



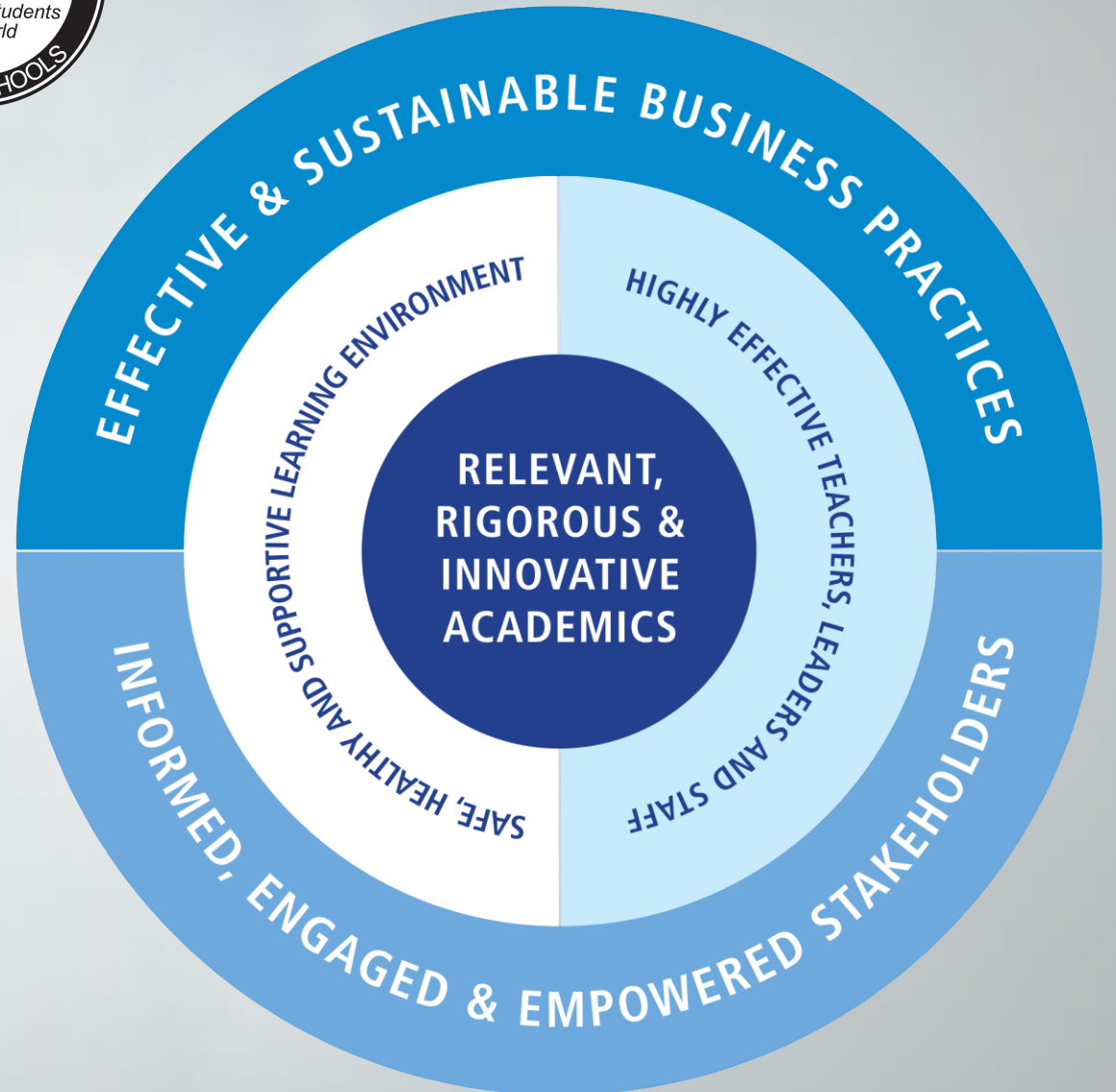
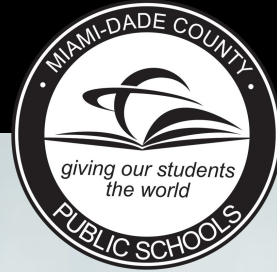
# VISION 20/20

VISION 20/20 CLOSE-OUT REPORT

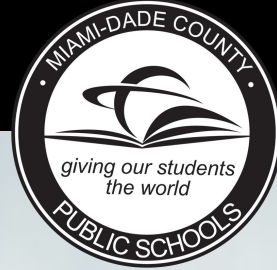
FEBRUARY 18, 2021



# STRATEGIC BLUEPRINT



## BY THE NUMBERS



**1** Goal: Student Achievement

**5** Pillars

**18** Priorities

**72** Objectives

**84** Unique Metrics



# RELEVANT, RIGOROUS & INNOVATIVE ACADEMICS

## PILLAR I

RELEVANT, RIGOROUS &  
INNOVATIVE ACADEMICS



## Pillar I Priorities

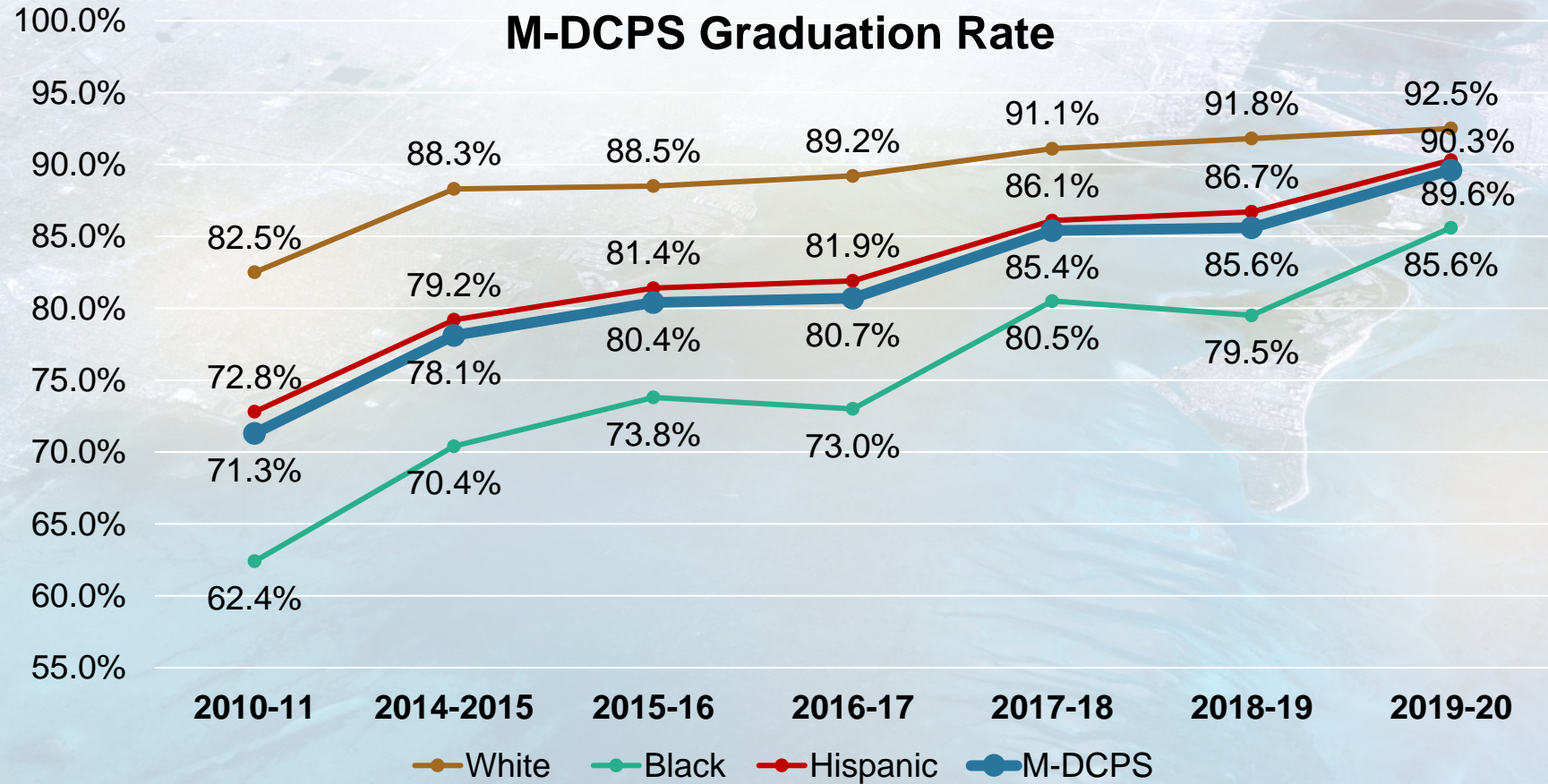
1. Ensure all students graduate college and career ready
2. Close achievement gap
3. Provide equitable access to quality instructional programs

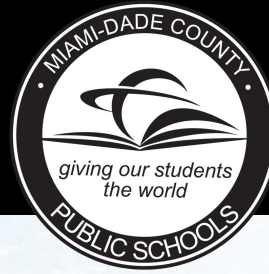
RELEVANT, RIGOROUS & INNOVATIVE ACADEMICS



**PRIORITY 1:**

*Ensure All Students Graduate College & Career Ready*





**PRIORITY 1:**

*Ensure All Students Graduate College & Career Ready*



## 2019-20 Miami NAF Demographics

**15,018 STUDENTS**



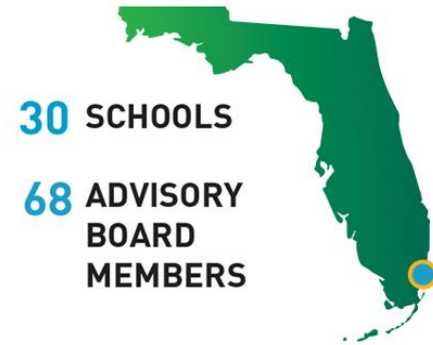
96% of Miami, FL students are females and/or ethnic minorities



