

**MIAMI-DADE COUNTY SCHOOL
BOARD WORKSHOP
SUPERINTENDENT'S
EVALUATION**

***A Partnership Between the School
Board and the Superintendent of
Schools***

Wednesday, January 25, 2023

10:00 am

***THE SCHOOL BOARD OF
MIAMI-DADE COUNTY, FLORIDA***

Ms. Mari Tere Rojas, Chair
Mr. Daniel Espino, Vice Chair
Mr. Roberto Alonso
Ms. Lucia Baez-Geller
Dr. Dorothy Bendross-Mindingall
Ms. Monica Colucci
Dr. Steve Gallon III
Ms. Mary Blanco
Ms. Luisa Santos

Ms. Andrea Pita Mendez
Student Advisor

Dr. Jose L. Dotres
Superintendent of Schools

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA
SUPERINTENDENT'S EVALUATION WORKSHOP
JANUARY 25, 2023

INTRODUCTION

The School Board of Miami-Dade County, Florida, knows how critical the Board and the Superintendent of Schools relationship is to the ultimate success of the school district. The Board has hired the Superintendent as its chief executive officer and delegates authority to him to operate the district and provide leadership. Delegating such authority empowers the Superintendent and staff to pursue the Board's ultimate ends, its mission, vision, and goals. The Board also has the responsibility to monitor performance ensuring that the school district is making progress towards its ends and is in compliance with written board policies and state statutes. Furthermore it is important to address the fact that:

- The Board employs and evaluates the Superintendent pursuant to contractual obligations.
- An effective School Board develops and maintains a productive relationship with the Superintendent.
- The employment relationship consists of mutual respect and a clear understanding of respective roles, responsibilities, and expectations.

An effective assessment and evaluation process helps drive school improvement and student achievement, develops a positive relationship between the School Board and the Superintendent, demonstrates accomplishments of the district, and identifies future challenges and continuous improvement. The assessment and evaluation process is not a means to an end, but rather an ongoing and energetic process, and it must establish specific timelines and ensure that all contractual obligations are met.

WRITTEN DOCUMENTS WHICH PROVIDE THE FOUNDATION FOR THE ASSESSMENT AND EVALUATION PROCESS

- A copy of Miami-Dade County Public Schools (M-DCPS) 2021-2026 Strategic Plan (See Appendix A)
- M-DCPS Board policy and Florida State Statute (See Appendix B)
- Final Annual Evaluation Form (See Appendix C)

COMPONENTS RECOMMENDED FOR THE MIAMI-DADE COUNTY SCHOOL BOARD'S ANNUAL EVALUATION IN PARTNERSHIP WITH THE SUPERINTENDENT

- The School Board and the Superintendent shall mutually develop an assessment and evaluation process acceptable to both parties for use in the evaluation of the Superintendent.
- A vibrant and comprehensive assessment and evaluation process.

- Continuous assessment throughout the school year
- Agreed-upon timelines for the implementation of the assessment and evaluation process

PROPOSED ASSESSMENT AND EVALUATION MODEL/PROCESS OFFERS A FOUR-PART GUIDE FOR EVALUATING THE SUPERINTENDENT*:

The assessment and evaluation process begins with a clear understanding of roles, responsibilities, and relationships. The employment of the Superintendent is based on concepts outlined in his contract, job description, State Statutes, district goals, and Board policies. The Board and the Superintendent reach consensus regarding expectations, timelines, measurements, and related document in the assessment and evaluation process. Time is scheduled for this work, taking into account dates by which certain decisions have to be made pursuant to the Superintendent's contract. A number of opportunities for informal performance assessments is scheduled in the process to allow for School Board Members and the Superintendent to continuously discuss school district issues and solutions to problems that may arise. Once the formal evaluation is completed, the Board and the Superintendent should take great strides towards strengthening the district's future goals and moving the school district forward to even higher levels of achievement and success.

Part I offers a continuous assessment of the Superintendent's performance by each Board member throughout the process of individual meetings, conversations, and follow-up actions pursuant to inquiries, committee discussions, and Board actions.

Part II offers, pursuant to School Board Policy 0173 – *District Strategic Plan*, an update, including any adjustments, on the status and progress towards achievement of the goal(s) included in the District Strategic Plan. A majority of the goals and objectives in the implementation of the District Strategic Plan (Standard #3) should address and quantify progress related to student achievement.

Part III offers, pursuant to the Superintendent's contract, by May 1st, the Superintendent shall submit to the Board a written self-assessment of his performance in meeting the established goals and objectives and his total performance. The Superintendent shall be provided an opportunity to discuss his self-assessment with each Board member prior to the June scheduled Board meeting, where he will provide an agenda item with accomplishments outlined in his self-assessment and areas for future development.

Part IV offers, after the Board meeting, the opportunity for individual Board members to provide an evaluation of goals and objectives achieved and mutually-agreed upon recommendations for future development and growth of the school district.

**(It is important to note that due to unforeseen circumstances or a shift in district priorities, both the School Board and the Superintendent may determine if any adjustments to yearly plans are required).*

TIMELINES

DATES	ACTIVITY	BOARD POLICIES, STATE STATUTES, CONTRACTUAL OBLIGATIONS
<p>May 1, 2023 – June 30, 2023</p>	<p>“No later than thirty (30) days prior to June 1 of each year, the Superintendent shall submit to the Board a written self-assessment of his performance in meeting the established goals and objectives and his total performance. The Superintendent shall be provided an opportunity to discuss his self-assessment with each Board member prior to the June scheduled Board meeting, where he will provide an agenda item with accomplishments outlined in his self-assessment and areas for future development.”</p>	<ul style="list-style-type: none"> • Superintendent’s contract
<p>July 1, 2023- Mat 31, 2024</p>	<p>Continuous assessment of the Superintendent’s performance by each Board member through the process of individual meetings, conversations, and follow-up actions pursuant to inquiries, committee discussions, and Board actions.</p>	<ul style="list-style-type: none"> • Superintendent’s contract • Florida State Statute 1001.51 Duties and responsibilities of District School superintendent. • 2021-2026 M-DCPS Strategic Plan
<p>December 2023</p>	<p>Pursuant to School Board Policy 0173 – <i>District Strategic Plan</i>, “An update on the status and progress towards achievement of the goal(s) included in the District Strategic Plan, including any adjustments, shall be presented by the Superintendent and approved by the Board annually.”</p>	<ul style="list-style-type: none"> • School Board Policy 0173 – <i>District Strategic Plan</i>,
<p>May 1, 2024 – June 30, 2024</p>	<p>“No later than thirty (30) days prior to June 1 of each year, the Superintendent shall submit to the Board a written self-assessment of his performance in meeting the established goals and objectives and his total performance. The Superintendent shall be provided an opportunity to discuss his self-assessment with each Board member prior to the June scheduled Board meeting, where he will provide an agenda item with accomplishments outlined in his self-assessment and areas for future development.”</p> <p>After the Board meeting, individual Board members shall provide an evaluation of</p>	<ul style="list-style-type: none"> • Superintendent’s contract • Florida State Statute 1001.51 Duties and responsibilities of District School superintendent. • 2021-2026 M-DCPS Strategic Plan

	goals and objectives achieved and recommendations for future development and growth of the school district	
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SUGGESTED CATEGORIES TO BE CONSIDERED FOR THE ASSESSMENT AND EVALUATION PROCESS

STANDARD	STATE STATUTE ALIGNMENT WITH THE STANDARD	STRATEGIC PLAN ALIGNMENT WITH THE STANDARD
<p>1. District-wide shared vision for teaching and learning in support of enhanced student achievement for all students</p>	<p>Sections from Florida Statute 1001.51, Duties and responsibilities of district school superintendent:</p> <ul style="list-style-type: none"> (5) School program; prepare plans (6) Establishment, organization, and operation of schools, classes, and services. (7) Personnel. (8) Courses of study and other instructional aids, (10) School plant (11) Finance (15) Cooperate with district school board (16) Visitation of Schools (21) Recommend procedures for informing general public. (22) School improvement and accountability. (23) Parental involvement 	<p>Pillar I: Relevant, rigorous and innovative academics Pillar II: Safe, healthy, and supportive learning environments Pillar III: Highly effective teachers, leaders, and staff Pillar IV: Informed, Engaged, and Empowered Stakeholders Pillar IV: Effective and Sustainable Operational Practices</p>
<p>2. Effective and efficient leadership in the management of district finances and operations</p>	<p>Sections from Florida Statute 1001.51, Duties and responsibilities of district school superintendent:</p> <ul style="list-style-type: none"> (1) Assist in organization of district school board. (2) Regular and special meetings of district school board. (3) Records for the district school board (4) School property (6) Establishment, organization, and operation of schools, classes, and services (7) Personnel (9) Transportation of students (10) School plant 	<p>Pillar I: Relevant, rigorous and innovative academics Pillar II: Safe, healthy, and supportive learning environments Pillar III: Highly effective teachers, leaders, and staff Pillar IV: Informed, Engaged, and Empowered Stakeholders Pillar IV: Effective and Sustainable Operational Practices</p>

	<ul style="list-style-type: none"> (11) Finance (13) Cooperation with other agencies (14) Enforcement of laws and rules (18) Professional and general improvement. (19) Recommend revoking certificates. (22) School improvement and accountability (24) Orderly classrooms and school buses. 	
<p>3. Implementation of the District's Strategic Plan 2021-2026</p>	<p>Sections from Florida Statute 1001.51, Duties and responsibilities of district school superintendent:</p> <ul style="list-style-type: none"> (1) School property (2) School program, prepare plans (3) Establishment, organization, and operation of schools, classes, and services. (4) Personnel (11) Finance (12) Records and reports (16) Visitation of schools (18) Professional and General Improvement (22) School improvement and accountability (23) Parental involvement (24) Orderly classrooms and school buses 	<p>Pillar I: Relevant, rigorous and innovative academics Pillar II: Safe, healthy, and supportive learning environments Pillar III: Highly effective teachers, leaders, and staff Pillar IV: Informed, Engaged, and Empowered Stakeholders Pillar IV: Effective and Sustainable Operational Practices</p>
<p>4. Collaboration with families, community members, and the business community</p>	<p>Sections from Florida Statute 1001.51, Duties and responsibilities of district school superintendent:</p> <ul style="list-style-type: none"> (5) School property (7) Personnel (11) Cooperation with other agencies (21) Recommended procedures for informing general public (23) Parental involvement 	<p>Pillar I: Relevant, rigorous and innovative academics Pillar II: Safe, healthy, and supportive learning environments Pillar III: Highly effective teachers, leaders, and staff Pillar IV: Informed, Engaged, and Empowered Stakeholders Pillar IV: Effective and Sustainable Operational Practices</p>
<p>5. Work and effectively partner with</p>	<p>Sections from Florida Statute 1001.51, Duties and responsibilities of district school superintendent:</p>	<p>Pillar I: Relevant, rigorous and innovative academics</p>

<p>School Board Members to establish a positive and productive relationship</p>	<ul style="list-style-type: none"> (1) Assist organization of district School Board. (2) Regular and special meetings of the district school board. (3) Records for the district school board (6) Finance (12) Cooperation with other agencies (14) Enforcement of laws and rules (15) Cooperate with district school board (21) Recommend improvement and accountability (23) Parental involvement (25) Other duties and responsibilities 	<p>Pillar II: Safe, healthy, and supportive learning environments Pillar III: Highly effective teachers, leaders, and staff Pillar IV: Informed, Engaged, and Empowered Stakeholders Pillar IV: Effective and Sustainable Operational Practices</p>
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Finally, it is important to point out that in order to ensure good governance of Miami-Dade County Public Schools, it is vital that a good relationship exist between the School Board and the Superintendent of Schools. The groundwork and main foundation of this relationship is trust, communication, and knowing appropriate rules and duties. The Board is the Superintendent’s employer, it is the Board’s principal responsibility to build and maintain this environment although the Superintendent certain has a role to play.

APPENDIX A
(M-DCPS 2021-2026
Strategic Plan and
the 2022-2023
Preliminary Annual
Report

2021-2026

infinite POSSIBILITIES

MIAMI-DADE COUNTY PUBLIC SCHOOLS
2021 - 2026 Strategic Plan



THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

Ms. Perla Tabares Hantman, Chair

Dr. Steve Gallon III, Vice Chair

Ms. Lucia Baez-Geller

Dr. Dorothy Bendross-Mindingall

Ms. Christi Fraga

Dr. Lubby Navarro

Dr. Marta Pérez

Ms. Mari Tere Rojas

Ms. Luisa Santos

Miss Maria Martinez

Student Advisor



Mr. Alberto M. Carvalho
Superintendent of Schools

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As Chair of the School Board of Miami-Dade County, Florida, and on behalf of my colleagues on the School Board, it is my great pleasure to present to our community of educators, learners, and stakeholders the *2021-2026 Infinite Possibilities* Strategic Plan for Miami-Dade County Public Schools (M-DCPS). This plan builds on years of innovation and commitment to providing world-class educational opportunities for all students. M-DCPS has become one of the highest achieving school systems in the nation and we are proud of our success; however, as we celebrate well-earned accolades, we also embrace a commitment to continuous improvement in our schools, in our business operations, and in the outcomes for all students.

Our School Board and District Administration understand that continued success and improvement must be accomplished through a commitment to innovative practices, bold action, values-based decision making, and sustained stakeholder engagement. Therefore, our new strategic plan that is designed to carry M-DCPS forward over the next five years represents the culmination of a tremendous amount of effort and collaboration across all stakeholder groups. The result is a plan that clearly articulates our Mission and Vision for M-DCPS, and the Core Values that are the foundation for all our work.

