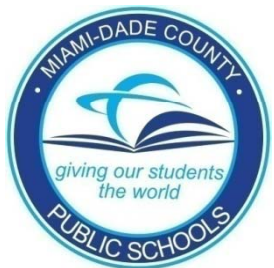


School Board/Superintendent's Cabinet 2009-14 Strategic Planning Retreat

July 2009



Guiding Principles

- Improve student achievement
- Protect the classroom
- Protect the workforce
- Ensure fiscal viability of the district

State of Public Education: National Perspective

Era of No Child Left Behind

- Increased high-stakes accountability attached to student assessments
- Minimal increases in American student performance on internationally based assessments
- Great disparity in educational standards between States
- Increased focus on core subjects at the expense of electives

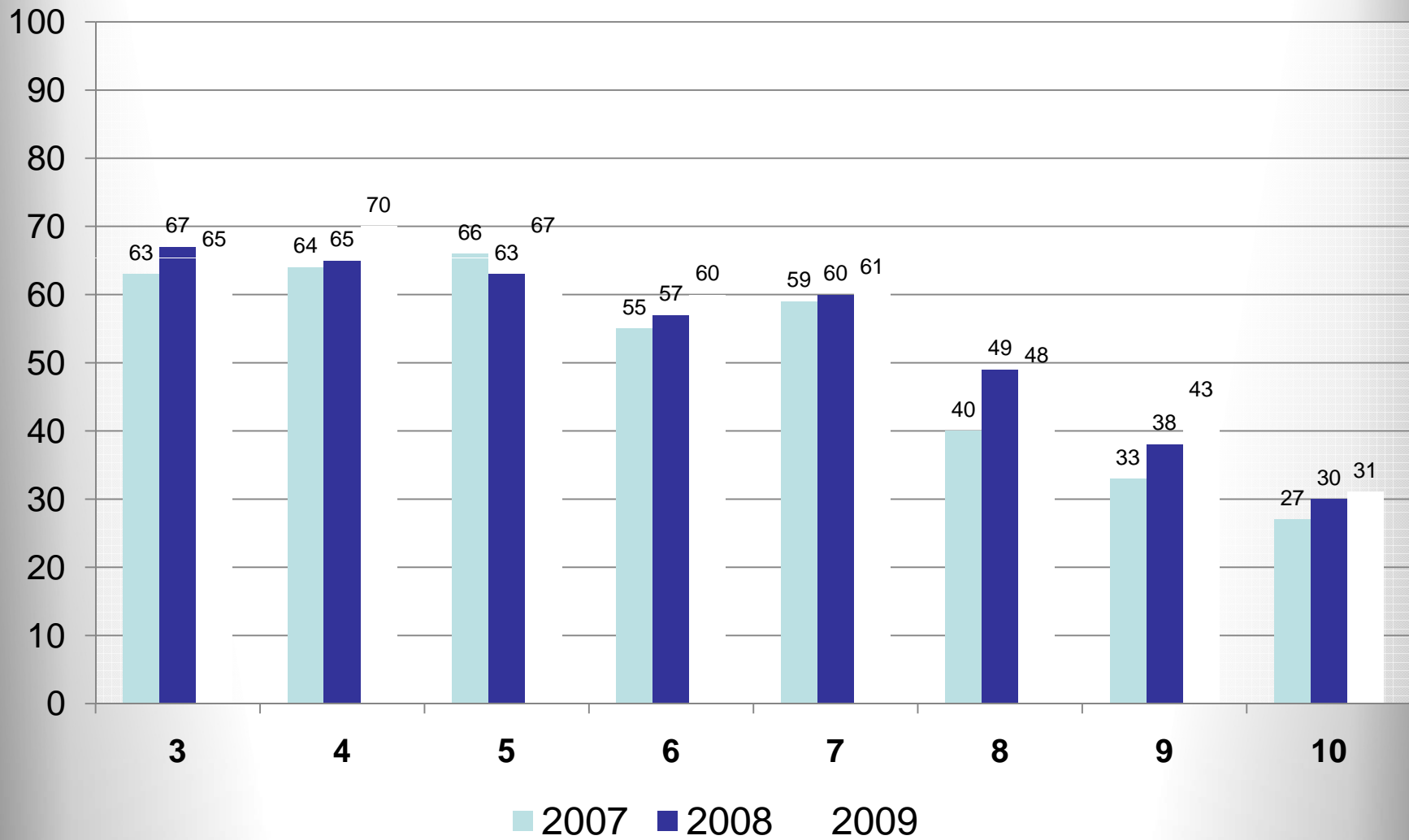
State of Public Education: Florida

- Increased accountability with diminished funding
- Increased number and types of assessments to broader numbers of students
- One-size-fits-all accountability requirements that do not fairly address schools with disproportionate levels of extreme poverty, English language learners, and/or special education needs
- Increased growth of publicly funded alternatives to traditional public schools e.g., charter schools, corporate tax scholarships