**63 MIAMI, FL NAF ACADEMIES**

44% STEM-related

- 17** Finance
- 17** Information Technology
- 16** Hospitality & Tourism
- 6** Health Sciences
- 4** Engineering
- 3** Other - Agriscience (1), Education (2)

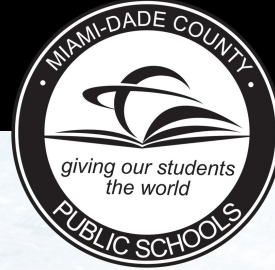


\$225,000 NAF 3-Year Grant awarded to M-DCPS for increasing enrollment of Black/African American students in STEM academies

### OUTCOMES



RELEVANT, RIGOROUS & INNOVATIVE ACADEMICS



**PRIORITY 2:**

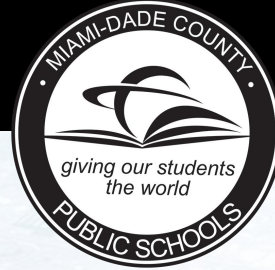
*Close Achievement Gap*

English Language Arts Florida Standards Assessment (Grades 3-10) Percent Proficient						
Subgroup	Spring 2015 Baseline	2015-16	2016-17	2017-18	2018-19	Growth
<b>OVERALL</b>	52	52	54	57	58	+6
<b>Black</b>	33	34	37	40	40	+7
<b>Hispanic</b>	55	55	56	59	61	+6
<b>White</b>	74	73	76	77	77	+3
<b>ELL</b>	15	15	20	19	18	+3
<b>SWD</b>	20	20	23	25	25	+5

Mathematics Florida Standards Assessment (Grades 3-8) Percent Proficient						
Subgroup	Spring 2015 Baseline	2015-16	2016-17	2017-18	2018-19	Growth
<b>OVERALL</b>	53	57	60	62	63	+10
<b>Black</b>	36	38	42	43	44	+8
<b>Hispanic</b>	55	57	59	62	63	+8
<b>White</b>	74	75	77	78	78	+4
<b>ELL</b>	27	32	38	37	36	+9
<b>SWD</b>	23	25	28	29	31	+8



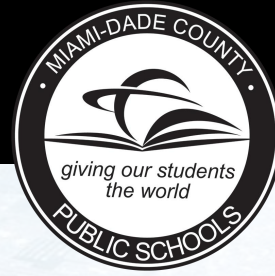
RELEVANT, RIGOROUS & INNOVATIVE ACADEMICS



**PRIORITY 2:**

*Close Achievement Gap*

Year	"A" Schools	"B" Schools	"C" Schools	"D" Schools	"F" Schools	% "C" and Above
2014-2015	38%	15%	27%	14%	6%	80%
2015-2016	30%	23%	35%	10%	2%	88%
2016-2017	39%	27%	29%	5%	0%	95%
2017-2018	47%	28%	23%	2%	0%	98%
2018-2019	47%	30%	22%	1%	0%	<b>99%</b>



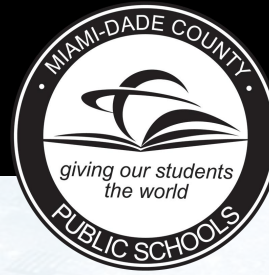
**PRIORITY 3:**

*Provide Equitable Access to Quality Instructional Programs*

**Unduplicated Enrollment of Economically Disadvantaged Students by Program**

Program	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Cambridge Advanced International Certificate of Education (AICE)	1,569	2,195	2,774	3,352	3,225	3,001
Advanced Placement (AP)	16,433	17,110	18,294	19,585	18,549	18,108
International Baccalaureate (IB)	773	688	766	750	622	660
Dual Enrollment (DE)	4,540	3,921	4,767	5,971	6,606	6,753
<b>TOTAL* (Duplicate Count)</b>	<b>23,315</b>	<b>23,914</b>	<b>26,601</b>	<b>29,658</b>	<b>29,002</b>	<b>28,522</b>

\*Note: Total participants are duplicate counts as individual students may enroll in courses across various programs.



**PRIORITY 3:**

*Provide Equitable  
 Access to Quality  
 Instructional  
 Programs*

## DIGITAL CONVERGENCE

*Accelerating Excellence*

### 206,000

Mobile Devices Deployed

### Teacher Training and Support

	14 - 15	15 - 16	16 - 17	17 - 18	18 - 19	19-20
Teachers Trained*	13,573	22,217	30,031	38,248	28,096	31,731
• Devices, Applications, Technology Integration	1,217	18,989	27,212	36,722	25,496	26,993
• Promethean IWB Application & Functionality	12,356	3,228	2,819	1,526	2,600	4,738
Classroom Visits (Digital Convergence Facilitators)	NA	2,469	2,070	912	1,454	584

\*Not unique teachers; teachers may attend multiple training sessions.

### ~17,000

Teacher Desktops Deployed

### Digital Leader Cadres

- Discovery Digital Leader Network
- Microsoft Innovative Educator
- Minecraft Mentor
- Skype Ambassador
- Nearpod Certified Educator
- Digital Innovators
- Verizon Innovative Learning Schools Coaches
- School Technology Leaders

Cadres @ All Schools

### 16,604

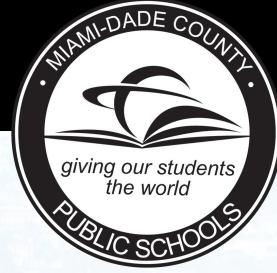
IWB/Panels at 342 Schools



# SAFE, HEALTHY & SUPPORTIVE LEARNING ENVIRONMENT

PILLAR II

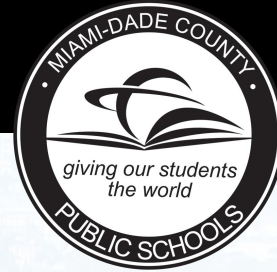
SAFE, HEALTHY & SUPPORTIVE  
LEARNING ENVIRONMENT



## Pillar II Priorities

1. Ensure a consistent standard of excellence for school maintenance and food service
2. Strengthen and enhance safety and support networks for all students
3. Establish a superior customer service approach from school sites to central office

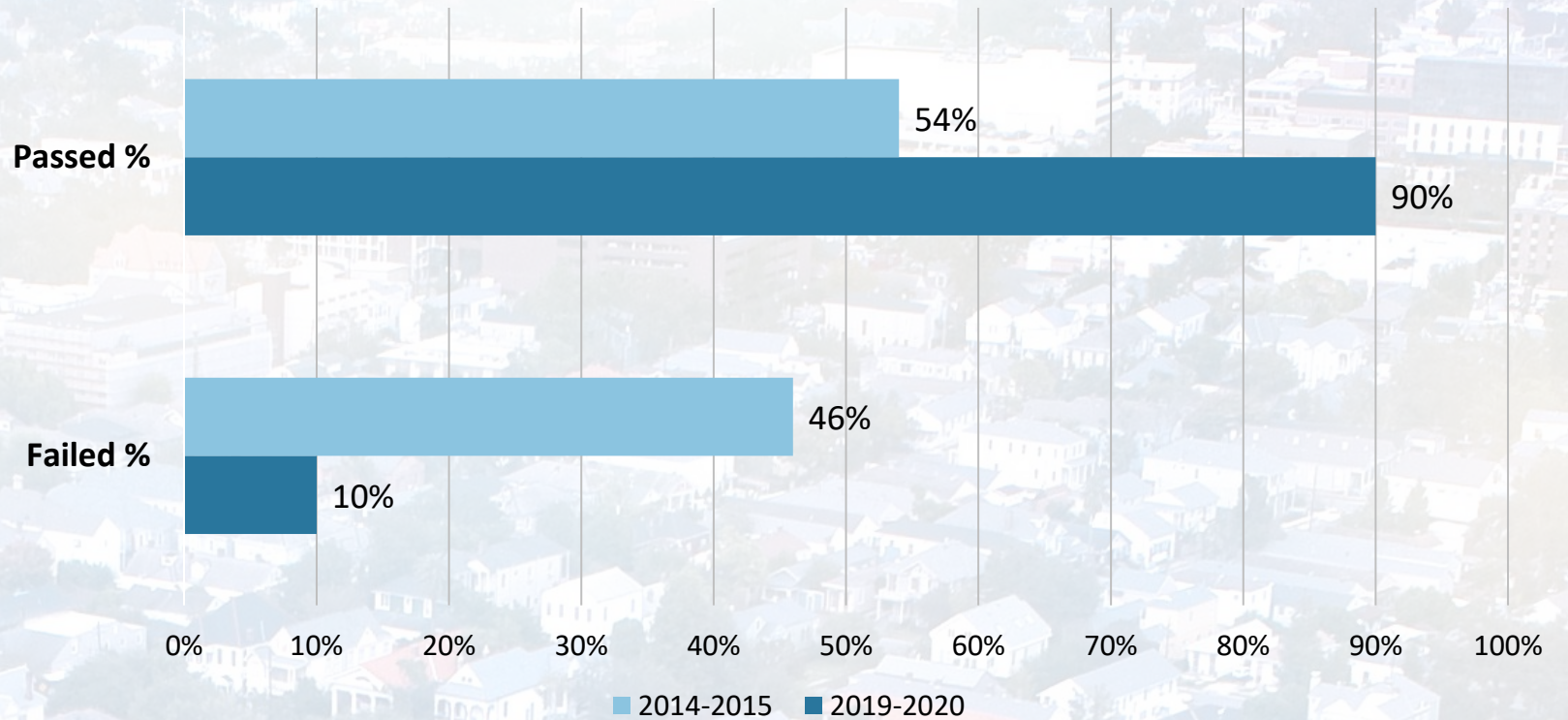
SAFE, HEALTHY & SUPPORTIVE  
LEARNING ENVIRONMENT

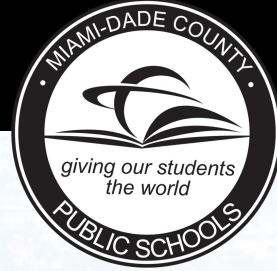


**PRIORITY 1:**

*Ensure a Consistent Standard of Excellence for School Maintenance & Food Service*