Our new 2021-26 Strategic Plan continues to focus on improving student achievement but also highlights the importance of educating the whole child. This plan explicitly incorporates our District's commitment to celebrating diversity, ensuring equity, embracing inclusion, driving innovation, and striving for excellence. Woven throughout our new *Infinite Possibilities* plan are Pillars, Priorities, Objectives, and Action Steps which clearly reflect an institutional belief that our charge is to ensure the success of the whole child through the imbuing of knowledge and skills while also ensuring student well-being through fostering safe, nurturing, and inclusive learning environments that support social and emotional needs. Simultaneously, our plan outlines those strategies designed to maintain and/or enhance fiscal stability, operational efficiency, workforce excellence, communication effectiveness, and partnership engagement.

I am grateful for the bold policy leadership of the School Board and the dedicated stewardship provided by our Superintendent and his Cabinet who partnered with a wide range of M-DCPS staff, teachers, parents, students, and community members to develop the plan presented in the following pages. They have collaborated over the past several months to reflect on what we have achieved, what challenges we face, what opportunities lay ahead, and what steps we can take together as a school system and community to ensure every child will have a future filled with infinite possibilities. On behalf of myself, the Members of the School Board, and most importantly, on behalf of our students I want to express our sincere gratitude for the countless hours of time, energy, thoughtful deliberation, and creativity shared by so many in the development of the 2021-2026 Strategic Plan for Miami-Dade County Public Schools.

A handwritten signature in blue ink that reads "Perla Tabares Hantman".

Perla Tabares Hantman
Chair, The School Board of Miami-Dade County



Miami-Dade County Public Schools' 2021-2026 Strategic Blueprint builds upon the significant progress and momentum the school district has achieved over the past decade through its systemwide focus on student achievement. Informed by the input obtained from our many stakeholders, including students, employees, parents, and the broader community, this plan will guide the work of the school system for the next several years, ensuring we remain aligned to our organizational mission and values as we endeavor to support our students and provide them with the world-class education they deserve.

The past year has been one marked by unprecedented upheaval in public education – not just for our students, employees, and their families in Miami-Dade, but across the nation. COVID-19 disrupted learning in ways no one could have ever fathomed. Beyond the public health crisis, it exacerbated existing inequities within our country and its education system, resulting in many of our already vulnerable learners being left further behind. The experience of the pandemic also taught us that those who are prepared through innovation and forward-thinking will be best able to respond to change in a manner that protects organizational integrity, provides critical supports and stability to the community, and ensures continuity of learning. This is the context in which the work delineated in our strategic blueprint will begin, and this reality must and will drive many of our systemic priorities as well as the actions taken to address them. While some of the actions and initiatives outlined in this living document may be modified along the way in response to changes in the educational landscape, the focus on our students and their success – academic, personal, and social – will not.

As we prepare for the next five years, we remain committed to being the school system our community needs us to be – a system that leverages Miami-Dade's rich diversity and its status as the Gateway to the Americas. We are eager to continue partnering with our many stakeholders to build upon our successes of the past, meet the challenges of today, and innovate for tomorrow. We look forward to continuing to provide the hundreds of thousands of students entrusted to us by this community with the knowledge and skills they need to excel and to serve as co-authors of the future – a future in which they are empowered to recognize and realize their own potential, prepared to take full advantage of the infinite possibilities that await them.

A handwritten signature in blue ink, which appears to read "Alcarvalho".

Alberto M. Carvalho
Superintendent of Schools

Previous Strategic Plans *At-a-Glance*

2009 Strategic Framework (2009-2014)



In response to the financial challenges associated with the Great Recession of 2008, the 2009 Strategic Framework was a significant departure from the previous strategic planning efforts in Miami-Dade County

Public Schools. With a renewed, more pronounced focus on student achievement, the framework identified Student, Parent, and Community Engagement; Education; Financial Efficiency/Stability; and School/District Leadership as four strategic pillars critical to realizing the school district's organizational goals, as well as maintaining its fiscal viability while prioritizing actions and initiatives that would dramatically improve students' academic outcomes.



Students can be successful when they feel connected to school.

--M-DCPS Student



2015 Strategic Blueprint: Vision 20/20 (2015-2020)

Developed in 2015, Vision 20/20 was the natural evolution of the 2009-2014 Strategic Framework. In developing this iteration of Miami-Dade County Public Schools' strategic plan, specific priorities and actions across the system's numerous functions were reorganized into five pillars: Relevant, Rigorous, and Innovative Academics; Safe, Healthy, and Supportive Learning Environment; Highly Effective Teachers, Leaders, and Staff; Informed, Engaged, and Empowered Stakeholders; and Effective and Sustainable Business Practices. Vision 20/20 outlined a series of systemwide objectives that would ultimately enable the school district to narrow the achievement gap, expand school choice, better engage stakeholders, and strengthen its financial position.





93%

Graduation Rate
(Traditional Public Schools)

A

Rated
School District for
3 Consecutive
Years

Outstanding Scores on National Assessment

Outperforming large urban school districts, M-DCPS fourth-grade students ranked #1 in both Reading and Mathematics on the National Assessment of Educational Progress (NAEP) exams, known as the Nation's Report Card.



Excellence in Financial Reporting

The Miami-Dade County School Board has been awarded the Association of School Business Officials (ASBO) International's Certificate of Excellence in Financial Reporting Award (COE) for its Comprehensive Annual Financial Report for 37 consecutive years.

\$14.1M

In Federal Grants Awarded for the Magnet Schools Assistance Program

The U.S. Department of Education awarded M-DCPS \$14.1 million to encourage diversity and provide additional rigorous learning opportunities - one of nine school districts chosen from 42 applicants nationwide.



M-DCPS has 39 Career Academies identified by the National Academy Foundation (NAF) network as Distinguished, the highest level of achievement. This is more than any other district in the country.



Highest Magnet Honors

M-DCPS leads the nation with 28 Magnet schools awarded the Standards of Excellence National Certification status, with 14 schools earning the top level of "Demonstration."

Nationally Recognized Magnet Programs

For the 9th straight year, M-DCPS received more National Magnet Schools of America Merit Awards than any other district. In total, M-DCPS has received 373 awards.

LEADING THE STATE

M-DCPS led Florida with **92**

traditional and Magnet schools on U.S. News & World Report's list of the best high schools in America, including four high schools among the top 100 in the nation and nine in the top 20 for the state.

\$500M+

Over **\$529 million** offered in college scholarships in 2020-2021.




General Obligation Bond

Modernizing Our Schools: Since the passage of the GOB, 243 main and 672 accelerated projects have been completed, totaling 917 projects. Total work completed or under contract has surpassed \$951 million.

99%

of Schools Rated

Reported as of 06/2021

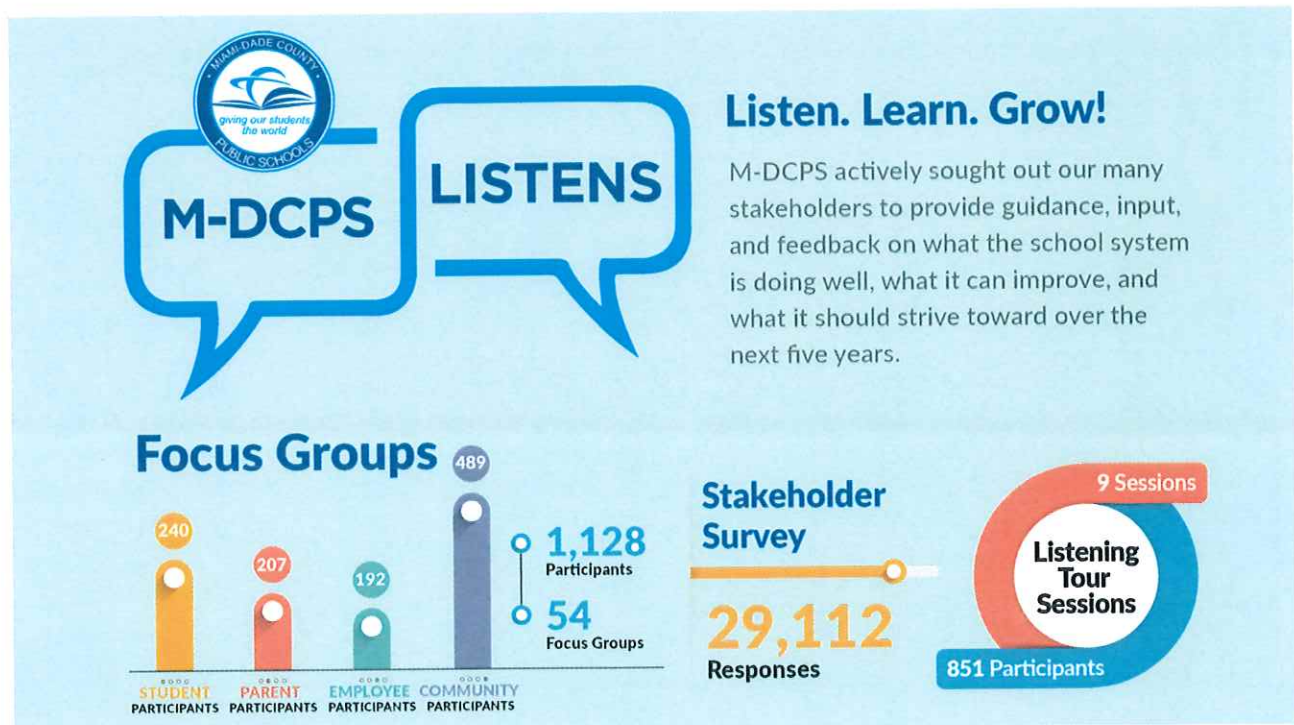


Success looks like
thriving children.

--M-DCPS Teacher

Overview of 2021-2026 Strategic Planning Process

Our strategic planning approach is designed to ensure that M-DCPS remains nimble and able to respond to rapidly changing environments while ensuring that our organization has a long-term focus that will lead to continued success far into the future. Students, families, staff, and community members have been our inspiration, partners, and collaborators throughout the process of engagement. The plan development and monitoring process is divided into four distinct phases: Envisioning, Planning, Implementing, and Evaluating. As part of the Envisioning phase, we actively sought out our many stakeholders to provide input on what the school system is doing well, what it can improve, and what it should strive towards over the next five years. We launched a community-wide survey that received nearly 30,000 responses, facilitated over 50 focus group meetings, conducted a 9-session Listening Tour, and concluded with a virtual Superintendent's Town Hall forum. The feedback provided valuable insights that informed the development of broad, overarching priorities and specific, measurable objectives that lay the foundation for improved student success. Our commitment to utilizing research-based methods to authentically engage our community has resulted in the development of a responsive strategic plan that reflects our various stakeholders' needs.

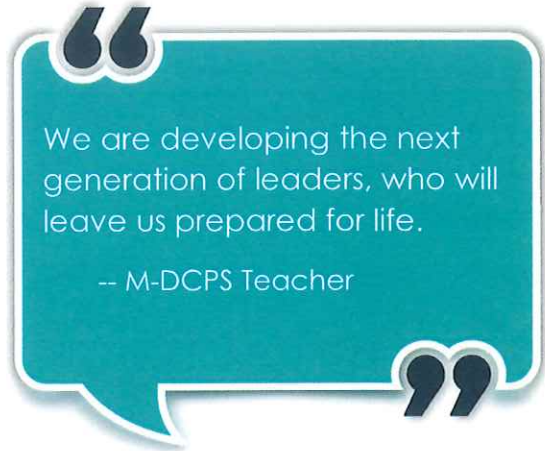


VISION

Inspired, valued, educated, and empowered students thriving in and beyond the classroom.

MISSION

To provide relevant learning experiences that foster life-long curiosity and enable ALL students to achieve their full academic, personal, and civic potential.

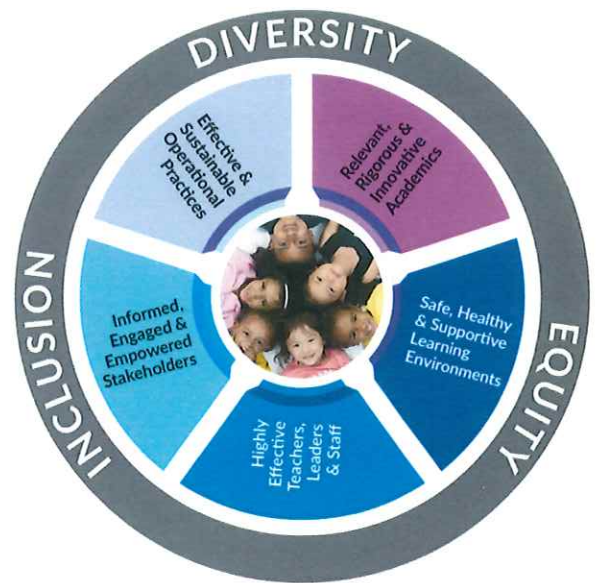


CORE VALUES

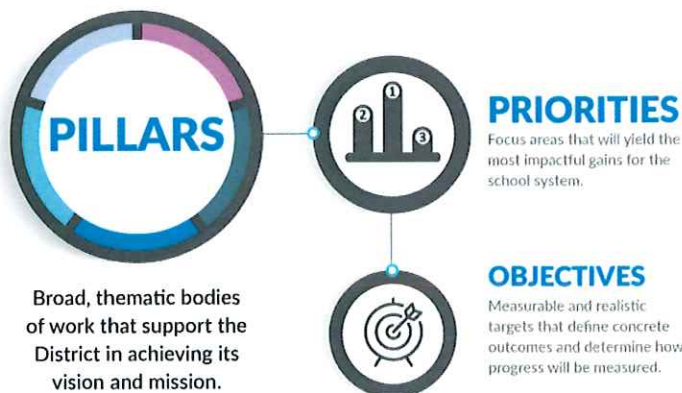


OUR THEORY OF ACTION

An organization's theory of action summarizes its fundamental beliefs about what will lead to long-term success. In Miami-Dade County Public Schools, students are at the center of our theory of action, informing every decision made in our system. We seek to provide relevant learning experiences that foster life-long curiosity and enable all students to achieve their full academic, personal, and civic potential. To accomplish this, we offer relevant, rigorous, and innovative academics; promote safe, healthy, and supportive learning environments; recruit, retain, and develop highly effective teachers, leaders, and staff; inform, engage, and empower our stakeholders; and implement effective and sustainable operational practices. It is our belief that these actions, along with our unwavering commitment to diversity, equity, and inclusion, will enable us to realize our vision – inspired, valued, educated, and empowered students thriving in and beyond the classroom. This theory of action guides the work performed by the District's numerous functional areas and departments. Further, this work is also organized into five pillars, each with a series of identified priorities and objectives in the strategic plan.