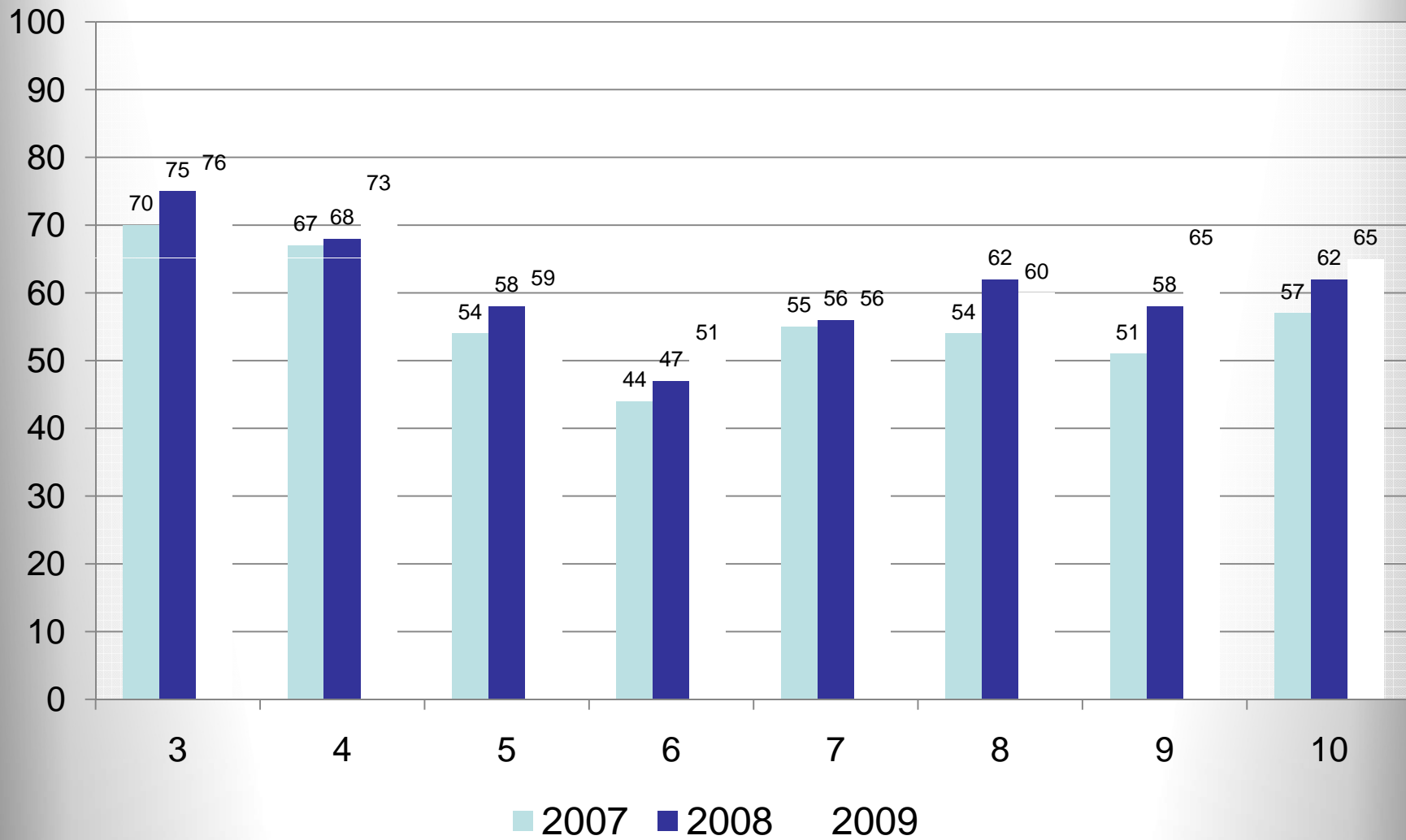
State of Public Education: District

- Focused on ensuring M-DCPS continued to improve on State measurements
- Focused on rigor and relevance, particularly at the high school level
- Established education expectations beyond state standards
- Provided access to arts education, foreign language acquisition, as well as technical and career education opportunities
- Targeted diminished resources where they will have the greatest impact, particularly for our most fragile learners

FCAT Reading: M-DCPS Percent Scoring 3 - 5



FCAT Mathematics: M-DCPS Percent Scoring 3 - 5



Differentiated Accountability Schools: Reading

READING		Level 3-5			
		2007	2008	2009	Diff. 08-09
GRADES 3-5					
	<i>DISTRICT</i>	64	65	67	+2
2501	Holmes Elementary	32	31	41	+10
2981	Liberty City Elementary	42	31	61	+30
GRADES 9-10					
	<i>DISTRICT</i>	30	34	37	+3
7151	Homestead Senior High School	13	15	19	+4
7231	Miami Carol City Senior High School	12	14	15	+1
7251	Miami Central Senior High School	9	10	14	+4
7301	Miami Edison Senior High School	8	10	9	-1
7381	Miami Norland Senior High School	12	13	17	+4
7591	North Miami Senior High School	16	15	20	+5
8201	Corporate Academy South	10	16	17	+1

Differentiated Accountability Schools: Mathematics

<i>MATHEMATICS</i>		Level 3-5			
		2007	2008	2009	Diff. 08-09
GRADES 3-5					
	DISTRICT	64	67	70	+3
2501	Holmes Elementary	54	49	64	+15
2981	Liberty City Elementary	43	25	63	+38
GRADES 9-10					
	DISTRICT	54	60	65	+5
7151	Homestead Senior High School	28	36	46	+10
7231	Miami Carol City Senior High School	35	38	48	+10
7251	Miami Central Senior High School	26	30	46	+16
7301	Miami Edison Senior High School	27	37	32	-5
7381	Miami Norland Senior High School	34	36	45	+9
7591	North Miami Senior High School	36	35	50	+15
8201	Corporate Academy South	24	43	27	-16

School Performance Grade Distribution by School Level 2005-06, 2006-07, 2007-08*, 2008-09

	A				B				C				D				F			
Level	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Elementary/ K-8 Centers	132	117	123	158	40	24	37	31	39	60	48	31	6	12	14	10	2	9	5	3
Middle	39	19	33	36	10	15	10	12	17	16	24	19	1	12	6	7	0	6	1	1
Senior	8	6	15	16	11	5	9	12	13	14	12	13	8	10	7	9	3	12	7	6
Total	179	142	171	210	61	44	56	55	69	90	84	63	15	34	27	26	5	27	13	10
Percent	54%	42%	49%	58%	18%	13%	16%	15%	21%	26%	24%	17%	5%	10%	8%	7%	2%	8%	4%	3%

* Includes one alternative education center that had sufficient membership to receive a school performance grade in 2007-08.

School Accountability Grades, 2005-09

Selected Differentiated Accountability Intervene and Correct II Schools

School		2005-06	2006-07	2007-08	2008-09
2501	Holmes Elementary	C	D	F	C
2981	Liberty City Elementary	C	C	F	A
7151	Homestead Senior High School	D	F	F	D
7231	Miami Carol City Senior High School	D	F	F	D
7251	Miami Central Senior High School	F	F	F	D
7301	Miami Edison Senior High School	F	D	F	F
7381	Miami Norland Senior High School	D	F	F	D
7591	North Miami Senior High School	D	F	F	D
8201	Corporate Academy South	N/A	N/A	F	N/A

A Transformative Year

- Restoring Transparency
- Regaining Trust
- Refocusing on Student Achievement
 - Differentiated Accountability
 - School Information Clearinghouse
 - Cognos Student Level Data

Schools > Pine Lake Elementary - Home of the Pandas

Welcome Graper, Debra K. | My Site | My Links | Logout

Cognos Reports

This Site: Cognos Reports

Home | Cognos | Instructional Staff | Support Staff | 1st Grade

View All Site Content

Picture Gallery

Pictures

Discussions Boards

Team Discussion

Recycle Bin

Pine Lake Elementary - Home of the Pandas > Cognos Reports

Cognos Metrics Studio

My Watchlist Metrics


No filter [Metrics: 1-10]

Name	Actual	Target	Variance	Variance %	Time Period
Pine Lake Elementary Staff Attendance Admin	100	91	9	10%	May 2008/2009
Pine Lake Elementary Absent 15 Or More Total	20	24	-4	17%	May 2008/2009
Pine Lake Elementary Suspension Indoor	1	8	-7	88%	May 2008/2009

School Cognos Report

Principals Portal

Name	Actions
Principals	More...
Student Assessments	More...
Text Book	More...



The watchlist metrics provide a customized overview of the school's conditions – emphasis should be placed on metrics that are red or demonstrating a downward trend.