**School Sanitation Audit Results**



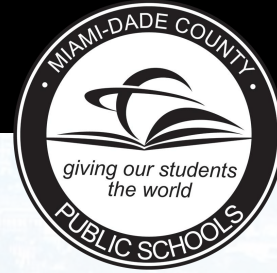


**PRIORITY 1:**

*Ensure a Consistent Standard of Excellence for School Maintenance & Food Service*



SAFE, HEALTHY & SUPPORTIVE  
LEARNING ENVIRONMENT

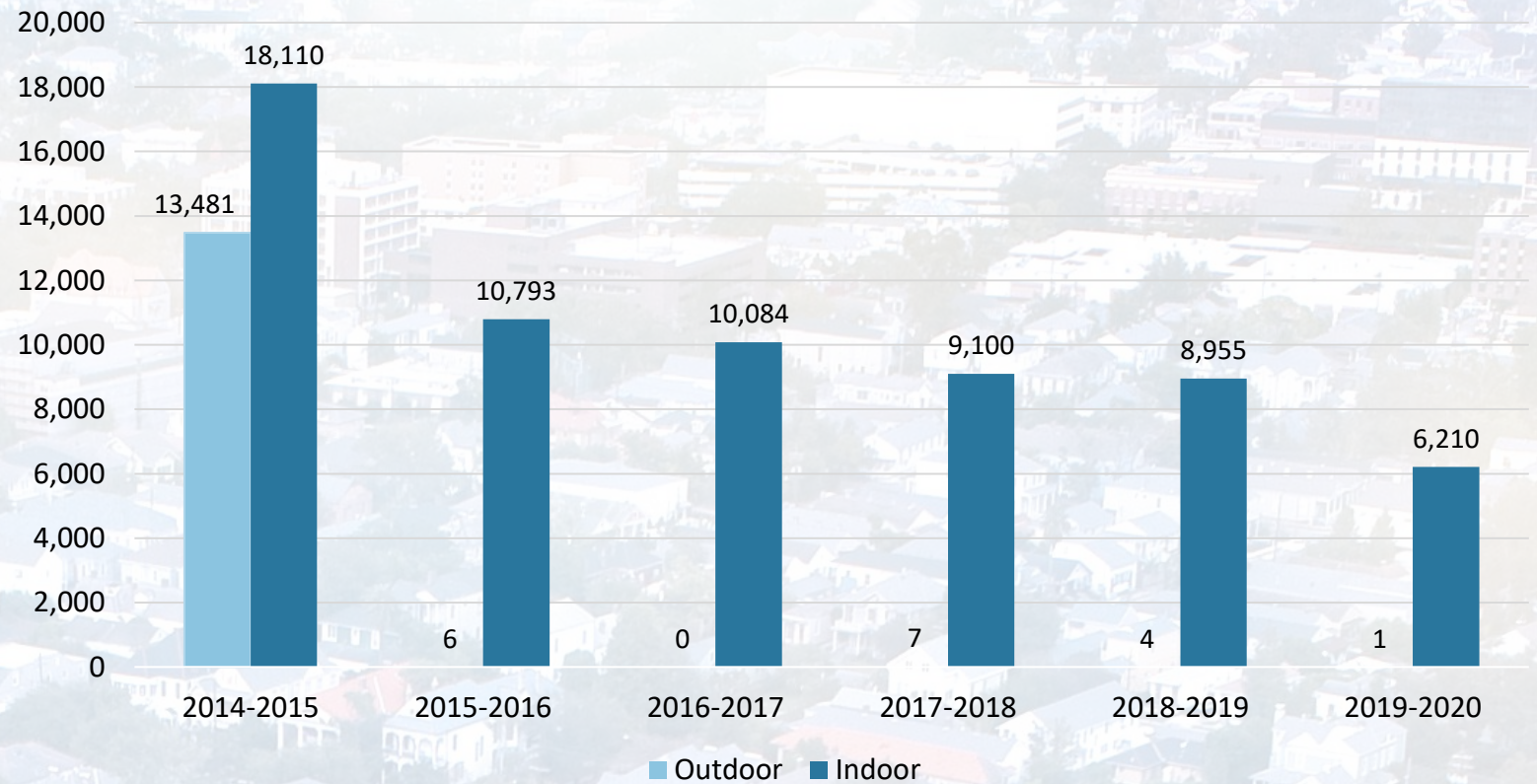


**PRIORITY 2:**

*Strengthen and Enhance Safety and Support Networks for All Students*



**M-DCPS Suspensions (Excluding Charter Schools)**





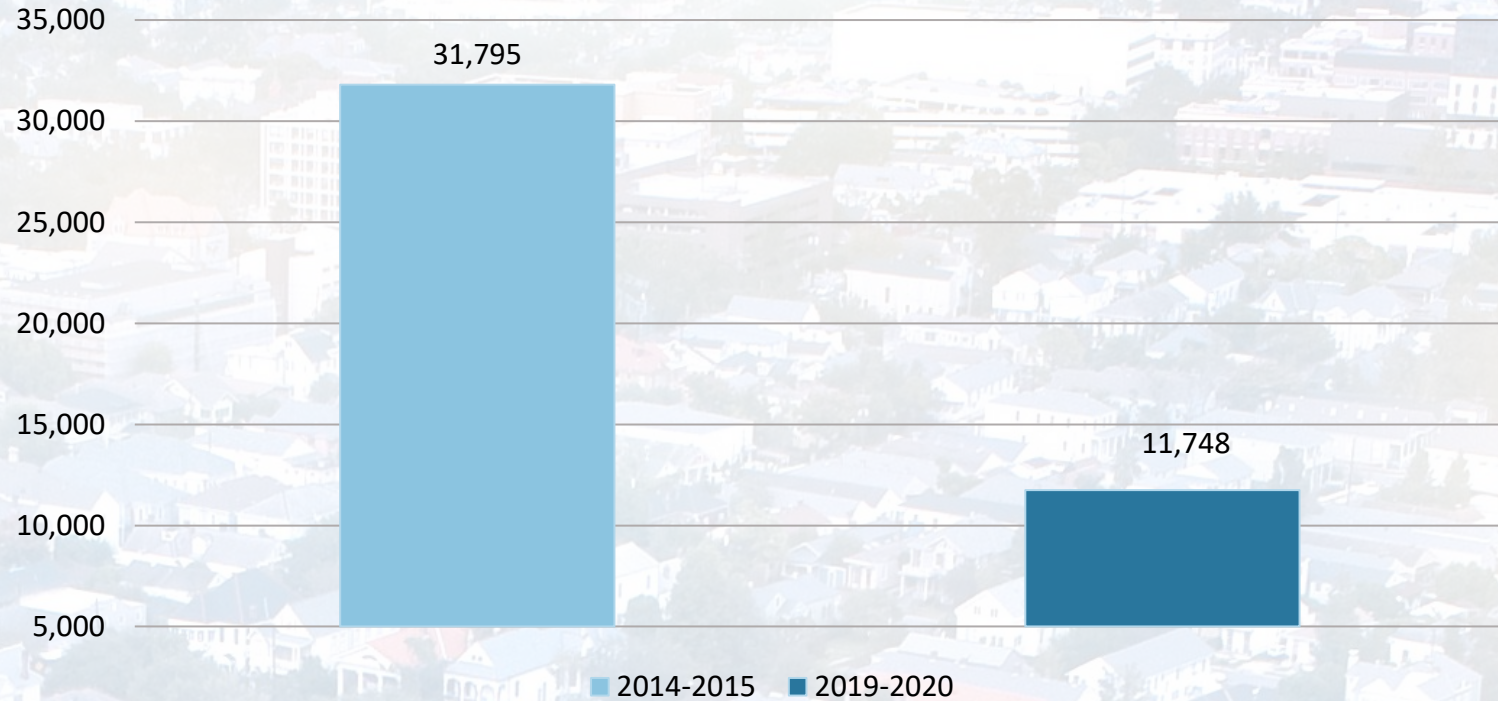
SAFE, HEALTHY & SUPPORTIVE  
LEARNING ENVIRONMENT



**PRIORITY 2:**

*Strengthen and Enhance Safety and Support Networks for All Students*

**Miami-Dade Schools Police Department Calls for Service**

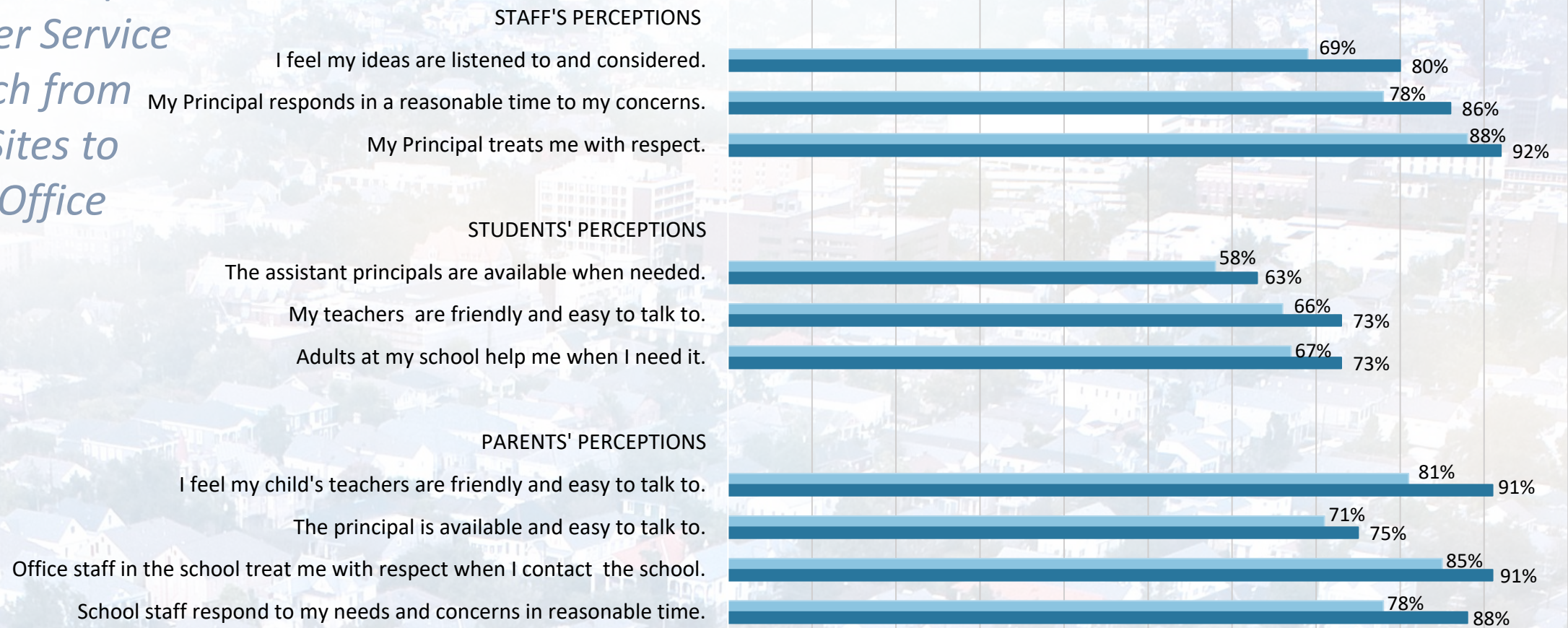




**PRIORITY 3:**

*Establish a Superior Customer Service Approach from School Sites to Central Office*

**Two-Year Comparison of Stakeholders' Perceptions of Communication and Relationships with Schools as Measured by Percentage of Agreement with Statements from the Annual School Climate Survey**

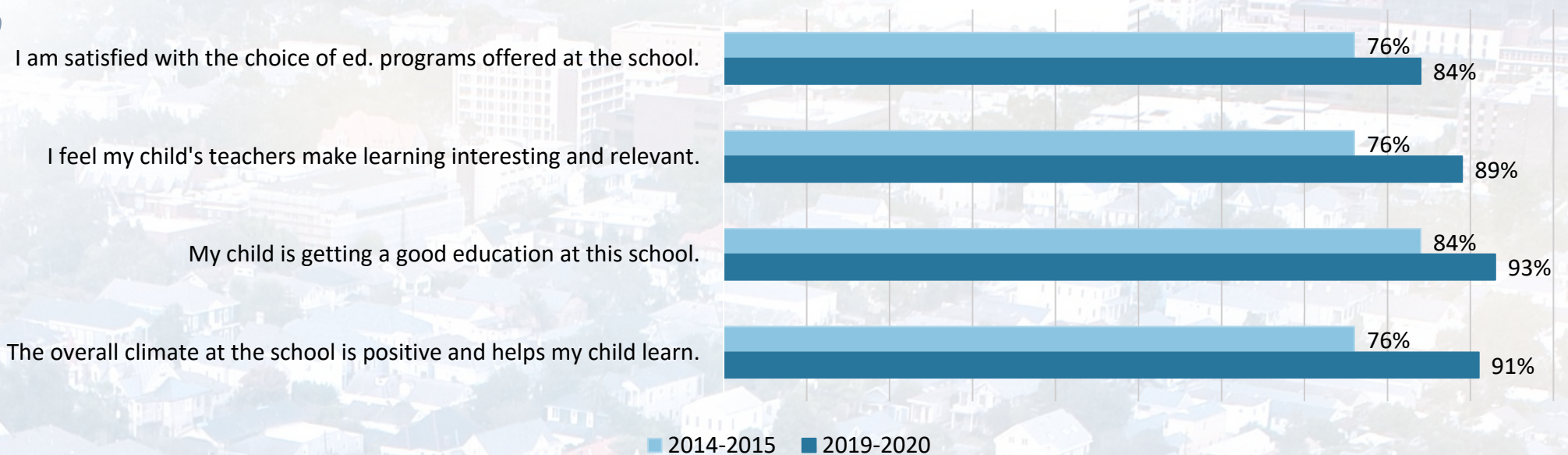


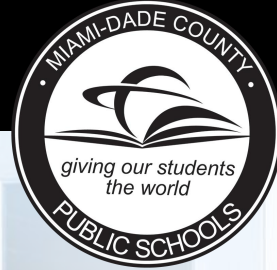


### PRIORITY 3:

*Establish a Superior Customer Service Approach from School Sites to Central Office*

**Two-Year Comparison of Parents' Perceptions of School Quality as Measured by Percentage of Agreement with Statements from the Annual School Climate Survey**





# HIGHLY EFFECTIVE TEACHERS, LEADERS & STAFF

PILLAR III

# HIGHLY EFFECTIVE TEACHERS, LEADERS & STAFF



## Pillar III Priorities

1. Develop principals and district administrators as effective leaders of human capital
2. Recruit and hire the most qualified people, develop them deliberately and retain them strategically
3. Plan, facilitate and monitor impact of human capital development opportunities

# HIGHLY EFFECTIVE TEACHERS, LEADERS & STAFF



## FRAMEWORK OF EFFECTIVE INSTRUCTION

### ASSESSMENT Effective teachers...

- Use local and state summative assessment data to design instruction that meets students' needs
- Use pre-assessment data, formative and summative assessments to inform instruction
- Use formative assessments to adjust instruction for re-teaching, remediation, and enrichment
- Help students understand assessment criteria, monitor, and reflect on their work
- Maintain sufficient assessment data to support accurate reporting of student progress
- Align student assessments to learning goals and standards
- Provide timely and specific feedback to students, parents, and stakeholders



### KNOWLEDGE OF LEARNERS Effective teachers...

- Respond to students' developmental levels
- Present concepts at different levels of complexity
- Provide a range of differentiated activities
- Provide instruction based on students' learning needs



### LEARNING ENVIRONMENT Effective teachers...

- Establish and maintain effective classroom rules and procedures