“ We can't go back to business as usual. ”
 --M-DCPS Teacher



The **Five Pillars** of the 2021-2026 Strategic Plan



 School is my happy place.
--M-DCPS Student 



Summary of Pillars & *Priorities*

Pillar I

Relevant, Rigorous, & Innovative Academics

- Ensure that all students graduate with a relevant, viable post-secondary plan.
- Eliminate the achievement gap while accelerating all students to their full academic potential.
- Provide equitable access to quality and innovative instructional programs.

Pillar II

Safe, Healthy, & Supportive Learning Environments

- Provide a safe, secure, and clean environment for all District students, staff, and visitors.
- Promote the physical, emotional, and mental health of students and employees within and beyond school.
- Provide the necessary supports to promote student access and engagement.

Pillar III

Highly Effective Teachers, Leaders, & Staff

- Recruit and retain the most qualified employees.
- Develop a culturally responsive and high-performing workforce.
- Develop administrators as effective leaders of human capital.

Pillar IV

Informed, Engaged, & Empowered Stakeholders

- Enhance and diversify communication strategies to strengthen stakeholder understanding.
- Improve and amplify meaningful two-way communication with stakeholders to ensure equity and access.
- Empower all stakeholders to be active participants and advocates in public education.

Pillar V

Effective & Sustainable Operational Practices

- Maintain the District's strong financial position.
- Ensure efficient and effective business practices.
- Ensure equitable purchasing/procurement practices.
- Establish and implement sustainability practices.



Pillar I

Relevant, Rigorous, &
Innovative Academics



Pillar I Priorities & Objectives

As a school system, our core function is to provide students with the knowledge and skills they will need to excel in their future endeavors – whether it be through the pursuit of post-secondary education or a direct transition into the workforce. To achieve this, Miami-Dade County Public Schools strives to create relevant, rigorous, and innovative academic opportunities that align with students' interests, are responsive to labor market demands, and prepare them to succeed in their chosen career path.



Relevant, Rigorous, & Innovative Academics

Ensure that all students graduate with a relevant, viable post-secondary plan.

1. Ninety-five percent of high school students will obtain a standard diploma.
2. Increase the percentage of graduating seniors earning one college or career credit to at least 80%.

High quality education is attainable for all students regardless of socio-economic status.

--M-DCPS Teacher

Eliminate the achievement gap while accelerating all students to their full academic potential.

1. Increase the percentage of students achieving on or above grade-level performance on state assessments in English Language Arts, Mathematics, Algebra I, Geometry, Science, and Social Studies by at least 10 percentage points per content area.
2. Narrow the achievement gap by increasing the percentage of underperforming subgroups achieving on or above grade level assessments in English Language Arts and Mathematics by 25 percentage points.
3. Reduce the percentage of long-term English Language Learners in the English for Speakers of Other Languages program by 5 percentage points.
4. Increase the percentage of M-DCPS Voluntary Prekindergarten (VPK) Program students that score ready for kindergarten by 10 percentage points.
5. Increase the inclusion rate of students with disabilities into mainstream classrooms by 10 percentage points.

Provide equitable access to quality and innovative instructional programs.

1. Improve school performance to ensure 100% of District schools earn or maintain a grade of C or better as determined by Florida's School Accountability Program.
2. Increase magnet program enrollment across the District by 10%.
3. Increase the number of students that participate in District pre-school programs by 10%.
4. Increase the number of secondary students enrolled in computer science courses by 10%.
5. Increase the percent of students who graduate with a Florida Seal of Biliteracy to 20%.
6. Increase the number of students enrolled in Career and Technical Education (CTE) courses by 5%.
7. Increase enrollment of underrepresented subgroups in advanced academic course offerings, including gifted, by 5 percentage points.
8. Promote universal digital literacy by accelerating the integration of digital resources into teaching and learning as demonstrated by an increase in the District's 2024 digital resource capacity accreditation rating from Needs Improvement to Meets or Exceeds Expectations.

Pillar II

Safe, Healthy, & Supportive
Learning Environments



Pillar II Priorities & Objectives

Learning environments that are safe, healthy, and supportive play a vital role in the promotion of student achievement. Students who feel safe – both physically and psychologically – are more motivated, more interested in learning, and more confident in their abilities. Miami-Dade County Public Schools aims to provide supportive environments that are clean, welcoming, culturally sensitive, and filled with joy.



Safe, Healthy, & Supportive Learning Environments

Provide a safe, secure, and clean environment for all District students, staff, and visitors.

1. Increase the overall school passage rate on sanitation audits/health inspections to 95%.
2. Increase indoor environmental quality in at least 80% of all schools.
3. Decrease the number of Code of Student Conduct violations related to bullying, harassment, and fighting by at least 15%.
4. At least 80% of students, parents, and staff will agree that schools are safe and clean.

Promote the physical, emotional, and mental health of students and employees within and beyond school.

1. Increase student and employee participation in District-sponsored wellness initiatives and activities by 20 percentage points.
2. Increase the number of community programs and resources that provide wellness and social-emotional learning support for students and families at the school site by 25%.
3. Two-thirds of students and staff will agree that their school effectively supports students' social-emotional well-being.

Provide the necessary supports to promote student access and engagement.

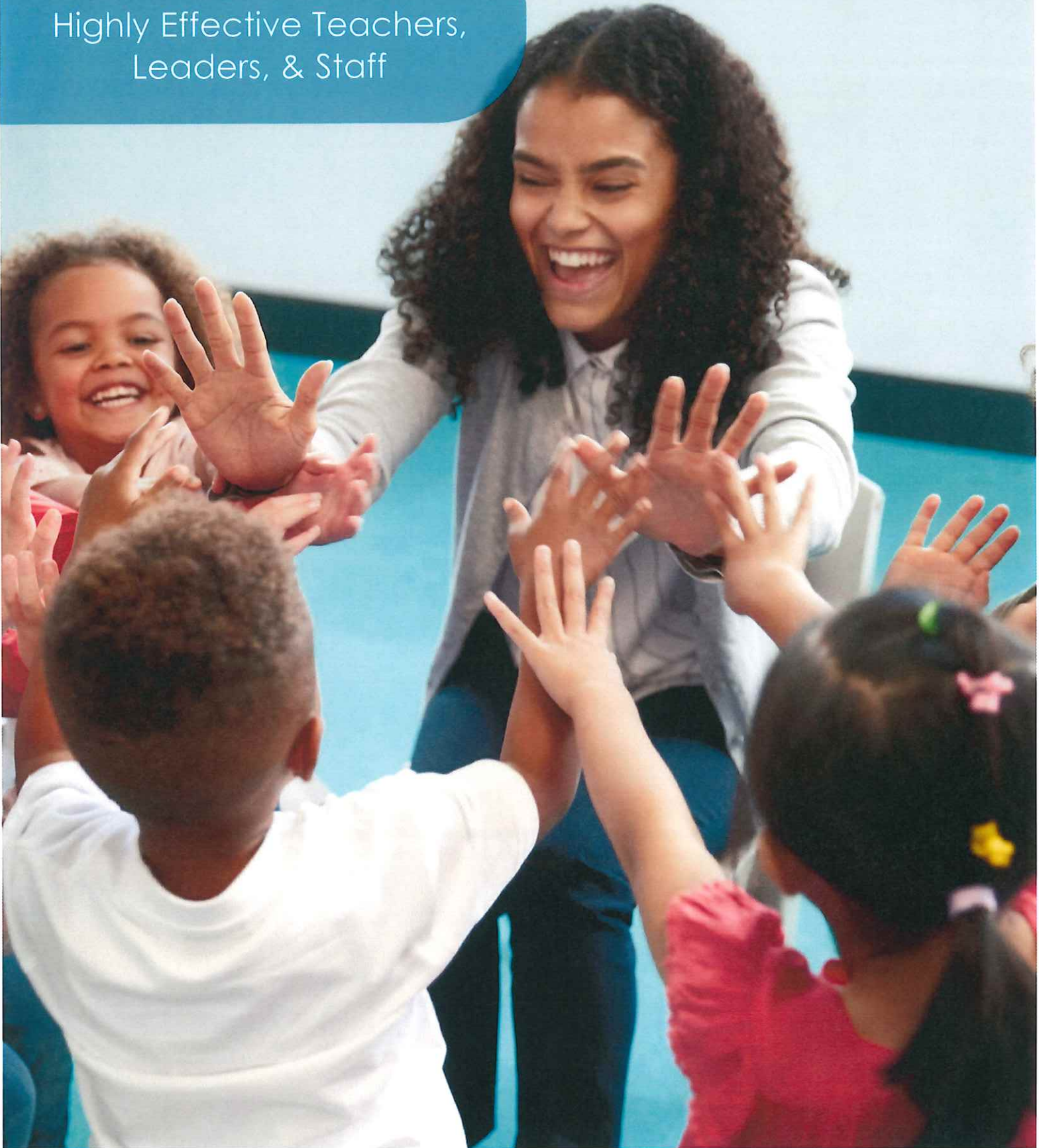
1. Decrease the number of students with 11 or more unexcused absences by 10%.
2. Decrease the number of students returning to Student Success Centers to 10%.
3. Increase the number of Senior High and Combination schools participating in a school start time of 8 am or later to 35% or greater.

I feel safer being in an M-DCPS school.

– M-DCPS Student

Pillar III

Highly Effective Teachers,
Leaders, & Staff



Pillar III Priorities & Objectives

Recognizing that education is a human-centered endeavor, Miami-Dade County Public Schools is committed to supporting our employees, without whom we would be unable to meet the diverse needs of our students. By recruiting, retaining, and developing highly effective teachers, leaders, and staff, our system ensures that all students receive a world-class education that empowers them to reach their full potential.



Highly Effective Teachers, Leaders, & Staff

Recruit and retain the most qualified employees.

1. Increase newly hired employees' and hiring managers' satisfaction with the hiring process by 5%.
2. Develop and retain at least 60% of all teachers who are non-education majors and/or career changers.
3. Increase the number of qualified candidates for the annually identified difficult-to-staff areas by 5%.
4. Increase the number of employees participating in career lattice opportunities that support employee development, skill growth, and retention by 5%.

Develop a culturally responsive and high-performing workforce.

1. Increase participation in professional learning activities that promote a culture of collaboration and collective responsibility for student learning by 25%.
2. Seventy-five percent of employees who participate in Diversity, Equity, and Inclusion (DEI) professional learning activities will perceive themselves as change agents and promote culturally responsive learning practices, equitable educational opportunities and fair and equal hiring and promotion practices.
3. Seventy-five percent of support personnel who engage in professional training and development opportunities to acquire new skill sets will perceive themselves as more capable and better able to complete job responsibilities.

Develop administrators as effective leaders of human capital.

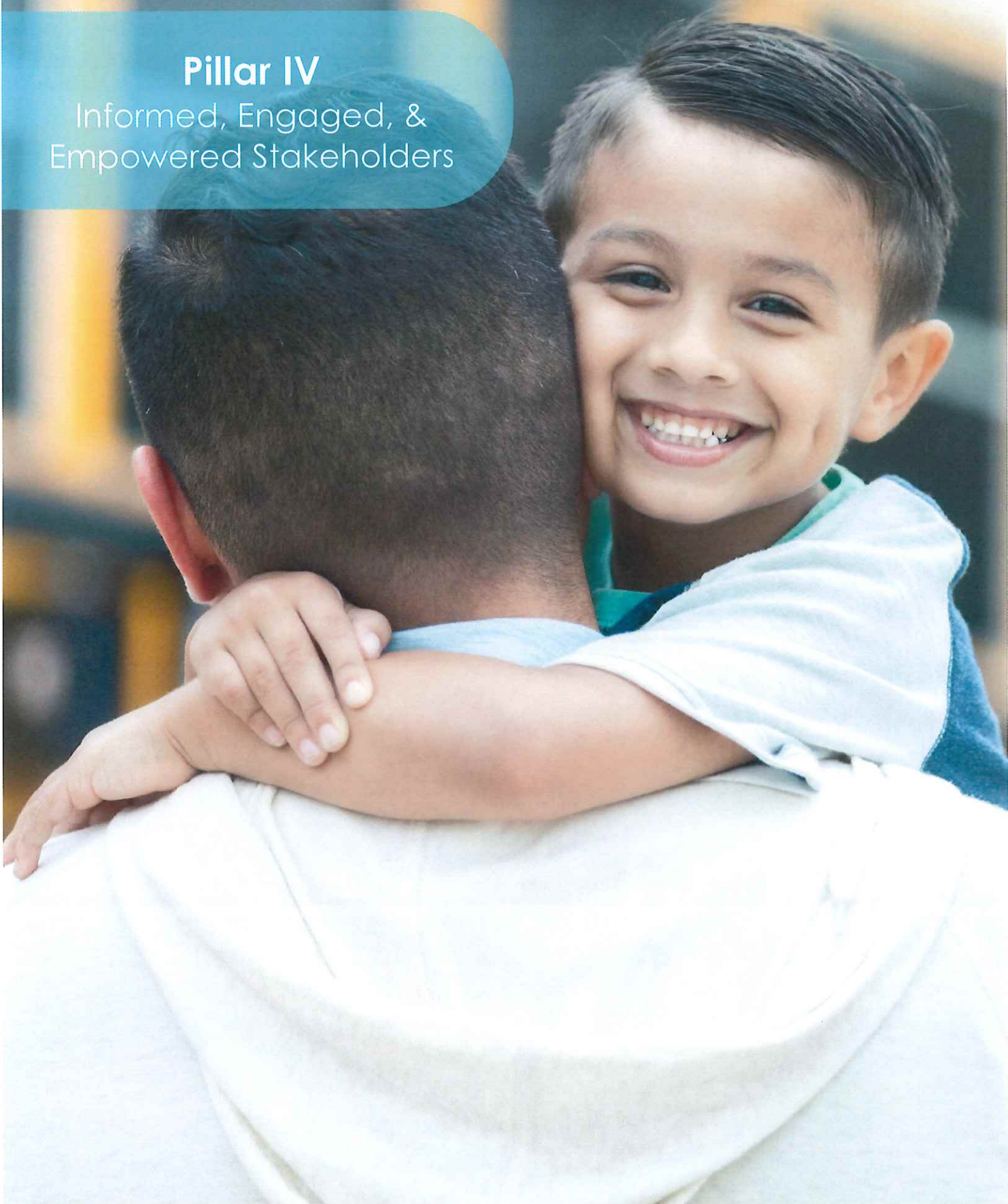
1. Seventy-five percent of administrators will participate in professional development for effective human capital management.
2. Increase participation in career ladder opportunities by 50%.