SCHOOL_SCORECARD - Metric Studio - Windows Internet Explorer

http://cognos.dadeschools.net/cognos8/cgi-bin/cognos.cgi

File Edit View Favorites Tools Help

SCHOOL_SCORECARD - Metric Studio

Metric Studio Feild, Gisela F. Log Off

Most recent values View

Scorecards > MDCPS Objectives > IV > Elementary > Pine Villa Elementary

Metrics Projects Reports Diagrams Details

No filter No grouping [Metrics: 1-15]

Name	Actual	Target	Variance	Variance %	Time Period
Pine Villa Elementary Absent 15 Or More Unexcused	25	1	24	2,400%	May 2008/2009
Pine Villa Elementary FCAT Read Level 3-5 White	100	50	50	100%	May 2008/2009
Pine Villa Elementary Absence 6-14	165	230	-65	28%	May 2008/2009
Pine Villa Elementary FCAT Read Level 3-5 Black	35	47	-12	25%	May 2008/2009
Pine Villa Elementary Staff Attendance Admin	100	95	5	6%	May 2008/2009
Pine Villa Elementary Student Attendance	94	96	-3	3%	May 2008/2009
Pine Villa Elementary FCAT Read Level 3-5 Hisp	38	15	23	147%	May 2008/2009
Pine Villa Elementary FCAT Math Level 3-5 White	100	50	50	100%	May 2008/2009
Pine Villa Elementary FCAT Math Level 3-5 Hisp	55	8	47	617%	May 2008/2009
Pine Villa Elementary Suspension Indoor	0	0	0		May 2008/2009
Pine Villa Elementary Staff Attendance Inst	100	91	9	9%	May 2008/2009
Pine Villa Elementary Absent 15 Or More Excused	3	1	2	200%	May 2008/2009
Pine Villa Elementary Absent 15 Or More Total	41	46	-5	11%	May 2008/2009
Pine Villa Elementary FCAT Math Level 3-5 Black	39	47	-8	17%	May 2008/2009
Pine Villa Elementary Suspension Outdoor	70	57	13	23%	May 2008/2009



Individual metrics can provide a greater level of detail of the school's conditions which may not be evident at the overview level – emphasis should be placed on metrics that are red or demonstrating a downward trend.

Pine Lake Elementary Absent 15 Or More Unexcused

History Actions Reports Diagrams Details

Status	Trend	Actual	Target	Variance	Owner	Last updated
■	-	4	2	2		Jun 3, 2009

ABSENT_COUNT_15ORMORE_SCHOOL_AYP_UX

Keep this version Add this report


Miami-Dade County Public Schools Jul 2, 2009 10:26:05 AM

15 or More Absences Cumulative Count as of 06/05/2009

Unexcused

4441 PINE LAKE ELEMENTARY

	Population	Q1		Q2		Q3		Q4	
		08-09	07-08	08-09	07-08	08-09	07-08	08-09	07-08
Total	448	0	0	0	0	0	0	0	0
Black	253	0	0	0	0	2	0	0	0
Hispanic	171	0	0	0	0	1	0	0	0
White	12	0	0	0	0	0	0	0	1
Other	12	0	0	0	0	0	0	0	0
Female	209	0	0	0	0	1	0	0	0
Male	239	0	0	0	0	0	0	0	0
Free/Reduced Paid	400	0	0	0	0	0	0	0	0
	48	0	0	0	0	0	0	0	0
SWD	68	0	0	0	0	0	0	0	0
Non-SWD	380	0	0	0	0	0	0	0	0



Disaggregated information can be used to identify groups that are contributing to the downward overall trend.

Scorecards > MDCPS Objectives > IV > Elementary > Pine Lake Elementary
 Metric Types > Absent 15 Or More Unexcused
 Pine Lake Elementary Absent 15 Or More Unexcused

History Actions Reports Diagrams Details

Status: ■ Trend: - Actual: 4 Target: 2 Variance: 2 Owner: Last updated: Jun 3, 2009

ABSENT_COUNT_15ORMORE_SCHOOL_AYP_UEX

Keep this version Add this report

Miami-Dade County Public Schools

4441 PINE LAKE ELEMENTARY Student count(3) Truancy Count(0)

Student Name	Student Id	Grade	Truancy	Ethnicity	Gender	Lunch	ESE	Total Absents	Total Excused Absents	Total Unexcused Absents	1Q Absents	1Q Excused Absents	1Q Unexcused Absents	2Q Absents	2Q Excused Absents	2Q Unexcused Absents	3Q Absents	3Q Excused Absents	3Q Unexcused Absents	A
Profile	0168698	01		B	M	2		39	12	27	8	3	5	5	1	4	16	2	14	
Profile	0022732	03		B	M	2		41	14	27	7	1	6	7	1	6	17	3	14	
Profile	9870920	05		H	F	2		39	21	18	7	7	0	8	8	0	17	1	16	

Available Reports

Done Local intranet 100%



Identification of individual students can assist principals in determining the appropriate intervention strategies to assist the child.



Miami-Dade County Public Schools
Individualized Educational Portfolio



0041279

4441-PINE LAKE ELEMENTARY

**** Historic Information is collected at the end of the associated school year and may not reflect subsequent adjustments. ****

<input type="text"/>	ETHNICITY	Hispanic	GENDER	F	BIRTHDATE	9/10/1998	PRIVATE SCHL	N
HOMESTEAD, FL 33032	STATUS	Active	GRADE	04	HOMEROOM	402	WEIGHTED GPA	
PHONE - (305)877-3598	ESOL LVL	5	LUNCH STATUS	FREE	DATE ENTERED	8/16/2004	MAJOR AREA OF INTEREST	

ATTENDANCE INFORMATION			
SCHOOL YEAR	EXCUSED	UNEXCUSED	TARDIES
0809	14	1	5
0708	5	5	1
0607	13	0	2

GUARDIAN INFORMATION	
<input type="text"/>	Mother
<input type="text"/>	Other
<input type="text"/>	Other

HOME LANGUAGE SURVEY					
LANGUAGE		RESPONSE			SURVEY DATE
HOME STUDENT	1	2	3		
SP	SP	Y	Y	Y	8/16/2004

LATEST STUDENT FCAT AND NRT SCORES											
READING	TEST DATE	CURRICULUM GROUP	SCALE	LEVEL	DEVELOPMENT	WORD/PHRASES	MAIN IDEA/PURPOSE		COMPARISONS	REFERENCE/RESEARCH	
	03/2009	STANDARD	345	4	1730	7 of 7	16 of 23		12 of 17	4 of 4	
MATH	TEST DATE	CURRICULUM GROUP	SCALE	LEVEL	DEVELOPMENT	NUMBER SENSE, CONCEPTS & OPERATIONS	MEASUREMENTS	GEOMETRY & SPATIAL SENSE	ALGEBRAIC THINKING	DATA ANALYSIS & PROBABILITY	
	03/2009	STANDARD	379	4	1801	10 of 11	8 of 8	6 of 7	4 of 7	7 of 7	
WRITING	TEST DATE	CURRICULUM GROUP	PROMPT TYPE			SCORE					
SCIENCE	TEST DATE	CURRICULUM GROUP	SCALE	LEVEL	DEVELOPMENT	PHYSICAL/CHEMICAL	EARTH & SPACE	LIFE/ENVIRONMENTAL	SCIENTIFIC THINKING		
NRT READING	TEST DATE	PERCENTILE	STANINE	SCALE	NRT MATH			TEST DATE	PERCENTILE	STANINE	SCALE
	03/2009							03/2009			

EXCEPTIONALITY PROGRAMS						
EXCEPTIONALITY	STATUS	SST EVAL REF	CURRENT EVAL	ELIGIBILITY	EVAL TYPE	PLACEMENT
Gifted	P	5/27/2008	9/11/2008	9/12/2008	P	9/12/2008

ACADEMIC GRADES CURRENT AND PAST 2 YEARS

Student level indicators can be used to review course information, assessment results, special education indicators, etc to help improve the student's overall performance.