- Create an environment that is stimulating, challenging, and fosters intellectual risk-taking
- Organize a safe physical environment that is conducive to student learning and collaborative work
- Maintain an environment that reflects a culture of inclusivity, equity, and respect
- Promote accountability for learning and hold high academic expectations for all students
- Use verbal, nonverbal, and electronic communication tools to challenge and support students in a positive and supportive manner
- Encourage students to receive and accept constructive feedback on individual work and behavior



### INSTRUCTIONAL DELIVERY Effective teachers...

- Demonstrate current knowledge of content in a sequential manner
- Use multiple levels of questions, make necessary adjustments
- Connect students' knowledge, experiences, interests to learning goals
- Present lessons clearly and skillfully use explicit instruction
- Use appropriate literacy strategies to build academic vocabulary
- Use technology to differentiate instruction and enhance learning
- Provide ongoing, timely, and specific feedback to students



### ENGAGEMENT Effective teachers...

- Engage students in diverse activity structures
- Use a variety of strategies to engage students in higher-order learning tasks
- Engage students in authentic learning, real-life applications, and interdisciplinary connections
- Use appropriate pace and maximize instructional time for student learning
- Reinforce learning goals throughout the lesson

### INSTRUCTIONAL PLANNING Effective teachers...

- Use both formative and summative student learning data to guide planning
- Develop plans that are clear, logical, sequential, and aligned to standards-based learning
- Plan instruction effectively for content mastery, pacing, and transitions
- Identify and plan for the instructional and developmental needs of all learners
- Gather, evaluate, and/or create appropriate instructional materials

## PRIORITY 1:

*Develop Principals and District Administrators as Effective Leaders of Human Capital*

*98% of Principals, 82% of Assistant Principals participated annually in Assessor Calibration and Feedback sessions.*

**HIGHLY EFFECTIVE TEACHERS,  
LEADERS & STAFF**

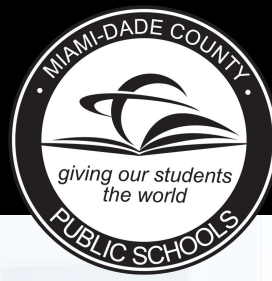


**PRIORITY 1:**

*Develop Principals and District Administrators as Effective Leaders of Human Capital*

- **Leader-to-Leader**
- **Principal and Assistant Principal BENCH**
- **Principal and Assistant Principal Induction**
- **Principal Supervisor Academy**
- **Scaled Leadership Development**

Reduced Teacher Turnover		New Teachers Rated Effective/Highly Effective		Retention of Teachers Rated Effective/Highly Effective		Probationary Contracts Terminated	
2015	2020	2015	2019	2015	2020	2015	2020
7.66%	6.05%	98.3%	99.5%	96.4%	97.3%	12%	8%



**PRIORITY 2:**

*Recruit and Hire the Most Qualified People, Develop Them Deliberately and Retain Them Strategically*