Teachers are the key to great instructional decisions.

-- M-DCPS Teacher

Pillar IV

Informed, Engaged, &
Empowered Stakeholders



Pillar IV Priorities & Objectives

Miami-Dade County Public Schools cannot succeed without the aid of the entire community. As such, our school system continuously seeks new ways to engage our many stakeholders and empower them with the information and resources they need to effectively support education – whether it be for their own child, a mentee, or their local public school. Our vibrant, diverse community is among our greatest assets, and we remain committed to fully leveraging and partnering with its members.



Informed, Engaged, &
Empowered
Stakeholders

Enhance and diversify communication strategies to strengthen stakeholder understanding.

1. Increase communications with an emphasis on underrepresented communities by 10%.
2. Increase social media reach and impressions by 10%.
3. Increase internal communications to ensure 100% of employees receive important District news and information.

Improve and amplify meaningful two-way communication with stakeholders to ensure equity and access.

1. Increase professional development opportunities on best practices in communication strategies for school-level personnel to engage with community partners by 10%.
2. Increase the percentage of parents indicating they agree there are opportunities to engage with their child's school by 10 percentage points.

Empower all stakeholders to be active participants and advocates in public education.

1. Ensure 100% of schools provide opportunities for families to become empowered to advocate on behalf of their child's education.
2. Ensure 100% of traditional schools have a cadre of school volunteers or community partners to support students and families.
3. Ensure students develop positive relationships with adults who support their educational experiences by increasing internship providers and mentors by 15%.

“

Remember that children are powerful little beings that are dependent on YOUR SUPPORT to help them thrive.

– M-DCPS Community Member

”

Pillar V

Effective & Sustainable
Operational Practices



Pillar V Priorities & Objectives

Well-managed processes and the responsible use of financial and other resources enable Miami-Dade County Public Schools to prioritize the student experience while protecting and maximizing taxpayers' investment. Through a values-based budgeting approach and a commitment to efficient operations across the school system, we are ensuring the financial viability and sustainability of the school district for future generations to come.



Effective & Sustainable Operational Practices

Maintain the District's strong financial position.

1. Meet or exceed the Fund Balance Reserve target of 5.5% for the combined assigned and unassigned General Fund balance net of charter school revenues.
2. Reduce annual debt service expenditures to provide cost savings of at least 5% Net Present Value over the remaining term of the debt.
3. Increase funding for the District by annually attaining or superseding the per-student statewide average.
4. Maintain K-12 enrollment at no less than 99% of 2020-2021 level.
5. Increase the amount of supplemental funding acquired through partnerships and competitive grant opportunities by 1%.

Ensure efficient and effective business practices.

1. Ensure no more than 1% of competitively awarded grant amounts are unspent within the grant period.
2. Ensure no more than 0.1% of ESSER II and American Rescue Plan (ARP) ESSER grants are unspent within the grant period.
3. Keep annual health plan spend lower than other state and local governments' nationwide.
4. Limit total system outages as a result of a cybersecurity breach to less than 0.1% (9 hours) annually.

Ensure equitable purchasing/procurement practices.

1. Increase goods and services expenditures with certified firms by 15%.
2. Maintain or improve facilities expenditures with minority and women-owned certified firms without mandatory race/gender conscious goals.

Establish and implement sustainability practices.

1. Reduce energy usage by 15%.
2. Reduce water usage by 10%.
3. Increase waste diversion by 5%.

Modernization in schools has been good. It started when I was in elementary school.

-- M-DCPS Student



The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities 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.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender. M-DCPS does not discriminate on the basis of sex in any education program or activity that it operates as required by Title IX. M-DCPS also does not discriminate on the basis of sex in admissions or employment.

Age Discrimination Act of 1975 - prohibits discrimination based on age in programs or activities.

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 years old.

The Equal Pay Act of 1963 as amended - prohibits gender 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.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - prohibits discrimination against employees or applicants because of genetic information.

Boy Scouts of America Equal Access Act of 2002 – No public school shall deny equal access to, or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours, or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 (as a patriotic society).

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition:

School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, sex/gender, gender identification, social and family background, linguistic preference, pregnancy, citizenship status, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

Revised 07/2020



Miami-Dade County Public Schools
1450 NE 2nd Avenue, Miami, FL 33132
strategicplan.dadeschools.net





2021 - 2026 Strategic Plan



Preliminary 2022-2023 Annual Report

Academics, Innovation,
Evaluation, & Technology Committee

January 11, 2023

Strategic Planning Process



Vision Statement

Inspired, valued, educated, and empowered students thriving in and beyond the classroom.

Mission Statement

To provide relevant learning experiences that foster life-long curiosity and enable ALL students to achieve their full academic, personal, and civic potential.



Strategic Planning Process



DEVELOPMENT

Excellence

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

Innovation

We encourage risk-taking, creativity, and adaptability to new ideas and methods that will support and elevate student learning.

Equity

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

Student Focus

We focus on meeting our students' diverse needs and supporting them in fulfilling their potential.

Accountability

We celebrate our successes, learn from our failures, and embrace challenges as we strive towards continuous improvement.

Joy

We accept individuals for who they are, encourage them to engage with one another authentically, and cultivate welcoming environments that promote fun and excitement.

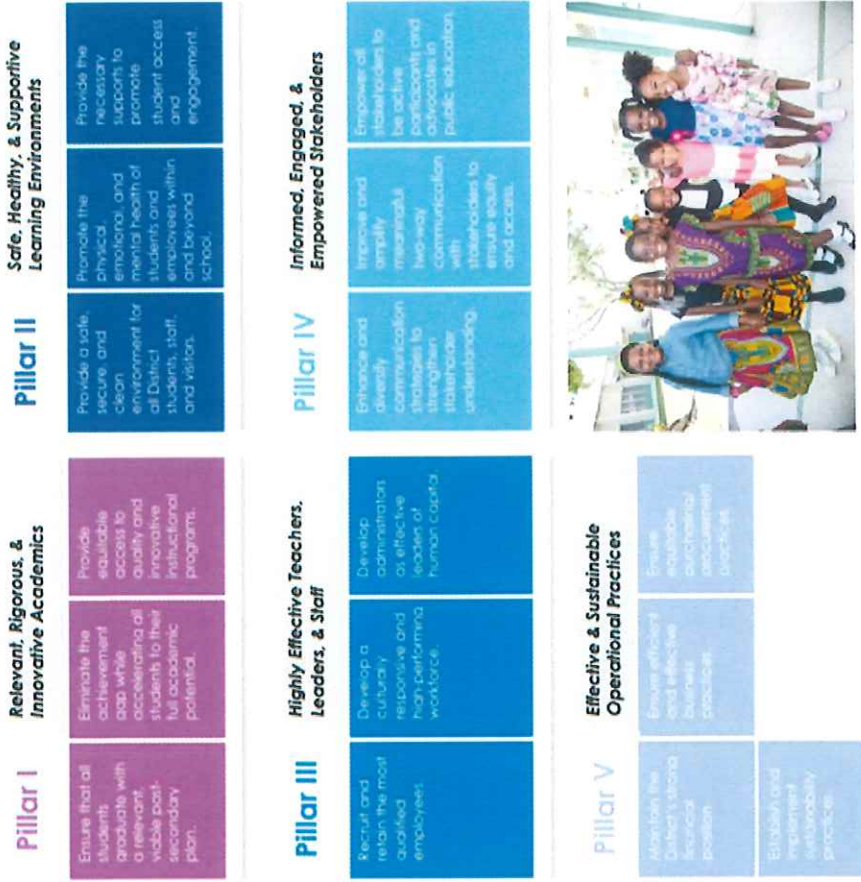
Strategic Planning Process

5 YEAR STRATEGIC PLAN

5 Pillars – Broad, thematic bodies of work that support the District in achieving its vision and mission.

16 Priorities – Focus areas that will yield the most impactful gains for the school system.

56 Objectives – Measurable and realistic targets that define concrete outcomes and determine how progress will be measured.



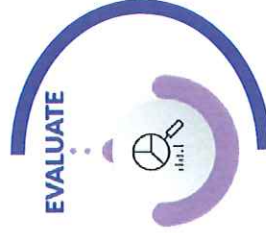
Strategic Planning Process

PROGRESS MONITORING



Execution of the Plan

- Strategies/Actions
- Identify data source
- Organizational Awareness



Assessment of Objectives, Metrics & Goals

- Re-emphasized & Revised Methodology
- Progress Indicators (Met, On Track, Watch, Challenges)
- Market Analysis (K-12 Education Options)



Annual Report

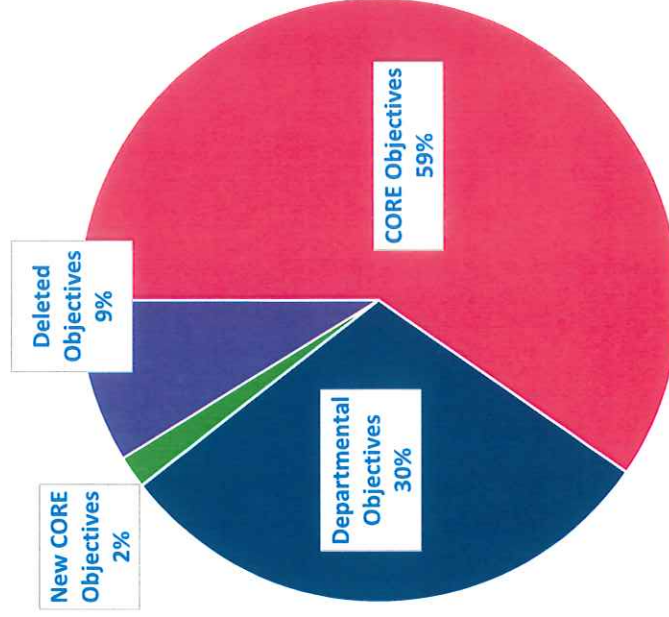
- Status of Objectives
- Revisions & Updates
- Initiatives

Proposed Actions

Number	Percent	Proposed Action
34	59%	CORE Objectives*
17	30%	Departmental Objectives*
1	2%	New CORE Objectives
5	9%	Deleted Objectives
57	100%	Total

* Includes Objectives that may be proposed for revision

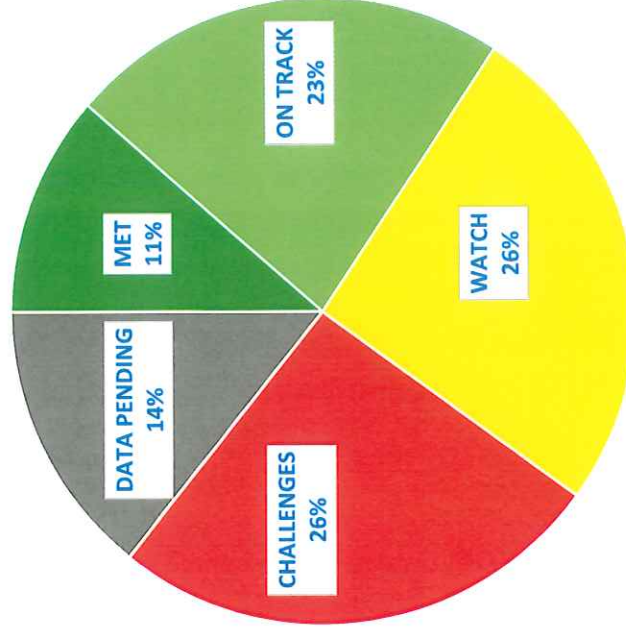
35 CORE Objectives



Summary of Objective Status

Objectives Status

Number	Percent	Status
4	11%	Met the stated goals
8	23%	On Track towards achievement of the stated goals
9	26%	Watch On track but will need to be closely monitored
9	26%	Objectives that face Challenges ; will require additional action and/or support initiatives
5	14%	Data Pending and will be updated when available
35	100%	Total





2021 – 2026 Strategic Plan Dashboard

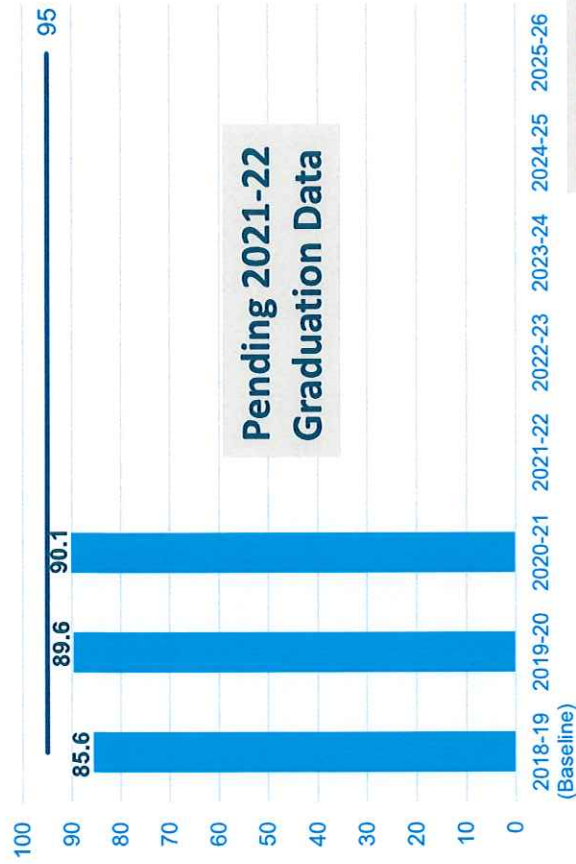


Pillar I Relevant, Rigorous, & Innovative Academics

Priority 1 – Ensure that all students graduate with a relevant, viable post-secondary plan.