Discussion

Strategic Planning Overview

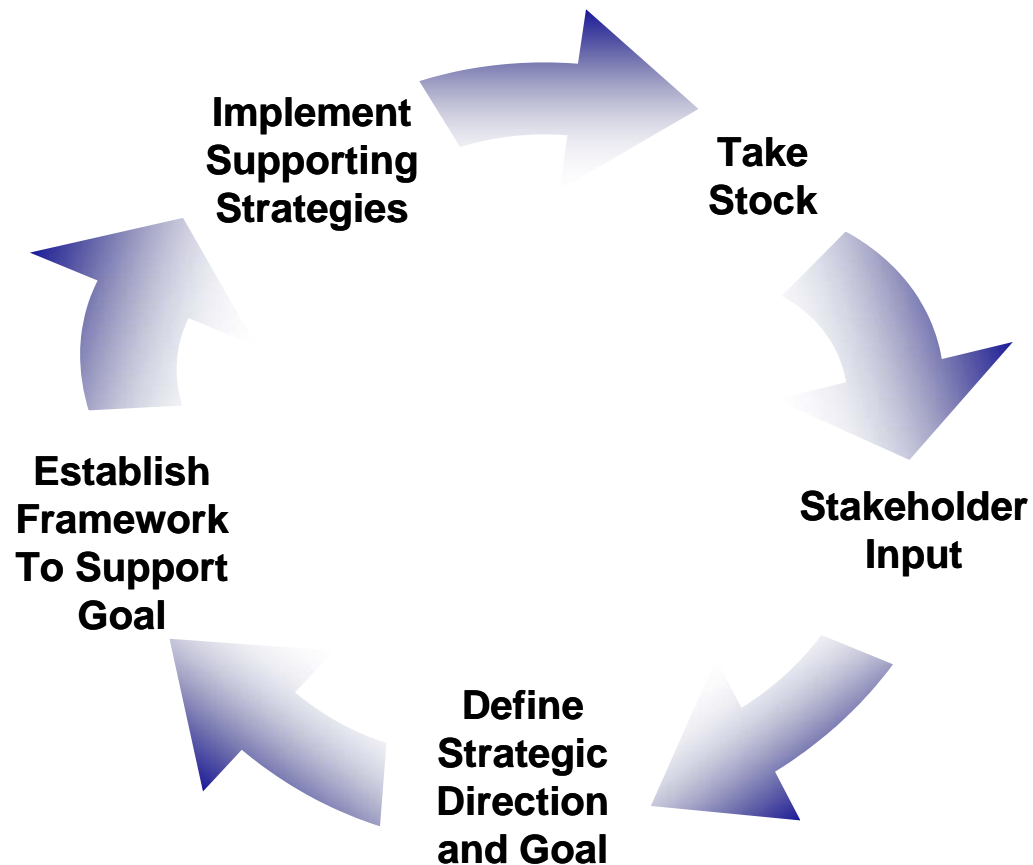
- Planning horizon 2009-2014
- Plan is streamlined and meaningful
- Re-examines the District's Current Mission, Vision, and Goals
- Objectives are relevant over time
- Addresses critical organizational questions

Lessons Learned

Based on lessons learned, this Strategic Plan must...

- Represent our students above all else
- Be concise and focused in its message
- Include a measurable goal and align all District efforts to this goal
- Serve as a living document whose strategies may be amended, but goals never compromised

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.

Survey Results

What has the District done particularly well?

Issues	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

The responses presented represent the areas ranked first (most important) for this question.

Survey Results

What are the most critical issues facing the District?

Issues	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

The responses presented represent the areas ranked first (most important) for this question.

Survey Results

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

The responses presented represent the areas ranked first (most important) for this question.

Discussion

One Goal

Student Achievement: *In a Radically Different World*

**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 the workforce and/or higher education arena**

Strategic Framework



**Student
Achievement:**
*In a Radically
Different World*

Our singular goal of student achievement will be supported by four strategic pillars; 1. Education, 2. School/District Leadership, 3. Financial Efficiency/Stability, and 4. Student, Parent and Community Engagement. Everything we do will be focused on and support this goal or we don't need to do it.

Strategic Framework

**Student
Achievement:**
*In a Radically
Different World*

**Financial
Efficiency/Stability**

This pillar supports activities and functions that ensure effective and ethical business operations, sound stewardship of resources, and responsible budget management.

Financial Efficiency/ Stability

ROI

- Maximize Return-on-Investment
- Flexible & Responsive Organization
- Integrated Technology
- Green Initiatives