Growing Our Own		Recruiting Talent	Developing All	Retaining the Best	
<i>M-DCPS Students &amp; Staff</i>		<i>The Applicant Experience</i>		<i>Leadership Development</i>	
<i>Temporary Instructors and Para-Professionals</i>	<i>Academies for Custodians, Registrars, Treasurers</i>	<i>Teach For America TEACH Strong University Partnerships</i>		<i>ONE for Support Personnel &amp; District Administrators MINT/MINT 2.0 for New Teachers Principal/Assistant Principal Induction</i>	<i>Teacher Leadership Academy Professional Learning Support Teams</i>
					<i>BENCH, SCALED, Leader-to-Leader, District Administrator Academies</i>





**PRIORITY 2:**

*Recruit and Hire the Most Qualified People, Develop Them Deliberately and Retain Them Strategically*

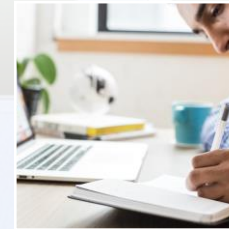


**New Teacher Orientation**



**Online MEP Evaluation**

**Online IPEGS Observation Tool**



**Voluntary Instructional Transfer Request**



**Mentor Tracking Tool**

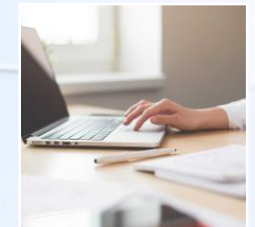


**HR Track**

**PLST Teacher Leader Tool**



**Online Instructional / Instructional Support Evaluation**



**HIGHLY EFFECTIVE TEACHERS,  
LEADERS & STAFF**

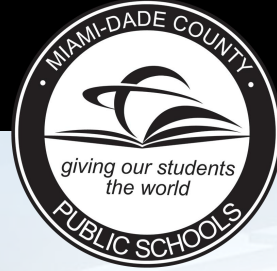


**PRIORITY 3:**

*Plan, Facilitate and Monitor Impact of Human Capital Development Opportunities*

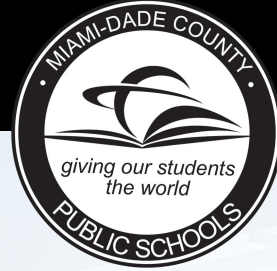
Onboarding for New Support Personnel					
Year	2016-2017	2017-2018	2018-2019	2019-2020	Total
# of participants	285	375	93	258	1,017

Professional Learning Activities Offered	
2014-2015	2019-2020
950 sessions	5,928 sessions



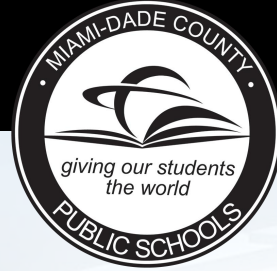
# INFORMED, ENGAGED & EMPOWERED STAKEHOLDERS

## PILLAR IV



## Pillar IV Priorities

1. Sustain strong lines of communication with students, families and employees
2. Strengthen awareness of district initiatives, activities and programs
3. Enhance parent engagement, access and advocacy
4. Build, strengthen and sustain relationships with stakeholders



### PRIORITY 1:

*Sustain Strong Lines  
of Communication  
with Students,  
Families and  
Employees*

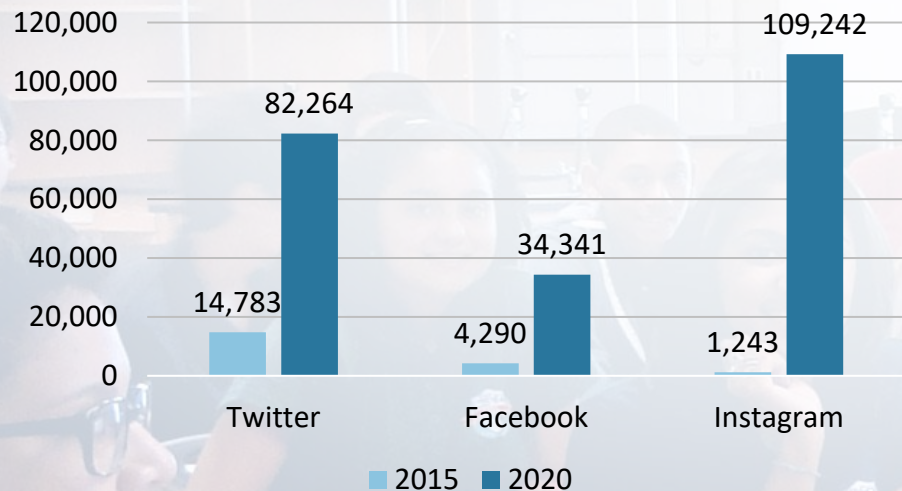
The image displays three overlapping promotional graphics. The leftmost graphic is a blue and white document titled "SchoolMessenger Communication System Guidelines" with the Miami-Dade County Public Schools logo and the Office of Communications logo, dated December 2019. The middle graphic is a blue document titled "CRISIS MESSAGING FOR PARENTS, STUDENTS, AND STAKEHOLDERS" from the Miami-Dade County Public Schools Office of Communications, dated February 2020. The rightmost graphic is a blue and white flyer titled "STAY CONNECTED!" which promotes the Dadeschools mobile app. It includes a list of four key points: 1) Accurate and up-to-date contact information is critical for receiving important outreach and emergency messages. 2) Communicate with your child's principal to update contact information. 3) To opt in for emergency messages, text "Y" to 67587. 4) The Dadeschools app is a one-stop shop for valuable information. The flyer also features a smartphone displaying the app's interface and social media handles for MDCPS, MIAMISUP, and ESCUELASMDCPS.



**PRIORITY 1:**

*Sustain Strong Lines of Communication with Students, Families and Employees*

**Social Media Audience**



**RADYO LEKÒL**  
 Depi 1982  
 WLRN-FM 91.3 | WSRF 1580AM | RCH 23 1610AM  
 MIAMI-DADE COUNTY PUBLIC SCHOOLS

**Miami-Dade County Public Schools hosts daily educational radio programs in Haitian Creole.**

**Radyo Lekòl Programming:**

- WLRN-FM 91.3 AIRS MONDAY – FRIDAY AT 9:00 P.M.
- WSRF 1580AM AIRS WEDNESDAYS AT 10:30 A.M.
- RCH 23 1610AM AIRS WEDNESDAYS AT 6:00 P.M.

Radyo Lekòl has been serving the Haitian community for almost four decades. For more information, call Haitian Affairs in the Office of Communications at 305-995-4247.

**iNews**  
 @ MDCPS Stay Informed & Connected

INSIDE THIS ISSUE:  
 - DISTANCE LEARNING  
 - CENSUS 2020  
 - FEEDING OUR COMMUNITY  
 Spring 2020

**FORWARD. TOGETHER. EDUCATE.**



For the past several weeks, we have been thrust into the throes of the COVID-19 pandemic. The entire country has had to adjust priorities and accept a new normal to our daily lives. This includes classroom instruction and student learning.

Like school districts across the nation, Miami-Dade County Public Schools (M-DCPS), its students, teachers, and parents have had to rethink traditional methods of teaching and learning. Governor Ron DeSantis' decision to close schools through at least May 1 came as no surprise to our district and school leaders. Given the health crisis upon our nation, we were already preparing for remote teaching and learning. In light speed, we quickly mobilized the district's technical and digital assets to ensure that robust instruction continues despite the pause impacting the rest of the world.

The school district launched distance learning in mid-March, and it continued following the Spring Recess with full implementation of

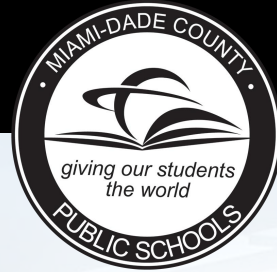
the M-DCPS Instructional Continuity Plan (ICP) 2.0. Under this upgraded version, attendance is recorded and grades are issued. The first week ended with 91 percent student attendance. The plan is available for viewing at [icp.dadeschools.net](http://icp.dadeschools.net). Teachers received comprehensive online professional development training, equipping them with the knowledge and tools needed for successful digital instruction.

Additionally, school site leaders surveyed students at their schools to identify those with mobile device needs. More than 100,000 mobile devices, including phones for connectivity, have been distributed to support distance learning in Miami-Dade thus far. Our principals continue to contact parents to ensure that every child has the needed digital tools to facilitate online learning, while also making accommodations for students who are homeless or live in migrant camps. Recognizing that effective online learning also depends on reliable Internet connectivity, the school District leveraged its

relationships with the private and public sectors to ensure geographic areas that lack proper connectivity are addressed. Parents with questions about how to obtain a device or support for connectivity should email their child's school principal or call our support line at 305-995-3000.

But as important as mobile devices and technology are, so too are motivation and encouragement. Parents, along with teachers, play a pivotal role in this new teaching and learning environment. It's important that students engage daily in their online learning, and while our teachers are responsible for delivering instruction, parents are the catalyst to ensure that students remain engaged. Now, more than ever, parent/teacher/school partnerships are paramount.

And while COVID-19 has forced us to drastically augment our virtual engagement, it has not diminished our spirit of community. From distributing mobile devices to handing out more than 850,000 grab-and-go breakfasts and lunches, our workforce has risen to the occasion to help our students and their families. We are accomplishing all of this responsibly, adhering to the Centers for Disease Control and Prevention's (CDC) social distancing guidelines.



**PRIORITY 2:**

*Strengthen Awareness of District Initiatives, Activities and Programs*

**(E)LIMINATE-CIGS @MDCPS**

### Facts About E-Cigarettes

- E-cigarettes are the most commonly used tobacco product among youth.
- Youth and young adults use e-cigarettes due to curiosity, taste, including the flavors available in e-cigarettes, and the belief that e-cigarettes are less harmful.
- Besides nicotine, e-cigarettes can also contain substances that are harmful, including cancer-causing chemicals and heavy metals.
- According to the CDC, there are 530 cases of lung injury due to e-cigarette use or vaping reported from 38 states and 1 U.S. territory.
- Most e-cigarettes contain nicotine (can be toxic), which is highly addictive and can harm adolescent brain development. Brains are still developing until the age of 25.