Objective 1: 95% of high school students will obtain a standard diploma.

M-DCPS Graduation Rate

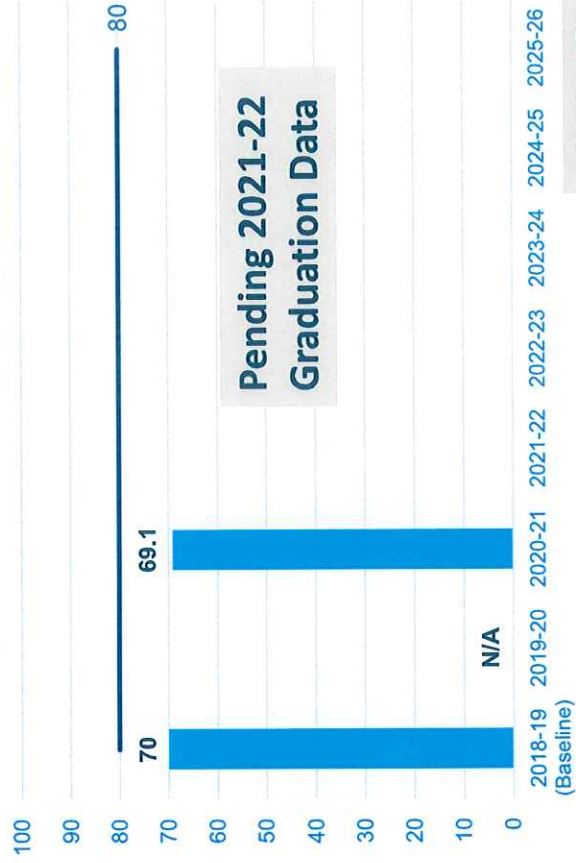


Data includes charter schools

PENDING DATA

Objective 2: Increase the percentage of graduating seniors earning one college or career credit to 80%.

Percentage of Seniors Earning College/Career Credit



Data includes charter schools

PENDING DATA

Presenter: Ms. Lourdes Diaz



2021 – 2026 Strategic Plan Dashboard



Pillar I Relevant, Rigorous, & Innovative Academics

Priority 2 – Eliminate the achievement gap while accelerating all students to their full academic potential.

Objective 1: Increase the percentage of students achieving on or above grade-level performance on state assessments in English Language Arts, Mathematics, Algebra I, Geometry, Science, and Social Studies by at least 10 percentage points per content area.

Percent of Students Proficient on State Assessments

Assessment	2018-19 (Baseline)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026 Goal
ELA	58%	54%	55%					68%
Math	60%	45%	54%					70%
Algebra I	63%	46%	57%					73%
Geometry	55%	41%	49%					65%
Science (Gr. 5)	53%	43%	49%					63%
Science (Gr. 8)	43%	37%	39%					53%
Biology	68%	61%	62%					78%
Civics	73%	63%	71%					83%
U.S. History	71%	59%	66%					81%

Data includes charter schools

WATCH

Presenter: Ms. Lourdes Diaz



2021 – 2026 Strategic Plan Dashboard

Proposed Revision



Pillar I Relevant, Rigorous, & Innovative Academics

Priority 2 – Eliminate the achievement gap while accelerating all students to their full academic potential.
Objective 2: Narrow the achievement gap by **increasing decreasing** the percentage **difference of between each** underperforming subgroups **and the highest performing subgroup** achieving on or above grade level on **state** assessments in English Language Arts and Mathematics by **25 50% percentage-points**.

FSA English Language Arts (Grades 3-10)

Year	Black	Hispanic	ED*	ESE	ELL
2018-19 (Baseline)	40%	61%	51%	26%	19%
2020-21	34%	56%	46%	23%	14%
2021-22	38%	58%	49%	25%	15%
2022-23					
2023-24					
2024-25					
2025-26 Goal	59%	69%	64%	52%	48%

The highest performing subgroup (White) had 77% of students at Level 3 and above in 2019.

Algebra I EOC Exam

Year	Black	Hispanic	ED*	ESE	ELL
2018-19 (Baseline)	47%	65%	55%	31%	35%
2020-21	28%	48%	37%	22%	16%
2021-22	42%	58%	51%	28%	24%
2022-23					
2023-24					
2024-25					
2025-26 Goal	63%	72%	67%	55%	57%

The highest performing subgroup (White) had 79% of students at Level 3 and above in 2019.

*Students directly certified for Free/Reduced Price Lunch
 Data includes charter schools

FSA Mathematics (Grades 3-8)

Year	Black	Hispanic	ED*	ESE	ELL
2018-19 (Baseline)	44%	63%	53%	32%	38%
2020-21	26%	48%	36%	21%	21%
2021-22	36%	56%	47%	27%	31%
2022-23					
2023-24					
2024-25					
2025-26 Goal	61%	70%	65%	55%	58%

The highest performing subgroup (White) had 77% of students at Level 3 and above in 2019.

Geometry EOC Exam

Year	Black	Hispanic	ED*	ESE	ELL
2018-19 (Baseline)	35%	57%	47%	23%	28%
2020-21	23%	43%	32%	19%	14%
2021-22	30%	52%	41%	22%	19%
2022-23					
2023-24					
2024-25					
2025-26 Goal	55%	66%	61%	49%	51%

The highest performing subgroup (White) had 74% of students at Level 3 and above in 2019.

Presenter: Ms. Lourdes Diaz

WATCH



2021 – 2026 Strategic Plan Dashboard



Pillar I Relevant, Rigorous, & Innovative Academics

Priority 2 – Eliminate the achievement gap while accelerating all students to their full academic potential.

Objective 3: Reduce the percentage of long-term English Language Learners (ELLs) in the English for Speakers of Other Languages (ESOL) program by 5 percentage points.

Year	Percent of Long-Term ELLs in ESOL
2020-21 (Baseline)	15.5%
2021-22	13.5%
2022-23	
2023-24	
2024-25	
2025-26	
2026 Goal	10.5%

Proposed Shift to Departmental Goal

Objective 4: Increase the percentage of M-DCPS Voluntary Prekindergarten (VPK) Program students that score ready for kindergarten by 10 percentage points.

Year	Percent of VPK Students Scoring Kindergarten-Ready
2020-21 (Baseline)	79%
2021-22	65%
2022-23	
2023-24	
2024-25	
2025-26	
2026 Goal	89%

Proposed Shift to Departmental Goal

Data represents students served in VPK during the prior year.

Objective 5: Increase the inclusion rate of students with disabilities into mainstream classrooms by 10 percentage points.

Year	Inclusion Rate
2020-21 (Baseline)	65%
2021-22	67%
2022-23	
2023-24	
2024-25	
2025-26	
2026 Goal	75%

Proposed Shift to Departmental Goal

Presenter: Ms. Lourdes Diaz



2021 – 2026 Strategic Plan Dashboard



Pillar I Relevant, Rigorous, & Innovative Academics

Priority 3 – Promote equitable access to quality and innovative instructional programs.

Objective 1: Improve school performance to ensure 100% of District schools earn or maintain a grade of C or better as determined by Florida's School Accountability Program.

Percent of M-DCPS Schools with Performance Grades of C or Better

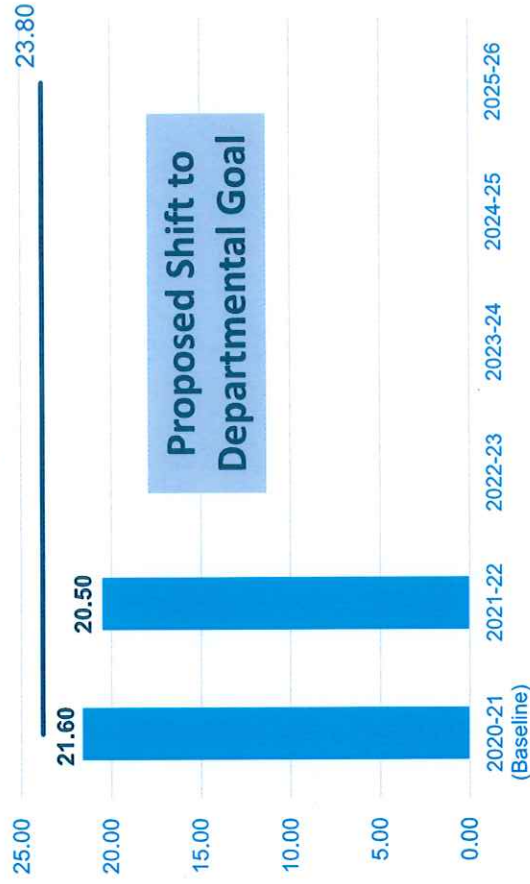
Year	A-C
2018-19 (Baseline)	98%
2020-21	N/A
2021-22	99.5%
2022-23	
2023-24	
2024-25	
2025-26	
2026 Goal	100%

Data includes charter schools

WATCH

Objective 2: Increase magnet program enrollment across the District by 10%.

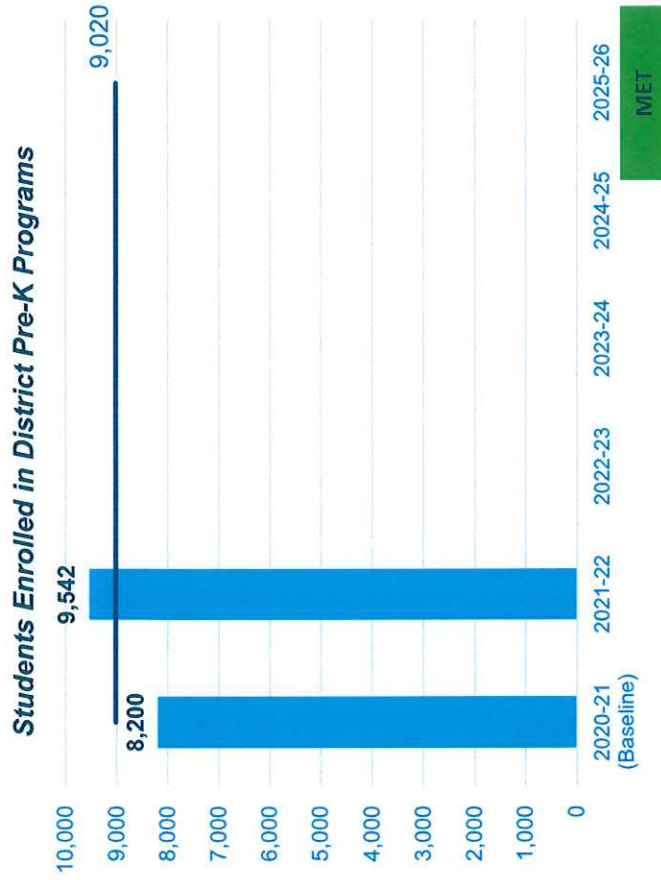
Percent of M-DCPS Students Enrolled in Magnet Programs



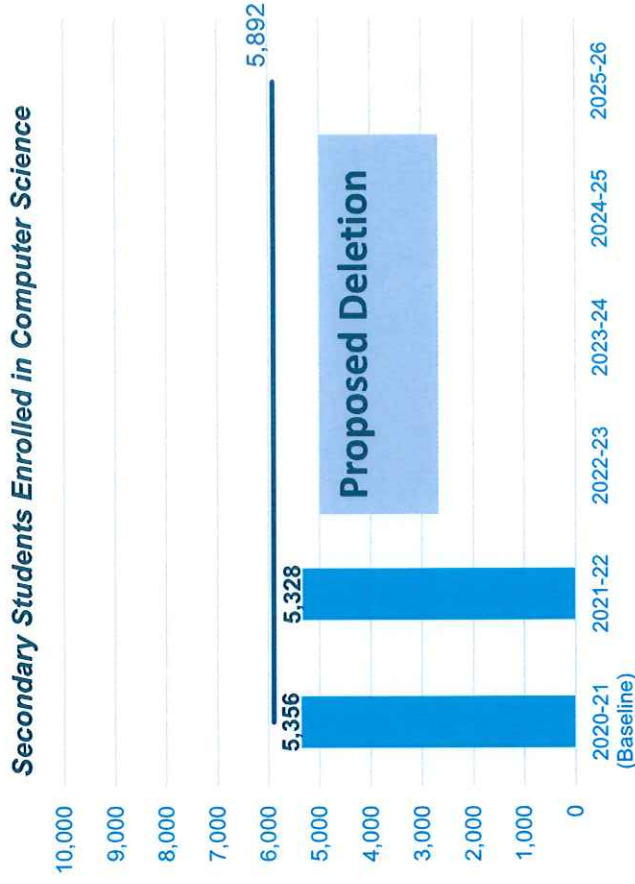
Presenter: Ms. Lourdes Diaz

Priority 3 – Promote equitable access to quality and innovative instructional programs.

Objective 3: Increase the number of students that participate in District pre-school programs by 10%.