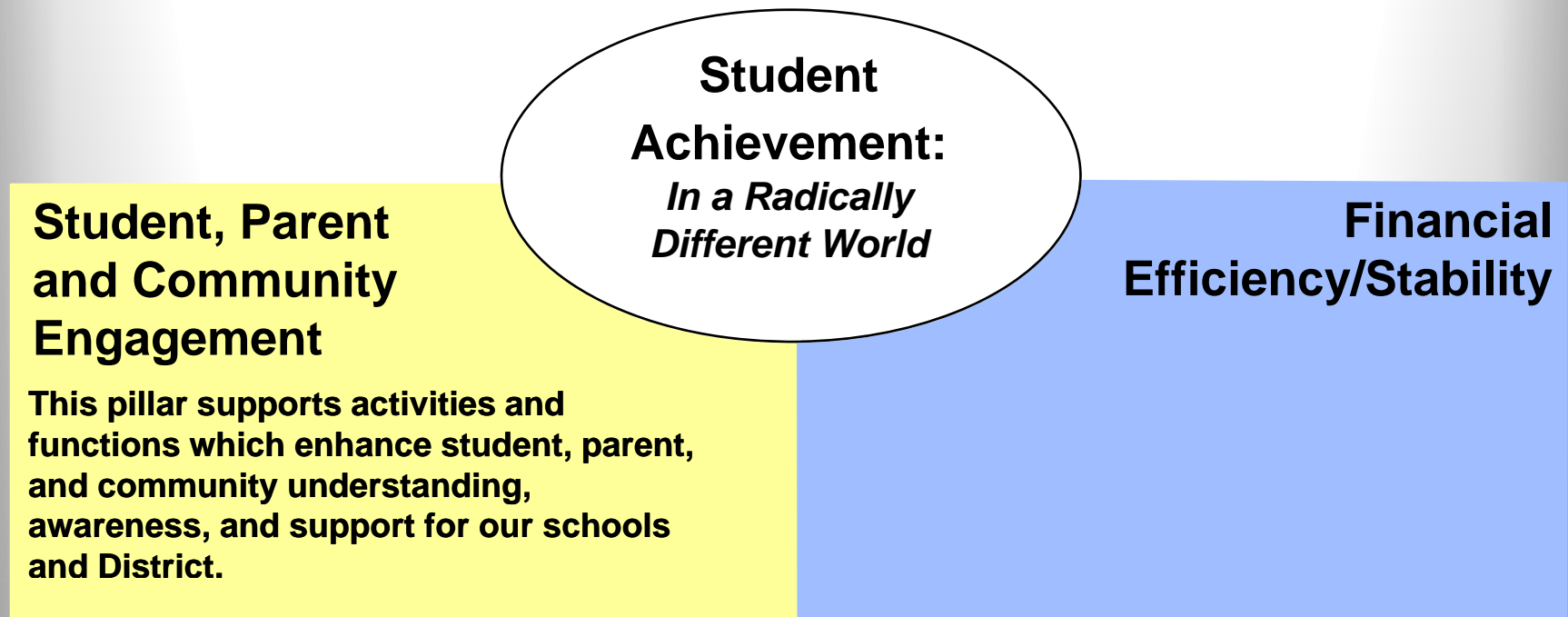
Budget Reflects Values

- Student Achievement Drives Resource Allocation
- Protect the Workforce
- Honest & Transparent Process

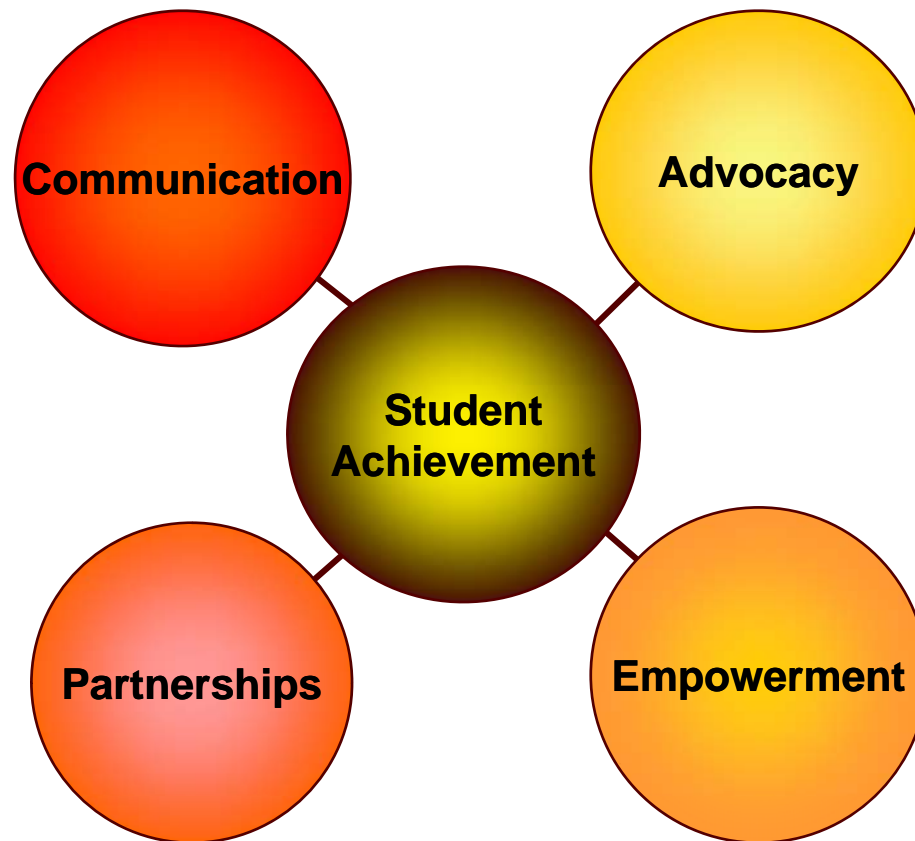
Financial Stability & Sustainability

- Expanded & Stable Revenue
- Responsible Budget Practices
- Streamlined Organization