**Take the pledge!**  
 Last year, nearly 2,000 students districtwide took the pledge against tobacco and signed pledge cards.

**Join a SWAT club!**  
 Students Working Against Tobacco (SWAT) is Florida's statewide youth organization working to mobilize, educate and empower our youth with the knowledge to work towards a tobacco free future.

Students may not be in possession of and/or use products containing any type of tobacco, illegal, controlled, or mood altering substance while on school grounds, a school bus, or a school-sponsored event.

En las Escuelas Públicas del Condado Miami-Dade

**ES IMPORTANTE EL BIENESTAR MENTAL**

Si se siente triste, solo, ansioso...  
**¡LA AYUDA ESTÁ A SU ALCANCE!**

**Recursos escolares:**  
 Estudiantes: Consulten con un maestro, consejero escolar, o coordinador de salud mental que les pueda orientar o asistir con el apoyo necesario.

**Recursos comunitarios:**  
 El personal del Distrito o la escuela trabaja con los estudiantes, padres / tutores y familias para proporcionar apoyo de agencias externas de salud mental.

**Para asistencia adicional:**  
 Padres de familia: Comuníquense con la escuela de sus hijos o con la línea directa de asistencia del departamento, al (305) 995-7100.  
 Estudiantes: Apoyo de crisis 24 horas  
 Llaman: 1-800-784-2433  
 Envíen: HELLO al 7411741

**ENCUÉNTRENOS EN LAS REDES SOCIALES:**  
 @MDCPS\_MHS  
 #MDCPSMentalHealth  
 mentalhealthservices.dadeschools.net

**M-DCPS DEPARTAMENTO DE SERVICIOS DE SALUD MENTAL**

**ENSKRI NAN M-DCPS!**  
**SISTÈM LEKÒL KI RESEVWA NÒT 'A'**  
*a ap ofri divès pwogram pou èlèv tout laj, ki gen ladan èlèv ki pi jèn nou yo.*

**Edikasyon pitit ou se chwa w...pa rate opònitite pou enskri nan youn nan lekòl nou yo jodi a!**

**Poukisa pou w chwazi M-DCPS?**

- Repitasyon ekselans ki bay prèv li nan domèn akademik
- Pwofesè ak administratè kalite siperyè ki angaje nan anseye timoun yon fason ki total
- Sante, sekirite ak byennèt èlèv ak anplwaye yo se premye priorite nou
- Nou amelyore oubyen modènize e ekipe lekòl yo avèk teknoloji 21èm syèk

**Kijan pou kòmanse enskripsyon nan M-DCPS:**

- Jwenn lekòl ki sou katye w nan <http://www.dadeschools.net/guidek-12/default.asp>
- Imèl demand enskripsyon an bay direktè/tris lekòl la. Kiike la a pou youn lis imèl
- Imèl la ta dwe gen ladan non konplè èlèv la ak paran an, dat nesans èlèv la ak ane eskòl li pou ane lekòl 2021-2022 an, adrès kay li, ak youn adrès imèl e nimewo telefòn kote nou ka kontakte paran an.

**Kondisyon pou Enskripsyon:**

- Èlèv dwe gen senk an lye septam oubyen anvan, pou enskri nan jadenndanfan
- Dokiman ki montre laj, non legal, ak adrès aktyèl
- Sètifikasyon vaksen ak egzamen sante

**#EnrollMDCPS**

Pou plis enfòmasyon, vizite <http://www.dadeschools.net>

[@MDCPS](#) [@EscuelasMDCPS](#) [@MiamiSchools](#) [@MiamiSup](#) [@ABertMDCPS](#) [@MiamiSup](#)



## PRIORITY 2:

*Strengthen  
Awareness of District  
Initiatives, Activities  
and Programs*



CLASS OF 2020

North Miami High trumpeter off to FAMU



CLASS OF 2020

Watch now: A virtual celebration in honor of Miami's Class of 2020 graduates

THANK YOU FOR HONORING OUR SENIORS

actualidad 1040 AM  
POWER96  
CMG COX MEDIA GROUP  
WLRN Public Media  
WRHC CADENA AZUL 1550 AM  
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EL NUEVO ZL 106.7 FM  
RADIO CARACOL 1260 AM 104.7 FM  
WQBA 1140 AM  
RADIO MAMBÍ 710 AM A Ufiera Station  
MIX 98.3  
AMOR 107.5





**PRIORITY 3:**

*Enhance Parent Engagement, Access and Advocacy*



**Miami-Dade County Public Schools**

1521 AMELIA EARHART ELEMENTARY SCHOOL  
 5987 E 7TH AVE, HIALEAH, FL, 33013

2019-2020

Region: North  
 School Phone Number: 3056889619

**ENROLLMENT OCTOBER 2019**

October 2019 Student Enrollment by Grade and Ethnicity									
GRADE	White		Black Non-Hispanic		Hispanic		Other		TOTAL
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
PK	2	3.8 %	7	13.5%	43	82.7%	0	0 %	52
KG	0	0 %	5	10.4%	43	89.6%	0	0 %	48
01	1	1.9 %	3	5.8 %	48	92.3%	0	0 %	52
02	2	3.1 %	7	10.9%	55	85.9%	0	0 %	64
03	5	6.7 %	10	13.3%	60	80 %	0	0 %	75
04	0	0 %	5	6.5 %	72	93.5%	0	0 %	77
05	2	2.2 %	11	12.4%	76	85.4%	0	0 %	89
<b>TOTAL</b>	<b>12</b>	<b>2.6 %</b>	<b>48</b>	<b>10.5%</b>	<b>397</b>	<b>86.9%</b>	<b>0</b>	<b>0 %</b>	<b>457</b>

**October 2019 Exceptional Student Program Information**

Program	Number with Exceptionality
Special Education	114
Gifted	32
<b>TOTAL</b>	<b>146</b>

**October 2019 Least Restrictive Environment**

36.48 %

**ACADEMIC PERFORMANCE**

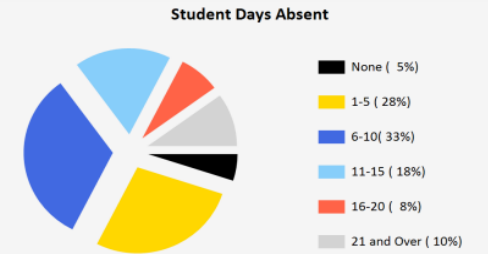
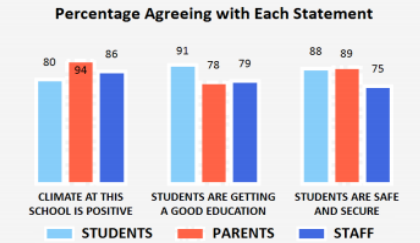
School Grade	
2017-2018	2018-2019
C	A

Measures of School Grade				
		2017-2018	2018-2019	Change
ELA	Achievement	48	56	↑
	LG All	63	66	↑
	LG Low 25%	57	74	↑
Math	Achievement	56	67	↑
	LG All	56	66	↑
	LG Low 25%	40	84	↑
Science Achievement		50	49	↓

**October 2019 English Language Learners**

Number	Percent
175	38.3 %

**SCHOOL CULTURE 2019-2020**



**Average Daily Attendance (180 Days Total)**

Instructional Staff	Students
93.86 %	94.80 %



**PRIORITY 3:**

*Enhance Parent Engagement, Access and Advocacy*

**Fathers in Education Day**  
 FATHERS IN ACTION & ADVOCACY WEEK

**Road to Action Guide and Toolkit**  
**Fathers in Education Day**  
 Thursday, May 10, 2018

Fathers in Action & Advocacy Week  
 May 5-11, 2018

A partnership between  
 Miami-Dade County Public Schools  
 Office of Community Engagement • [www.engagemiamidade.net](http://www.engagemiamidade.net)  
 and  
 Fatherhood Task Force of South Florida • [www.ftsf.org](http://www.ftsf.org)  
 Holly Zwerling, LMFT, LCSW • [holly@fatherhoodtfsf.org](mailto:holly@fatherhoodtfsf.org) • 305.812.4000

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Miami-Dade County Public Schools  
 Office of Community Engagement

**Fathers in Action & Advocacy Week**

**Monday, April 27 @ 10:00 AM** - Be Strong International - Fathers Speak Up: Words have Power and Build Success  
**Monday, April 27 @ 5:00 PM** - Generational Cure with Marilyn Blumberg, Family Law - Fathers' Rights in the Best Interest of Children  
**Tuesday, April 30 @ 10:00 AM** - The Children's Trust The Parent Club - Fathers Connecting Through the 5 Love Languages  
**Tuesday, April 28 @ 5:00 PM** - Brainheart Guidance - The Power of a Fathers' Presence: Focusing on Ways to Love Your Child  
**Wednesday, April 29 @ 5:00 PM** - Magnobrain - Literacy Through Play with Dads  
**Thursday, April 30 @ 10:00 AM** - Gang Alternative - Fathering from Zero  
**Thursday, April 30 @ 5:00 PM** - Circle of Brotherhood - Fathers' Role in Creating Family Wellness and Developing Childrens' Genius

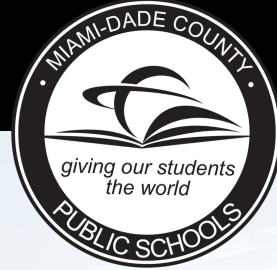
**Recorded Webinar** - The Parent Academy - Fathers: Be the Link

Visit [www.engagemiamidade.net/fathersineducationday](http://www.engagemiamidade.net/fathersineducationday) to register