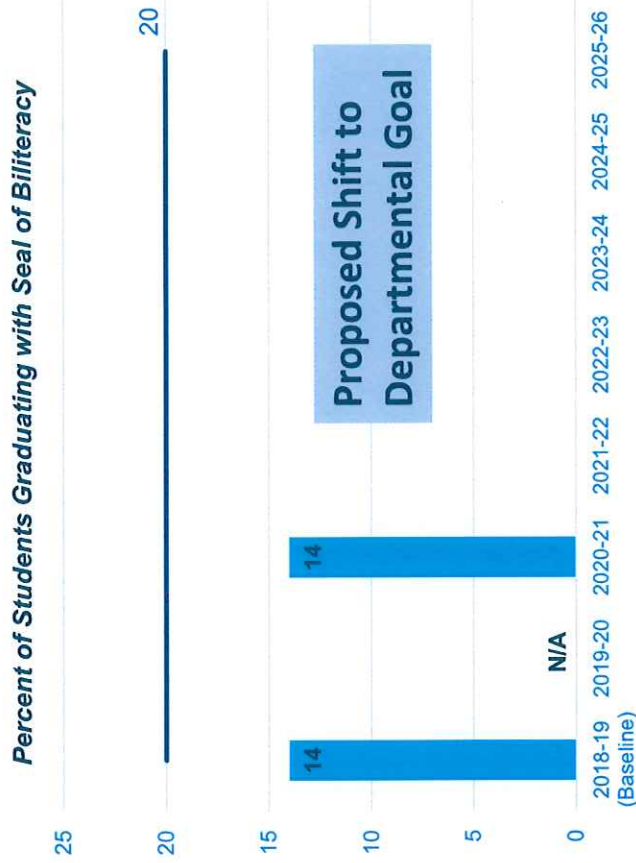


Objective 4: Increase the number of secondary students enrolled in computer science courses by 10%.

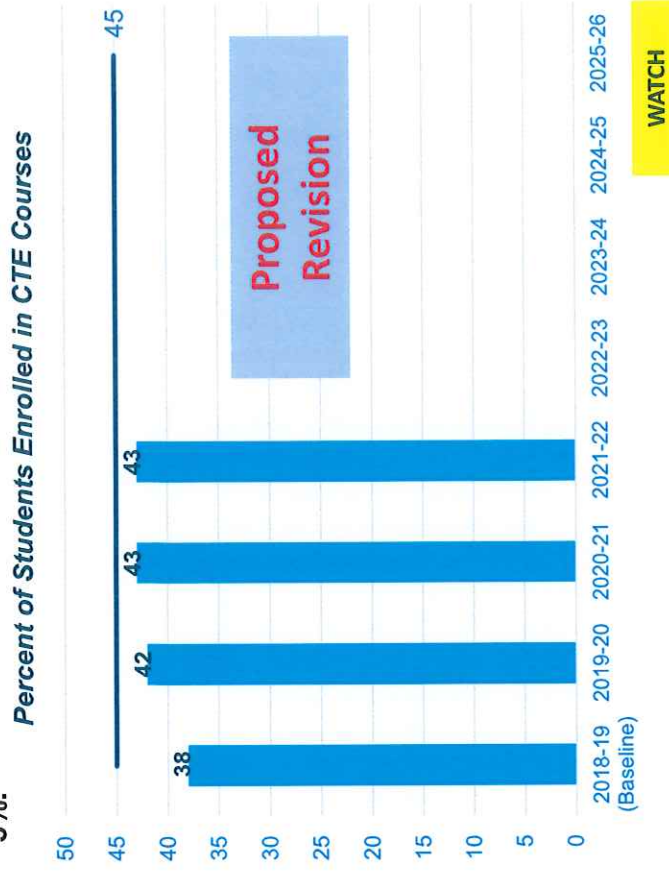


Priority 3 – Promote equitable access to quality and innovative instructional programs.

Objective 5: Increase the percent of students who graduate with a Florida Seal of Biliteracy to 20%.



Objective 6: Increase the **number percentage** of students enrolled in Career and Technical Education (CTE) courses by 5%.





2021 – 2026 Strategic Plan Dashboard



Pillar I Relevant, Rigorous, & Innovative Academics

Priority 3 – Promote equitable access to quality and innovative instructional programs.

Objective 7: Increase enrollment of underrepresented subgroups in advanced academic course offerings, including gifted, by 5 percentage points.

Percent Enrollment of Underrepresented Groups in Advanced Academic Courses (incl. Gifted)



*Students directly certified for Free/Reduced Price Lunch

Objective 8: Promote universal digital literacy by accelerating the integration of digital resources into teaching and learning as demonstrated by an increase in the District's 2024 digital resource capacity accreditation rating from Needs Improvement to Meets or Exceeds Expectations.

Year	M-DCPS Accreditation Rating for Digital Resource Capacity
2019 (Baseline)	Needs Improvement
2024	Pending Accreditation Results

Proposed Shift to Departmental Goal



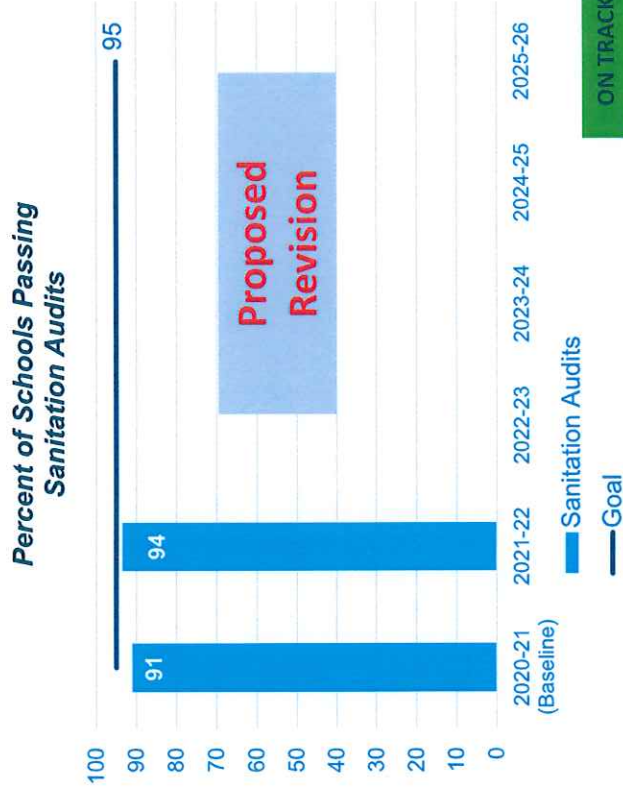
2021 – 2026 Strategic Plan Dashboard



Pillar II Safe, Healthy, & Supportive Learning Environments

Priority 1 – Provide a safe, secure, and clean environment for all District students, staff, and visitors.

Objective 1: Increase the overall school passage rate on sanitation audits/~~health-inspections~~ to 95%.



Presenter: Mr. Luis Diaz

Objective 2: Increase indoor environmental quality in at least 80% of all schools.

Number and Percent of M-DCPS Schools Receiving Indoor Environmental Quality Upgrades

Year	Annual Number	Cumulative Number	Cumulative Percent
2020-21	62	62	18%
2021-22	53	115	34%
2022-23			
2023-24			
2024-25			
2025-26			
2026 Goal		274	80%

WATCH

Presenter: Mr. Carl Nicoleau



2021 – 2026 Strategic Plan Dashboard



Pillar II Safe, Healthy, & Supportive Learning Environments

Priority 1 – Provide a safe, secure, and clean environment for all District students, staff, and visitors.

Objective 3: -Decrease the number of Code-of-Student-Conduct (COSC)-violations Ensure a safe and supportive learning environment for students by reducing behavioral infractions related to bullying, harassment, and fighting by at least 15% in aggregate.

**Proposed
Revision**

**PENDING SESIR DATA
FROM FLDOE**



2021 - 2026 Strategic Plan Dashboard

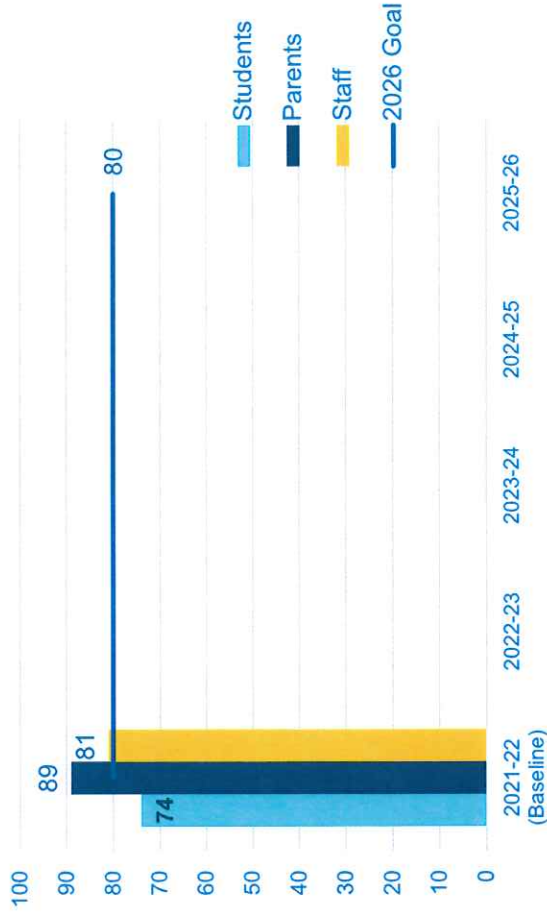


Pillar II Safe, Healthy, & Supportive Learning Environments

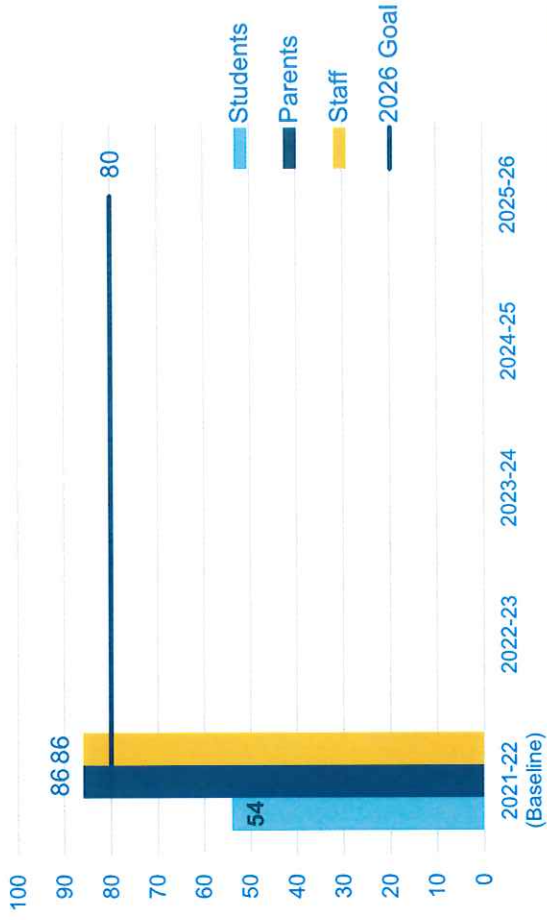
Priority 1 – Provide a safe, secure, and clean environment for all District students, staff, and visitors.

Objective 4: At least 80% of students, parents, and staff will agree that schools are safe and clean.

Percentage of Students, Parents, and Staff Agreeing that Schools are Safe



Percentage of Students, Parents, and Staff Agreeing that Schools are Clean



WATCH

Presenter: Dr. John Pace



2021 – 2026 Strategic Plan Dashboard

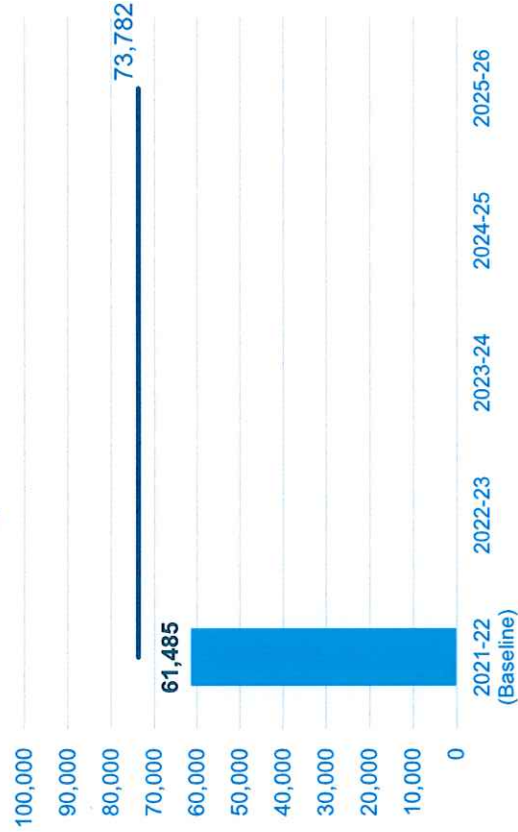


Pillar II Safe, Healthy, & Supportive Learning Environments

Priority 2 – Promote the physical, emotional, and mental health of students and employees within and beyond school.

Objective 1: Increase student and employee participation in District-sponsored wellness initiatives and activities by 20 percentage points.