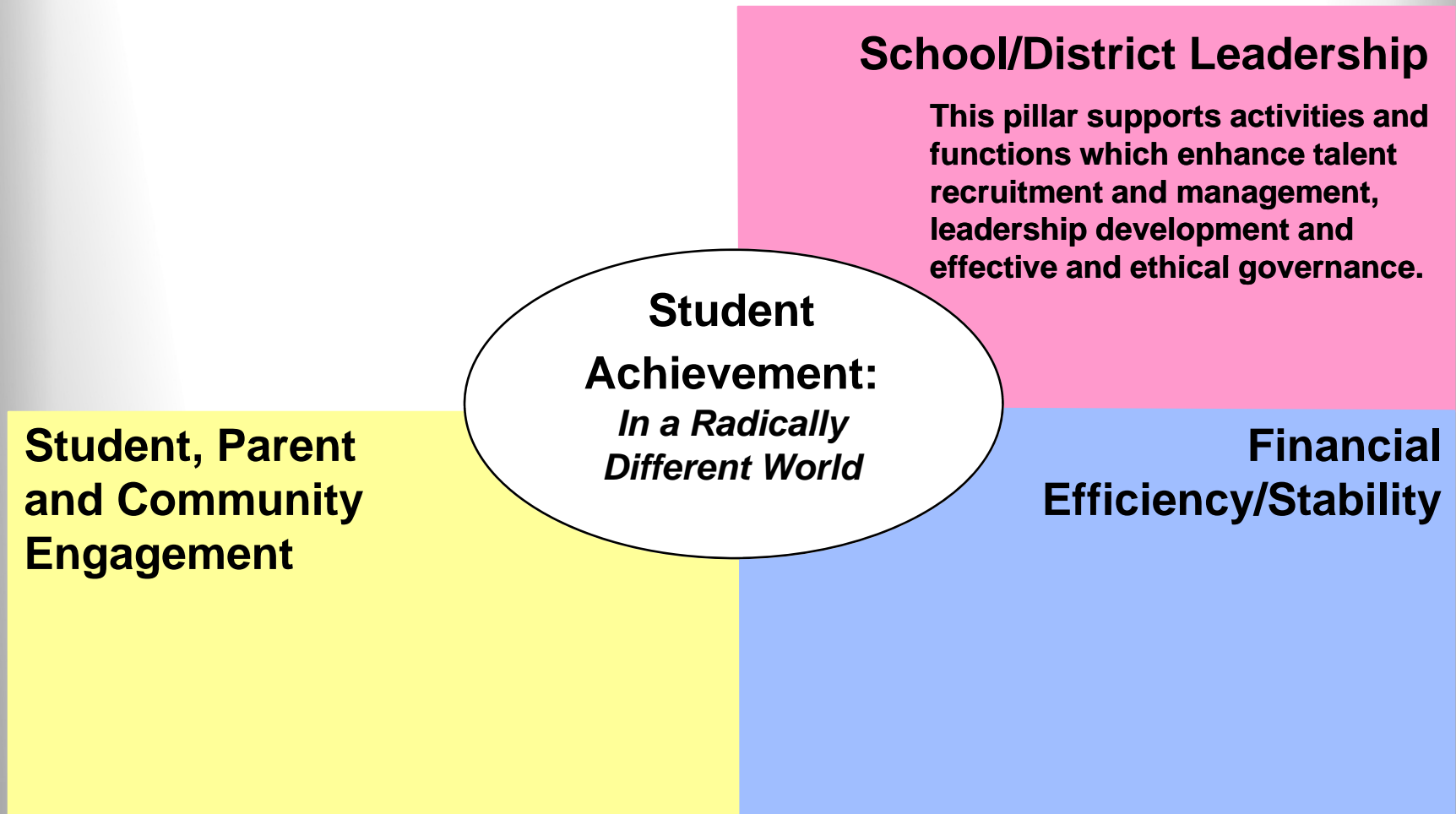
Strategic Framework



Student, Parent, and Community Engagement



Strategic Framework



School/District Leadership

Human Capital

Instructional Leadership

Governance

- **Job to Career**
- **Diverse Talent Pool**
- **Knowledge Capture**
- **Cross Training**
- **Employee Support**

- **AP/Principal Development**
- **Master Teachers**
- **District-wide Instructional Focus**

- **Values**
- **Policy**
- **Structure**
- **Accountability**

Strategic Framework

Education

This pillar supports activities and functions which lead to an educational experience fostering individual excellence in a collaborative environment leading to responsible citizenship, global awareness, and lifelong learning.

School/District Leadership

Student, Parent and Community Engagement

Student Achievement:
In a Radically Different World

Financial Efficiency/Stability

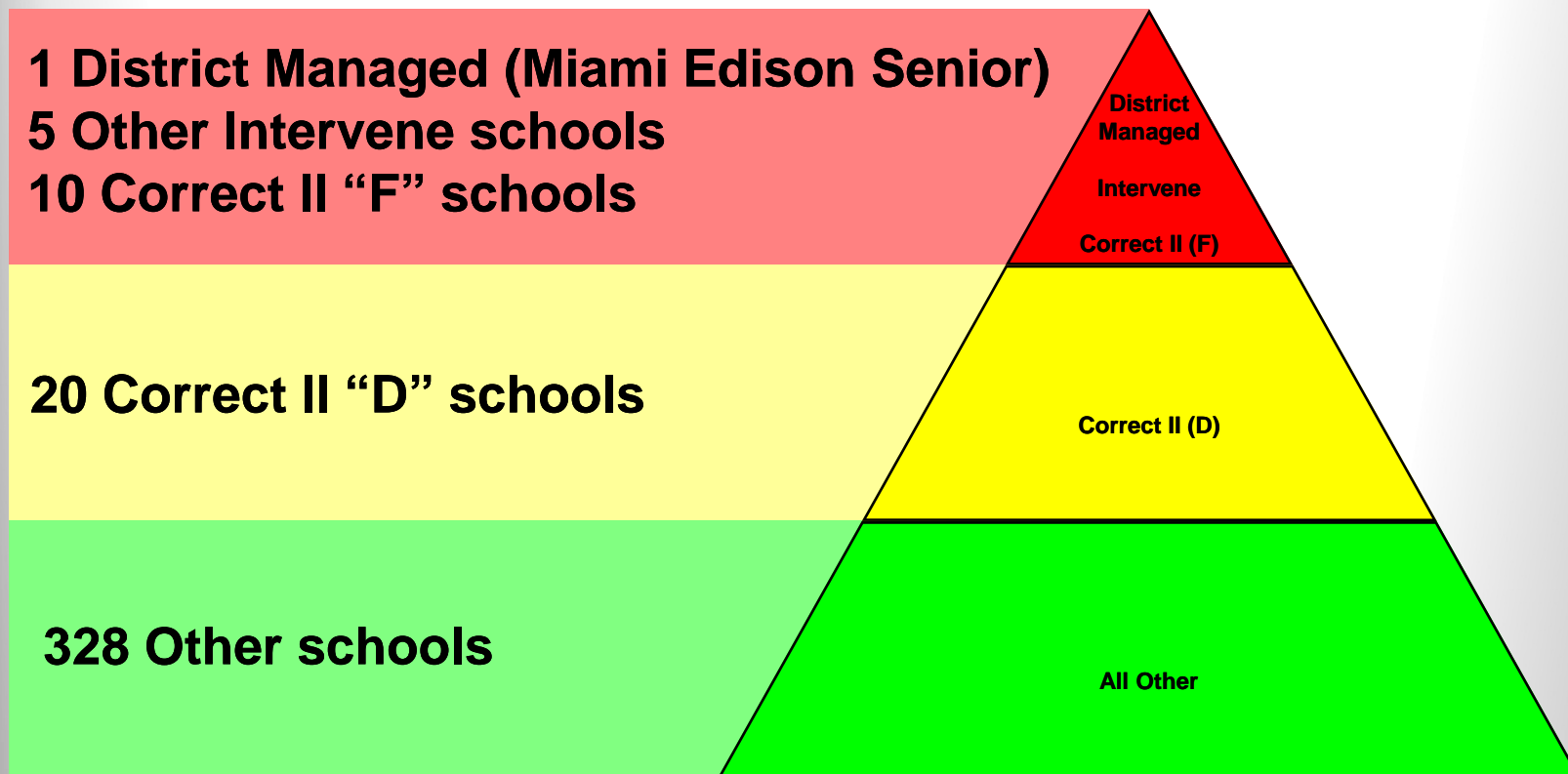
Education

Education Plan: Preparing Students for the Third Millennium

- District-wide Implementation of Core Curriculum
 - ✓ Florida Continuous Improvement Model
 - ✓ Pacing Guides
 - ✓ Instructional Focus Calendars
 - ✓ Learning Village Lesson Plans
 - ✓ Interventions
- Tracking Student Progress
- Student Support Services
- District-wide Professional Development
- Tiered Academic Support
- Monitoring Progress of Tiered Academic Support