**TOOLKIT**

**DADS**  
 TAKE YOUR CHILD TO SCHOOL DAY  
 DEDICATED ACHIEVEMENT DEMONSTRATES SUCCESS  
 #FLDADSATSCHOOL @EDUCATIONFL

FLORIDA DEPARTMENT OF EDUCATION  
 fldoe.org



**PRIORITY 4:**

*Build, Strengthen and Sustain Relationships With Stakeholders*

**Miami-Dade County Public Schools**  
 Office of Community Engagement

Academic Year Internship  
 Provider Handbook  
 2017-2018

**Miami-Dade County Public Schools**  
 Office of Community Engagement

Academic Year Internship  
 Student Handbook  
 2018-2019

1450 NE 2nd Avenue, Room 202  
 Miami, Florida 33132



**Academic Year Internship Program**



**Paid Internship Opportunity - Pilot**  
 Program Details

- Purpose** The intent of the Burger King McLamore Foundation paid internship opportunity is to provide students with access to executive and/or managerial experience while participating as part of the internship provider's team.
- Dates/Length** Second half of the Academic Year (January - June)
- Schedule** Ten (10) PAID internship hours weekly for a total of 180 internship hours during the 2018-2019 school year.
- Details**
- Student will be required to complete the minimum of 10 executive internship hours (twice a week during weekdays. NO WEEKENDS.) Student will receive two honors academic credits for the internship.
  - Student will be paid monthly at \$8.50 hourly rate by the Burger King McLamore Foundation. The Foundation will issue a check to each student.
  - Student must comply with all Burger King policies. If any issues arise, the student must speak with their restaurant manager and his or her school-site coordinator.
  - Attached is the curriculum that Burger King developed for this program. For the first several weeks, each student will have team member training. ALL restaurant and corporate employees must participate in this training prior to their intended role in the company. After the team member training, the student will begin their management training. Upon completion of the internship, Burger King will certify the student as eligible for employment as an Assistant Manager, should the student choose to pursue that option, and based upon position availability.
  - Upon completion of the internship, the Burger King McLamore Foundation will provide the student with a \$1,000 scholarship for post-secondary education. More details on this will be communicated to each student's school-site coordinator.

For more information, please contact your school's Internship Coordinator.

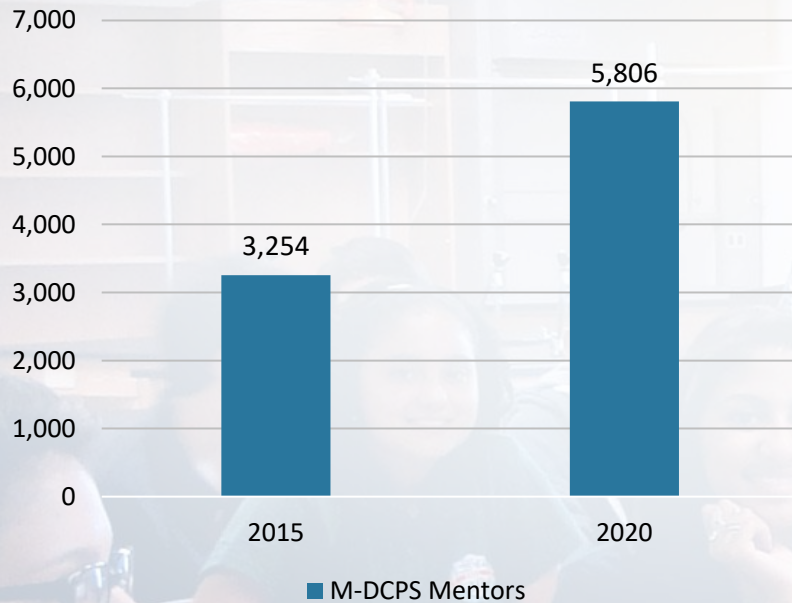
@MDCPSCommunity [www.engagemiamidade.net/internships](http://www.engagemiamidade.net/internships)



**PRIORITY 4:**

*Build, Strengthen and Sustain Relationships With Stakeholders*

**M-DCPS Mentors**



**Everybody Mentors Program Goals**

- Provide positive role modeling for students
- Create opportunities for children to develop skills and personal awareness aimed to improve academic success, problem-solving and goal setting.
- Decrease truancy, tardiness, and behavior referrals.
- Increase attendance, accrual of credits and school completion rates.



M-DCPS

Everybody Mentors



# EFFECTIVE & SUSTAINABLE BUSINESS PRACTICES

## PILLAR V



## Pillar V Priorities

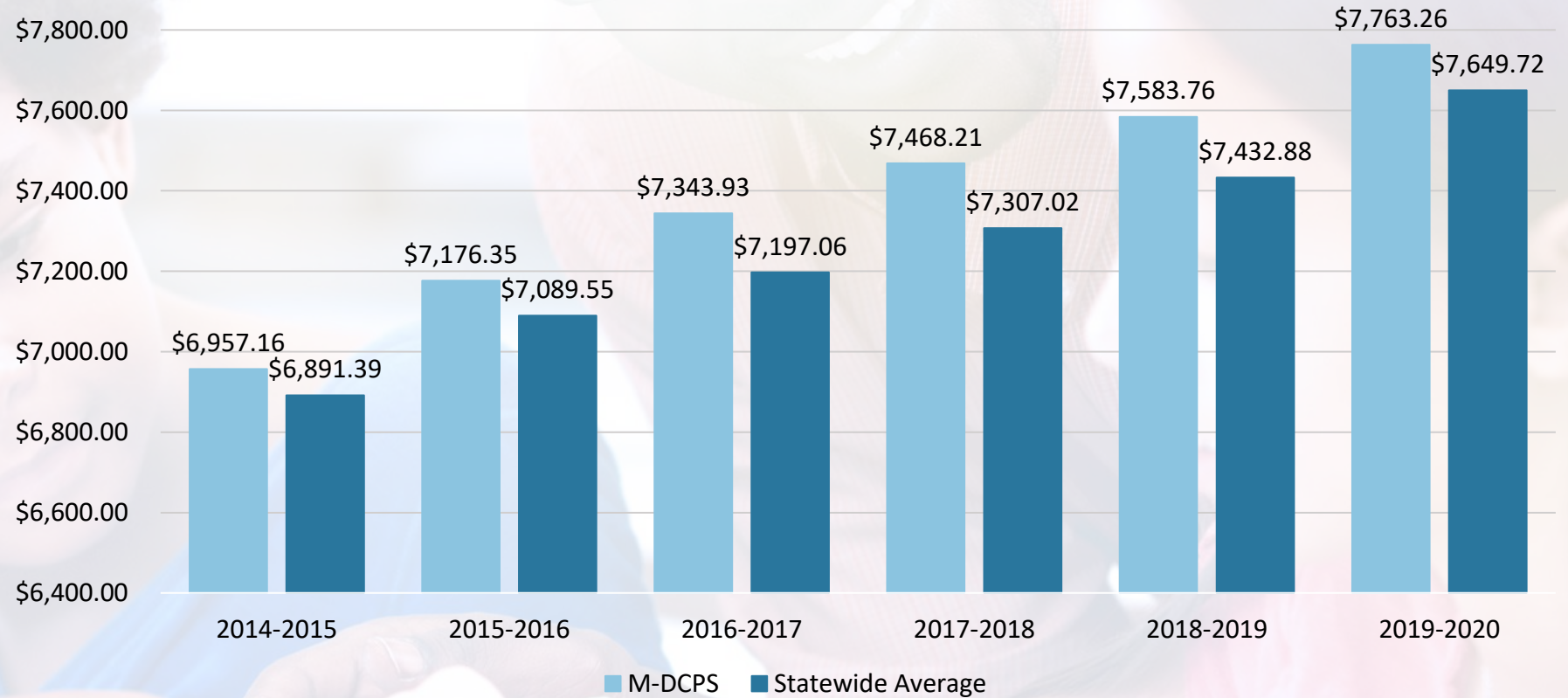
1. Strengthen District's financial position
2. Streamline and improve business operations
3. Align community needs with the District's Capital Plan
4. Implement renovation, replacement or capacity amplification GOB projects
5. Promote efficiency and long-term sustainability



