keeping guiding principles at the center of all budget-related decisions.
- Institutionalize procedures whereby the District's financial integrity is never compromised nor pitted against the integrity of our classrooms or our workforce.
- Consider the Return-on-Investment (ROI) of all financial decisions and investments M-DCPS makes. All "return" must be measured in keeping with our values and the Strategic Plan, both of which put student achievement at its core.

## ***How does it contribute to M-DCPS Strategic Plan?***

This initiative aims to ensure that no matter what decisions lay ahead – whether they be of similar ilk to our recent crisis-driven expenditure reductions, or choosing which investments to make with funds properly reserved – M-DCPS will face those decisions with no internal struggle over where our priorities lie. There has been much talk over the years regarding measuring the District's ROI, and using Values Based Budgeting this task is straightforward: our return can be measured solely on its impact on student achievement as defined by the Strategic Plan.



# Implementation of SAP & Cognos

## ***What is it?***

**SAP:** an Enterprise Resource Planning (ERP) software that will replace our current Financial and HR data systems, and change many of our current procedures.

**Cognos:** a business intelligence tool that will change the way this District uses data throughout the organization, as well as replace our out-dated legacy budget systems.

## ***How will it be implemented?***

The SAP implementation is one of the largest and most complex projects M-DCPS has ever undertaken. Using internal and external personnel, a project team has been formed that is committed to rolling out this new technology in several phases from late 2009 through the end of the 2010-11 school year.

The use of Cognos for analyzing student and teacher level data is currently underway and is radically changing the way school-based leaders use data to drive the educational plans for each child. In addition, Cognos budgeting software will be implemented to replace our school allocation software and entire budgeting system prior to the building of the 2010-11 budget.

## ***How does it contribute to M-DCPS Strategic Plan?***

Both SAP and Cognos will not only create financial efficiencies that will free up dollars to be re-directed to the classroom, but will also greatly improve the effectiveness and efficiency of our financial and budget management. All of these effects will make M-DCPS a better organization, one that can more clearly focus its resources on improving student achievement.



# Reduction of our Carbon Footprint

## ***What is it?***

Carbon Footprint is the sum total of GhG (Greenhouse Gas) and CO2 emissions, produced over the life cycle of a product or service purchased and/or consumed during any one year by any one entity. As the largest employer with the largest transportation fleet and largest food service countywide, the District is extremely well positioned to take a big bite out of its Carbon Footprint through reduced consumption, resource reuse and improved practices in key operational areas, ranging from energy and water, to alternative fuels, to 'green' buildings and procurement of 'green' products .

## ***How will it be implemented?***

FY '09-'10 will mark the first phase of an on-going effort to decrease the District's GhG emissions, and therefore reduce the District's Carbon Footprint. Three main initiatives have been identified for implementation in FY '09-'10:

- 1) a reduction in the District's overall energy and water consumption by an average of 15%, as compared to FY '08-'09, which will yield an estimated cost savings to the District of approximately \$12 million for the year;
- 2) a reduction of at least 15% in all expenses associated with printers, ink cartridges/ toners and paper purchased through Procurement, which will yield an estimated \$1.5 million in savings to the District for the year; and
- 3) a reduction in the District's Carbon Footprint of 10%, as compared to the baseline year period of '07-'08/'08-'09, as a result of these and other sustainable initiatives.

## ***How does it contribute to M-DCPS Strategic Plan?***

**This initiative will contribute to operational cost efficiencies in the District through:**

- 1) reduced consumption and therefore reduced costs;
- 2) greater and more efficient reuse of existing resources; and
- 3) a more consistent application of (best) sustainable practices to inform organizational behavior.



# Movement to Self-Insured Program

## *What is it?*

Starting with calendar year 2010, M-DCPS will begin the process of setting aside enough money in the budget each year to cover all expected employee and dependant health insurance claims.

## *How will it be implemented?*

- An RFP to select an administrator of our self-insured program has already taken place and is currently in the negotiation phase.
- M-DCPS will sit down with all bargaining units and create a plan design that keeps expected claim liabilities to a manageable level while providing employees with an acceptable level of coverage.
- Open enrollment will begin as soon as possible to ensure a smooth transition beginning January 1, 2010.
- In all years going forward M-DCPS will ensure it has the correct level of money set aside to cover the expected level of claims and make any necessary adjustments.

## *How does it contribute to M-DCPS Strategic Plan?*

Moving to a self-insured health insurance program will allow M-DCPS to manage our financial exposure without having to buy commercial insurance. This change will improve the efficiency of our business operations, and the increased flexibility will eventually allow a greater percentage of our limited resources to be redirected to more directly support student achievement. While all the while permitting M-DCPS to continue offering world-class health insurance which help in the recruitment of top-flight employees.



# Non-Discrimination

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.