Education

Prioritized Support Based on Differentiated Accountability Designation



Education

Differentiated Services Based on Level of Need

Roles and Responsibilities of District Staff in Support of Schools												
Category	Curriculum Alignment and Pacing	Human Capacity Building	Assessment and Data	Resource Allocation	School Improvement Planning	Staffing Requirements	Teacher Quality	School Instructional Review	Monitoring of Intervention Plan	On-site School Support	School-based Tiered support	Compliance
Instructional Support	RC (S)	RC (S)	RC (S)	RC (S)	RC (S)	RC (S)	RC (S)	RC (S)	RC (S)	RC (S)		RC
CS								RC (S)			RC (S)	
CS								RC (S)			RC	
CS									RC			
CS												
CS												
Nov-08												

Education

Tiered Support: All Schools

- Instructional Coaching Services
- Core Intervention Programs
- Technology delivered supplementary interventions (Reading Plus, Successmaker, Gizmos)
- Interim Assessments available
- Saturday Academy lesson plans and demonstration of lessons accessible through technology

Education

Tiered Academic Support: D and F Schools

- Instructional reviews
 - Completed for all schools 3 times annually
 - Conducted by district content area teams
 - Drives deployment and on-going support
- District/Region content teams deployed (R/M/S)
 - Begin in September deployment of existing district and region staff
 - On-going professional development for deployed teams
 - Increased frequency and intensity of class level support
December- March
 - Student Teacher Support Team (ST2) Model deployed to all Elementary Schools
- Expanded cadre of on-site instructional coaches
- Saturday Academies (20) with on-site district support

Education

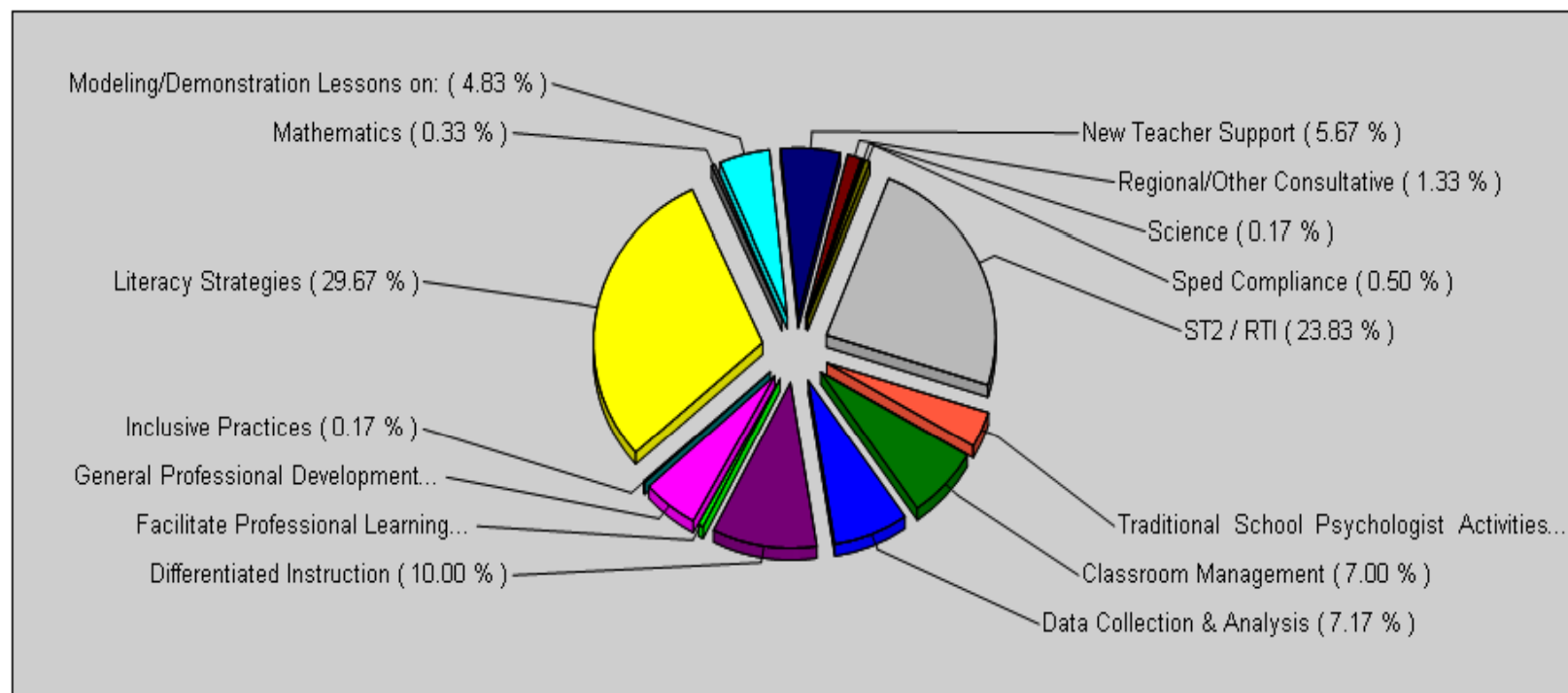
Saturday Success Academies

- Faculty identified August 2009
- Begin September 2009, twenty sessions
- On-site district/region support in D/F schools
- Access to Academy lessons for every school through technology
- On-going professional development and support to faculty