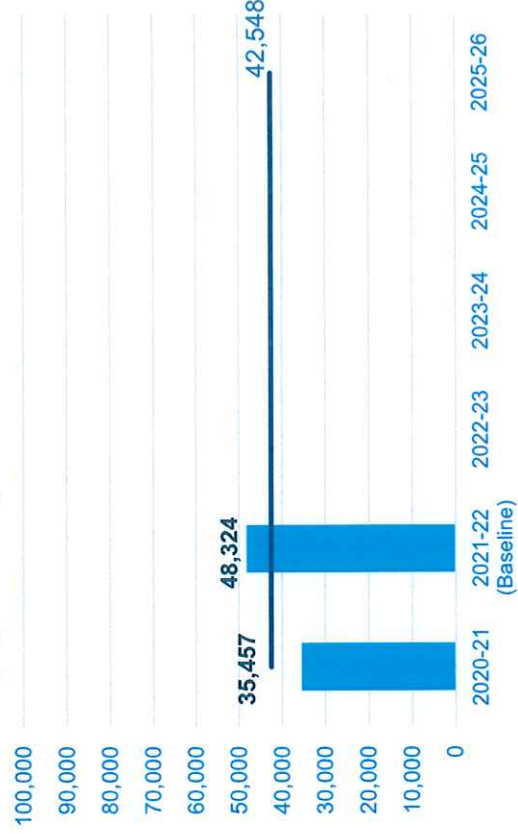
Student Participation in Wellness Initiatives*



*Includes programs run by the Department of Mental Health including SEL Strong, Healthy Initiative Program, and Mental Wellness Clubs

Presenter: Ms. Lourdes Diaz

Employee Participation in Wellness Initiatives*



*Includes programs run by the Office of Risk and Benefits Management including Mental Health Virtual Care, Diabetes Weight Loss, and Mammograms

Presenter: Mr. Ron Steiger

ON TRACK



2021 – 2026 Strategic Plan Dashboard



Pillar II Safe, Healthy, & Supportive Learning Environments

Priority 2 – Promote the physical, emotional, and mental health of students and employees within and beyond school.

Objective 2: Increase the number of community programs and resources that provide wellness and social-emotional learning support for students and families at the school site by 25%.

Wellness and Social-Emotional Learning Programs* at School Sites



Proposed Shift to Departmental Goal

*Represents the number of school-based after-school programs offering wellness and social-emotional learning support

Objective 3: Two-thirds of students and staff will agree that their school effectively supports students' social-emotional well-being.

Deferred Goal:
Pending Climate Survey Data



2021 - 2026 Strategic Plan Dashboard



Pillar II Safe, Healthy, & Supportive Learning Environments

Priority 3 – Provide the necessary supports to promote student access and engagement.

Objective 1: Decrease the **number percentage** of students with 11 or more unexcused absences by **10% percentage points**.

Percentage of Students* with 11+ Unexcused Absences

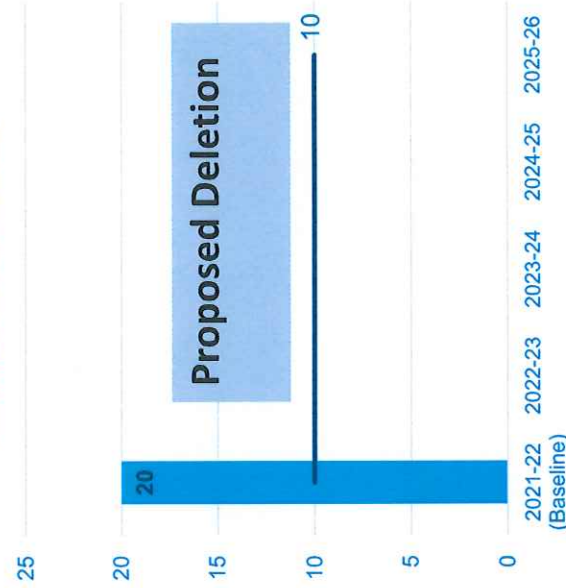
Year	Students
2021-22 (Baseline)	30.21%
2022-23	Proposed Revision
2023-24	
2024-25	
2025-26	
2026 Goal	20.21%

*Excludes students enrolled in charter schools

WATCH

Objective 2: Decrease the number of students returning to Student Success Centers to 10%.

Percent of Students Returning to Student Success Centers



Presenter: Dr. John Pace

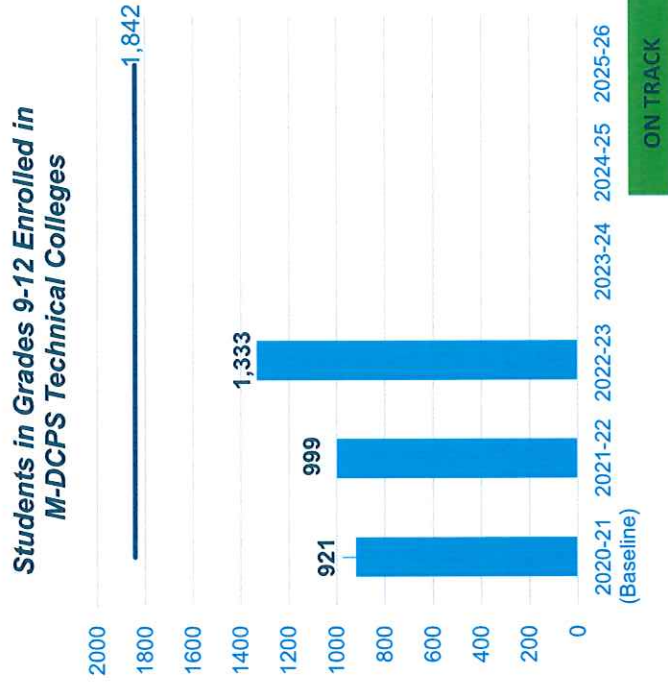
Objective 3: Increase the number of Senior High and Combination schools participating in a school start time of 8 a.m. or later to 35% or greater.

Number of Senior High/Combination Schools with 8 a.m. Start Time or Later

Year	Schools	%
2021-22 (Baseline)	7	12%
2022-23	Proposed Shift to Departmental Goal	
2023-24		
2024-25		
2025-26		
2026 Goal	35%	

Priority 3 – Provide the necessary supports to promote student access and engagement.

Proposed New Objective: To provide secondary learners additional postsecondary career pathways by doubling the number of students, in grades 9-12, dual-enrolled in career technical education courses at M-DCPS Technical Colleges.



Presenter: Dr. John Pace



2021 – 2026 Strategic Plan Dashboard



Pillar III Highly Effective Teachers, Leaders, & Staff

Priority 1 – Recruit and retain the most qualified employees.

Objective 1: Increase newly hired employees' and hiring managers' satisfaction with the hiring process by 5%.

Newly Hired Employee Satisfaction

Year	Employee Satisfaction on 5 Point Scale
2021-22 (Baseline)	3.99
2022-23	
2023-24	Proposed Shift to Departmental Goal
2024-25	
2025-26	
2026 Goal	4.19

Objective 2: Develop and retain at least 60% of all teachers who are non-education majors **and/or career-changers**.

3rd Year Retention Rate of Non-Education Major Teachers

Year	3 rd Year Retention Rate
2021-22 (Baseline)	55.7%
2022-23	51.4%
2023-24	Proposed Revision
2024-25	
2025-26	
2026 Goal	60%

Presenter: Dr. Dawn Baglos

CHALLENGE



2021 – 2026 Strategic Plan Dashboard



Pillar III Highly Effective Teachers, Leaders, & Staff

Priority 1 – Recruit and retain the most qualified employees.

Objective 3: Increase the number of qualified candidates for the annually identified difficult-to-staff areas by 5%.

Pool Activity (Qualified Candidates plus Hires)

Subject	2021-22 (Baseline)	2022-23	2023-24	2024-25	2025-26 Goal
Math	108				113
English	130				137
Physics	6				6
Social Studies	120				126
MG Science	28				29
Biology	39				41
Chemistry	14				15
Guidance	40				42
ESE K-12	156				164

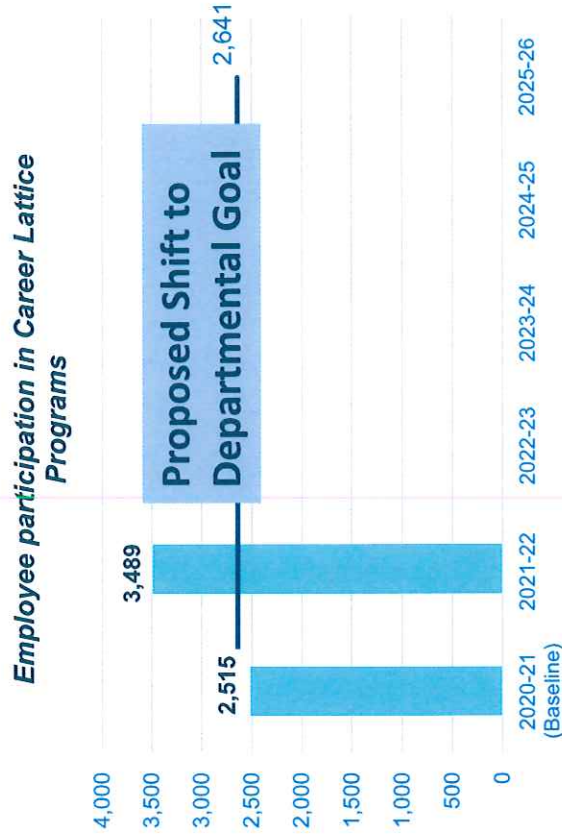
Presenter: Dr. Dawn Baglos

WATCH

Pillar III Highly Effective Teachers, Leaders, & Staff

Priority 1 – Recruit and retain the most qualified employees.

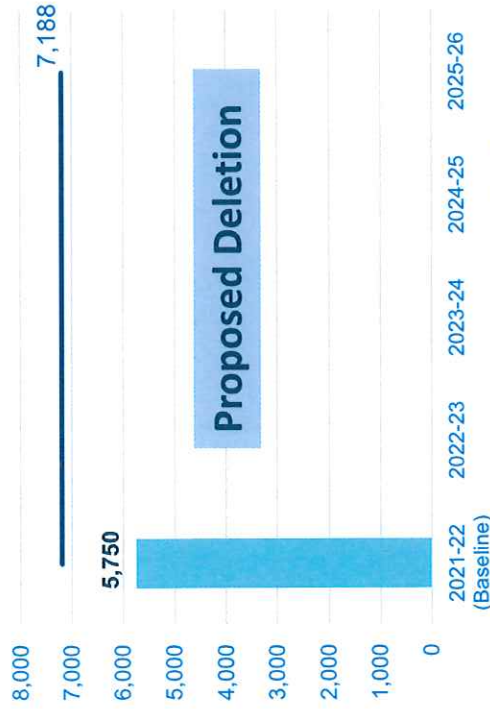
Objective 4: Increase the number of employees participating in career lattice opportunities that support employee development, skill growth, and retention by 5%.



Priority 2 – Develop a culturally responsive and high-performing workforce.

Objective 1: Increase participation in professional learning activities that promote a culture of collaboration and collective responsibility for student learning by 25%.

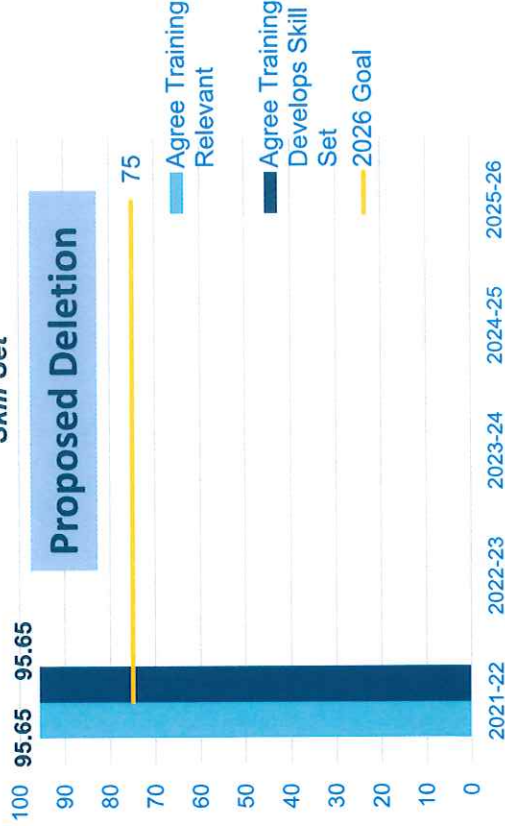
*Employee participation in Relevant Learning Activities**



*Includes programs such as Professional Learning Support Team, Teachers CHOICE, and Summer PD for Endorsements

Objective 2: 75% of employees who participate in Diversity, Equity, and Inclusion professional learning activities will perceive themselves as change agents and promote culturally responsive learning practices, equitable educational opportunities, and fair and equal hiring and promotion practices.

Percentage of Employees who Participated in DEI Training and Felt it was Relevant and Provided New Skill Set



Presenter: Dr. Dawn Baglos



2021 – 2026 Strategic Plan Dashboard



Pillar III Highly Effective Teachers, Leaders, & Staff

Priority 2 – Develop a culturally responsive and high-performing workforce.

Objective 3: Seventy-five percent of support personnel who engage in professional training and development learning opportunities will perceive that participation in the training and development opportunity helped them to acquire a new enhance their skill sets will perceive themselves as and has made them more capable of meeting their and better able to complete job responsibilities.

Proposed Revision

Deferred Goal:
Pending Results of New Survey being launched during the 22-23 School year



2021 – 2026 Strategic Plan Dashboard

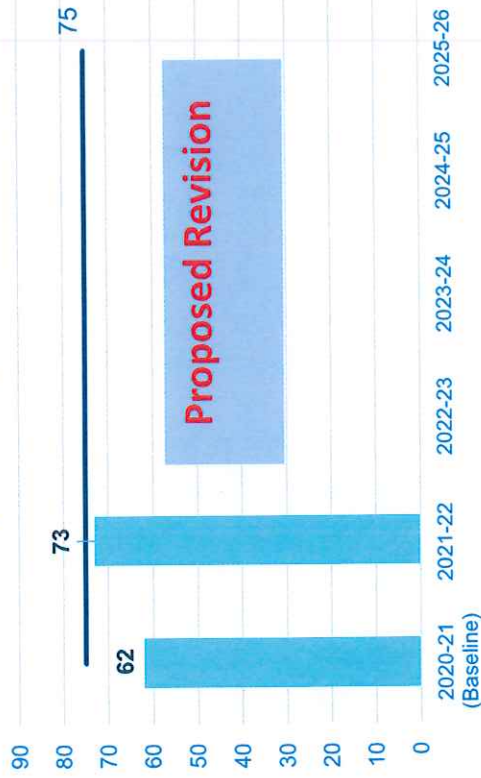


Pillar III Highly Effective Teachers, Leaders, & Staff

Priority 3 – Develop administrators as effective leaders of human capital.