### PRIORITY 1:

*Strengthen District's  
Financial Position*

### M-DCPS Student Funding

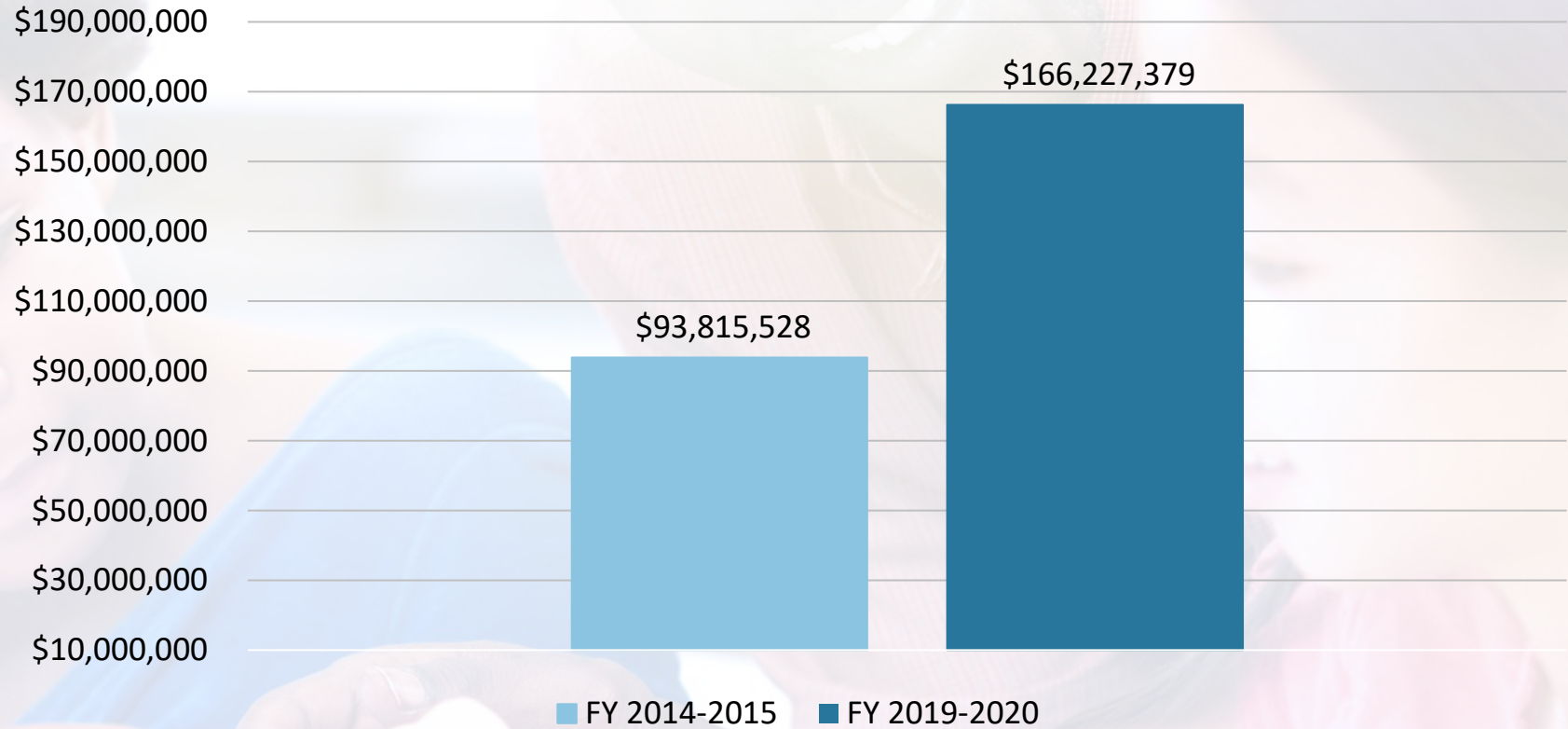




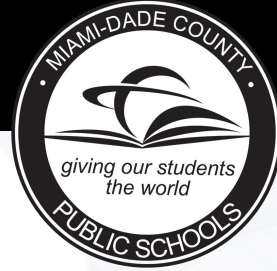
**PRIORITY 1:**

*Strengthen District's  
Financial Position*

**Unassigned Fund Balance**







## PRIORITY 2:

*Streamline and Improve Business Operations*

### Accounting

- Electronic School Accounting System (eSAS)
- Online School Payment System and Focus

### Facility Rentals

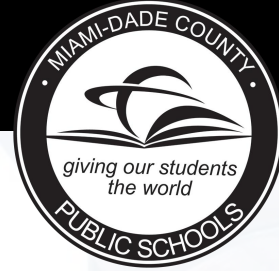
- SchoolDude electronic system facilitated the elimination of the paper-based system.

### Procurement

- BidSync/Periscope standardized processes and streamlined the bid submission process.

### Treasury

- Web-based solution from Integrity streamlines the daily cash positioning and forecasting process.
- Heightened protection and ACH debit block from Wells Fargo



**PRIORITY 2:**

*Streamline and  
Improve Business  
Operations*

"One-Stop Shopping" Experience in  
Human Capital Management





### PRIORITY 3:

#### *Align Community Needs With the District's Capital Plan*

- M-DCPS continues to leverage Interlocal Agreements for Public School Facility Planning with 27 municipalities and the County to identify areas of possible expansion and opportunities to develop unique projects, such as the expansion of Southside Elementary School, which will also include a residential component.
- The District also continues to engage established entities such as the Staff Working Group, Citizens Oversight Committee, and the 21<sup>st</sup> Century Schools Bond Advisory Committee to gauge community needs and priorities to inform facilities planning.





## PRIORITY 4:

### *Implement Renovation, Replacement or Capacity Amplification GOB Projects*

- A main strategy to accelerate project implementation over the past several years relied on the use of prototypical designs and bundling of similar projects into groups to reduce project implementation time/costs and advance critical scope.
- Between 2015 and 2020, the District spent \$802 million, completed 229 main projects and 628 accelerated/residual projects, including safety upgrades, HVAC, renovations of existing facilities, and 403 portable removals/demolition.



**Dr. Toni Bilbao Preparatory Academy**



**Kendall Square K-8 Center**



**Andrea Castillo Preparatory Academy**



**PRIORITY 5:**

*Promote Efficiency  
& Long-Term  
Sustainability*



Utility Expenditures in M-DCPS		
Year	Square Footage	Expenditures
2015	44.4 million	\$61 million
2020	45.3 million	\$55.4 million

**Guaranteed Energy Performance Contracting (GEPC) –  
Initial Phase Schools**

- Barbara Goleman Senior High School
- Booker T. Washington Senior High School
- Citrus Grove Middle School
- Dr. Michael M. Krop Senior High School
- Homestead Senior High School
- Miami Carol City Senior High School
- Miami Coral Park Senior High School
- Robert Morgan Senior High School
- Ronald Reagan/Doral Senior High School





## PRIORITY 5:

### *Promote Efficiency & Long-Term Sustainability*

Between 2015 and 2020, the District's Capital Program promoted efficiency and long-term sustainability by:

- Optimizing available resources and funding;
- Identifying co-sharing/co-location opportunities at underutilized facilities that reduce operating costs while maintaining a community presence;
- Right-sizing facilities slated for replacement to match actual needs; and
- Offering underutilized space in schools to house businesses in exchange for programs that benefit students, such as internships/mentorships.

**Frederick Douglass Elementary School**



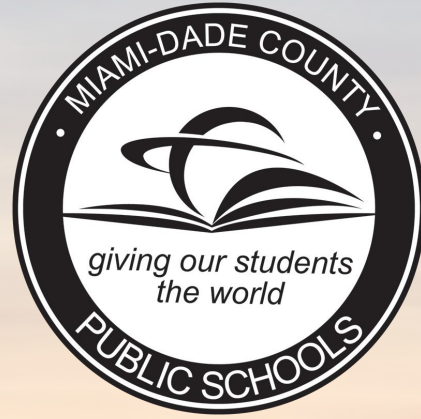
Former Entrance



New Entrance

**Bunche Park Elementary School**





# VISION 20/20

## Reflections

SHARING PROGRESS WITH STAKEHOLDERS



[strategicplan.dadeschools.net](http://strategicplan.dadeschools.net)

MIAMI-DADE COUNTY PUBLIC SCHOOLS

## RELEVANT, RIGOROUS & INNOVATIVE ACADEMICS

PILLAR I

Priority 1
Priority 2
Priority 3

**Priority 2 - Close achievement gap**

**Objective**

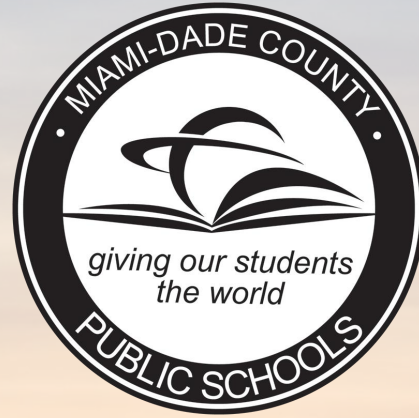
1. Increase kindergarten readiness by expanding quality Pre-K programs, as measured by an increase in the participation of students in Pre-K by 10 percent over the next five years.
 

**Status:** Met [Read Less](#) ^

  - **Data Points:**
    - 2015 Data Point:** 8,859
    - 2020 Data Point:** 9,972
  - **Narrative:** The number of PK students increased from 8,859 in 2014-2015 to 9,772 in 2019-2020 (10% increase)
2. Increase the percentage of students scoring at grade level in each individual student sub-group on state assessments by 2 percentage points annually.
 

**Status:** Partially Met [Read More](#) v





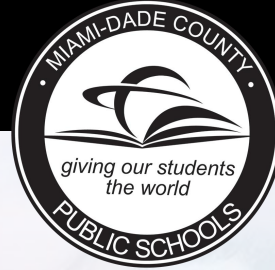
# SCHOOL BOARD & CABINET

## Discussion



# MOVING FORWARD

# PLAN OF ACTION FOR DEVELOPMENT



# PLAN OF ACTION FOR DEVELOPMENT



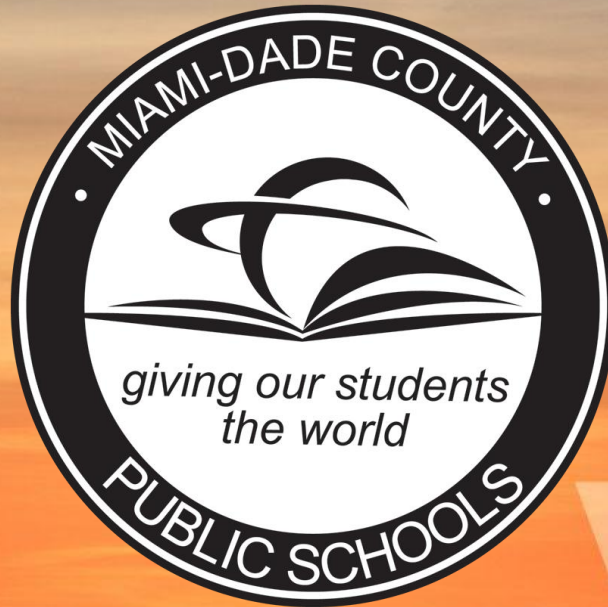
# PLAN OF ACTION FOR DEVELOPMENT





# SCHOOL BOARD & CABINET

## Discussion & Feedback



VISION  
2020