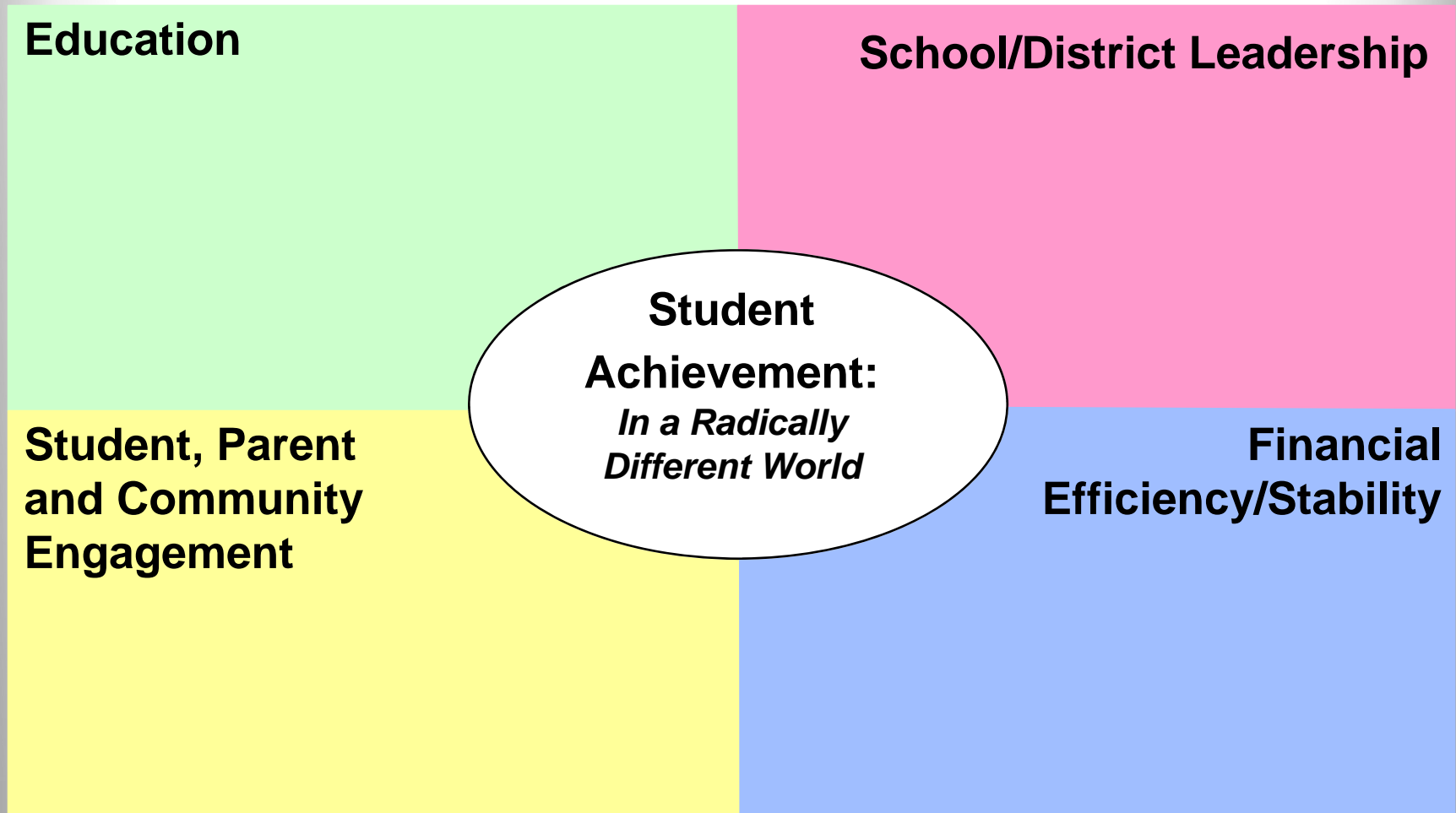
Education

Service Delivery Log Data

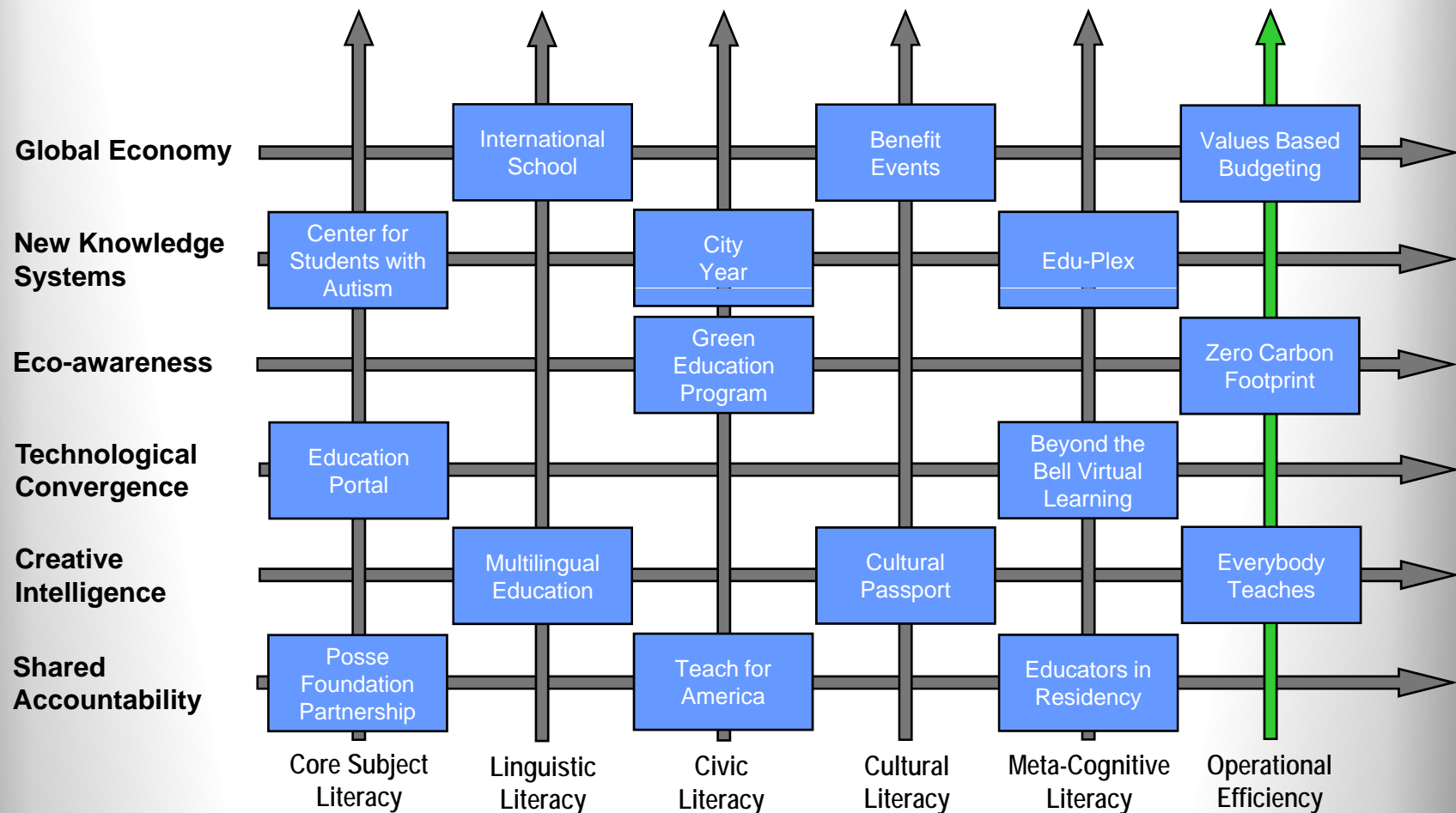
LIBERTY CITY ES (# 2981) (%) mapped to Curriculum Support Areas



Strategic Framework



Teaching and Learning in a Radically Different World



Millennial Access Platforms (MAPs) to Third Millennium Learning

Discussion

Next Steps

- Facilitated Discussion:
 - Guiding Questions
- Board Policy Strategic Discussions:
 - Direction on Vision and Mission
 - Core Values

Next Steps

- Future Board Workshop on Education Plan
- Gather further input from stakeholders
- Refine supporting District objectives
- Bring 2009-2014 Strategic Plan for Board approval



Board/Superintendent's Cabinet Retreat 2009-14 Strategic Planning Process

July 2009