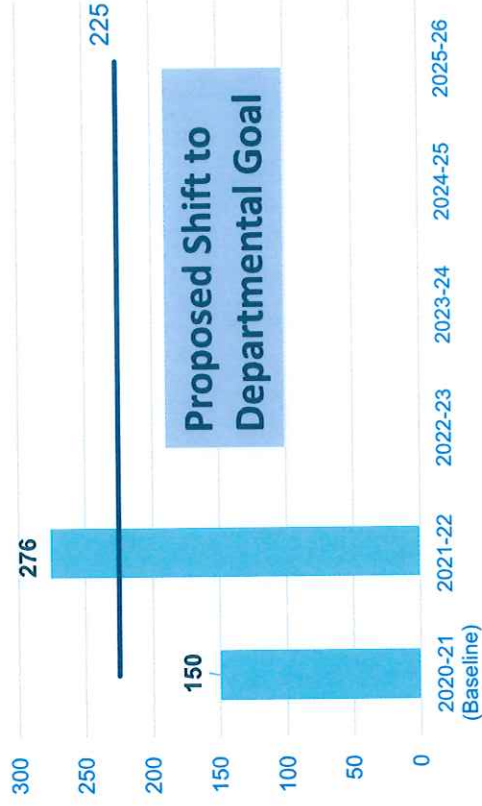
Objective 1: 75% of administrators will participate in professional development aimed at improving ~~for~~ effective human capital management.

% of Administrators Participating in Human Capital Management PD



Objective 2: Increase participation in career ladder opportunities by 50%.

Employee Participation in Career Ladder Opportunities



Presenter: Dr. Dawn Baglos



2021 - 2026 Strategic Plan Dashboard



Pillar IV Informed, Engaged, & Empowered Stakeholders

Priority 1 – Enhance and diversify communication strategies to strengthen stakeholder understanding.

Objective 1: Increase communications with an emphasis on underrepresented communities by 10%.

District Communications Content and Outreach

Year	Community Outreach Events Attended & Held*	District-Created Pieces Published	Parent Academy Information Sessions	Radio Interviews	TV Interviews/ Segments
2020-21 (Baseline)	484	39	213	437	355
2021-22	717	51	246	445	207
2022-23					
2023-24					
2024-25					
2025-26					
2026 Goal	532	43	234	481	391

*Includes events held and attended by the Office of Community Engagement, OEO, and District-hosted Town Halls

CHALLENGE



2021 – 2026 Strategic Plan Dashboard



Pillar IV Informed, Engaged, & Empowered Stakeholders

Priority 1 – Enhance and diversify communication strategies to strengthen stakeholder understanding.

Objective 2: Increase social media **reach** and impressions **and engagement** by 10%.

Percentage of Employees Receiving District News and Information

Year	Social Media Impressions	Social Media Engagement
2020-21 (Baseline)	35.7M	86,149
2021-22	34.2M	52,875
2022-23	Proposed Revision	Proposed Revision
2023-24		
2024-25		
2025-26	39.3M	94,764
2026 Goal		

CHALLENGE

Objective 3: Increase internal communications to ensure 100% of employees receive important District news and information.

Percentage of Employees Receiving District News and Information

Year	Percentage of employees receiving District news and info
2020-21 (Baseline)	65.3%
2021-22	67.6%
2022-23	Proposed Shift to Departmental Goal
2023-24	
2024-25	
2025-26	100%
2026 Goal	



2021 – 2026 Strategic Plan Dashboard



Pillar IV Informed, Engaged, & Empowered Stakeholders

Priority 2 – Improve and amplify meaningful two-way communication with stakeholders to ensure equity and access.

Objective 1: Increase professional development opportunities on best practices in communication strategies for school-level personnel to engage with community partners by 10%.

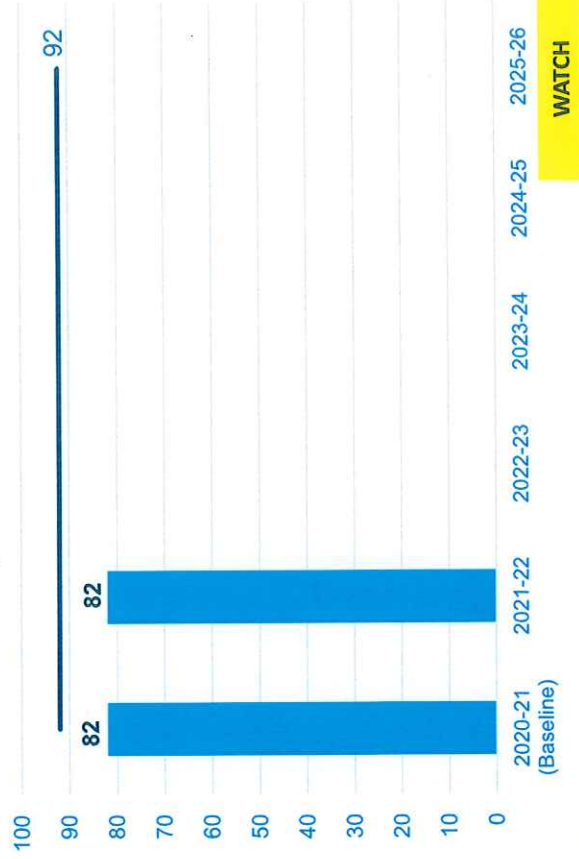
PD Sessions on Communication Strategies

Year	Total PD Sessions	Total Participants
2020-21 (Baseline)	17	2,325
2021-22	60	4,482
2022-23		
2023-24		
2024-25		
2025-26		
2026 Goal	19	2,558

Proposed Deletion

Objective 2: Increase the percentage of parents indicating they agree there are opportunities to engage with their child's school by 10 percentage points.

Percent of Parents in Agreement
(District schools only)



WATCH



2021 – 2026 Strategic Plan Dashboard



Pillar IV Informed, Engaged, & Empowered Stakeholders

Priority 3 – Empower all stakeholders to be active participants and advocates in public education.

Objective 1: Ensure 100% of schools provide opportunities for families to become empowered to advocate on behalf of their child's education.

Year	# and % of Schools with PTA/PTSA Organizations	# and % of Schools Hosting Parent Academy Sessions
2020-21 (Baseline)	160 47%	165 48%
2021-22	185 54%	237 69%
2022-23		
2023-24		
2024-25		
2025-26		
2026 Goal	100%	100%

Presenter: Ms. Tabitha Fazzino

ON TRACK



2021 – 2026 Strategic Plan Dashboard



Pillar IV Informed, Engaged, & Empowered Stakeholders

Priority 3 – Empower all stakeholders to be active participants and advocates in public education.

Objective 2: Ensure 100% of traditional schools have a cadre of school volunteers or community partners to support students and families.

Year	# of Schools with Cadre of Volunteers or Community Partners
2020-21 (Baseline)	79 Schools 23%
2021-22	152 Schools 38%
2022-23	
2023-24	
2024-25	
2025-26	
2026 Goal	100%

ON TRACK

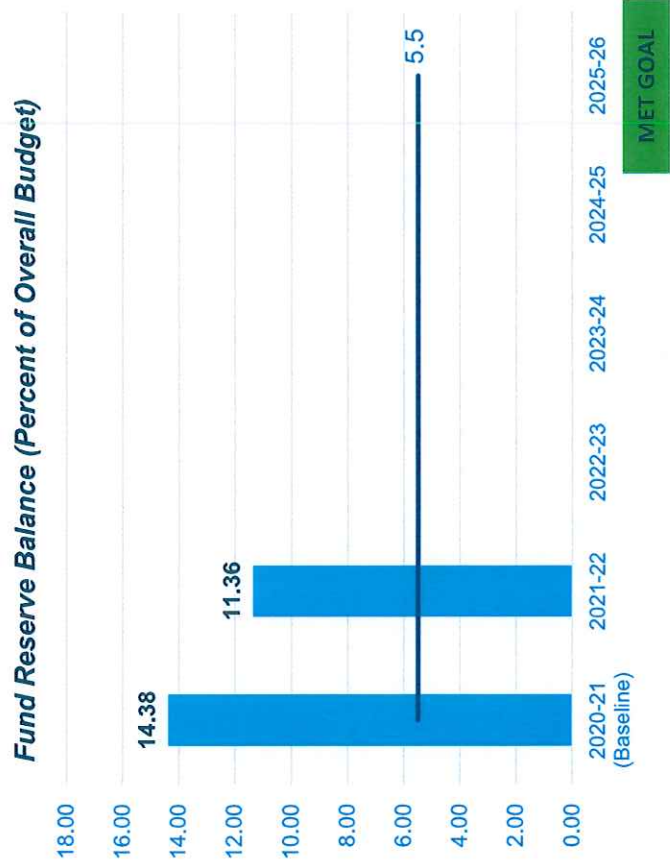
Objective 3: Ensure students develop positive relationships with adults who support their educational experiences by increasing internship providers and mentors by 15%.

Year	# of Internship Providers	# of Mentors
2020-21 (Baseline)	3,773	7,469
2021-22	3,483	4,011
2022-23		
2023-24		
2024-25		
2025-26		
2026 Goal	4,339	8,589

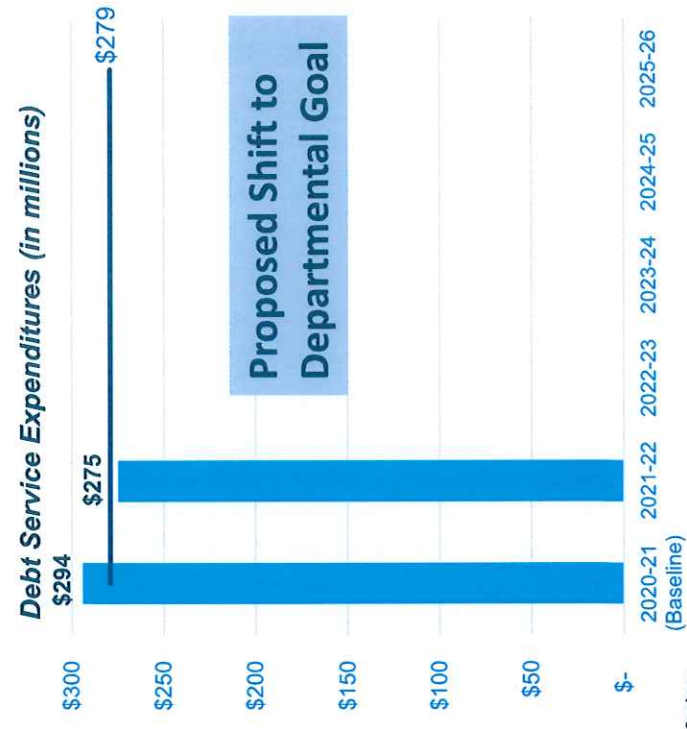
CHALLENGE

Priority 1 – Maintain the District’s strong financial position.

Objective 1: Meet or exceed the Fund Balance Reserve target of 5.5% for the combined assigned and unassigned General Fund balance net of charter school revenues.



Objective 2: Reduce annual debt service expenditures to provide cost savings of at least 5% Net Present Value over the remaining term of the debt.



Presenter: Mr. Ron Steiger



2021 - 2026 Strategic Plan Dashboard



Pillar V Effective & Sustainable Operational Practices

Priority 1 – Maintain the District’s strong financial position.

Objective 3: Increase funding for the District by annually attaining or superseding the per-student statewide average.

Per-Student Funding

Year	Statewide Average	M-DCPS
2020-21	\$7,793.01	\$7,941.46
2021-22	\$7,795.07	\$7,892.55
2022-23		
2023-24		
2024-25		
2025-26		
Proposed Shift to Departmental Goal		

Presenter: Ms. Tabitha Fazzino

Objective 4: Maintain K-12 enrollment at no less than 99% of the 2020-2021 level.

*M-DCPS K-12 Student Enrollment**

Year	Enrollment**
2020-21 (Baseline)	257,924
2021-22	253,418
2022-23	
2023-24	
2024-25	
2025-26	
2026 Goal	255,345

*Excludes charter schools
**February FTE Survey

CHALLENGE

Presenter: Ms. Tiffanie Pauline

Objective 5: Increase the amount of supplemental funding acquired through partnerships and competitive grant opportunities by 1%.

Supplemental Funding Acquired

Year	Funding
2020-21 (Baseline)	\$37,537,916
2021-22	\$38,659,933
2022-23	
2023-24	
2024-25	
2025-26	
2026 Goal	\$37,913,295

Proposed Shift to Departmental Goal

Presenter: Mr. Ron Steiger

Priority 2 – Ensure efficient and effective business practices.

Objective 1: Ensure no more than 1% of **competitively awarded non-entitlement** grant amounts are unspent within the grant period.

Year	Total Award	Total Spent	% Unspent
2021-22	\$33,712,566	\$33,096,265	1.83%
2022-23			
2023-24			
2024-25			
2025-26			

CHALLENGE

Objective 2: Ensure no more than 0.1% of ESSER II and American Rescue Plan (ARP) ESSER grants* are unspent within the grant period.

Year	Amount Spent	Cumulative Amount Spent	Total Percent Spent	Cumulative Percent Spent
2021-22	\$313,665,539	\$313,665,539	27.9%	27.9%
2022-23				
2023-24				
2024-25				

Proposed Shift to
Departmental Goal

*Total ESSER II and ARP funds distributed to M-DCPS (not including charter schools) was \$1,124,290,508.

Priority 2 – Ensure efficient and effective business practices.

Objective 3: Keep annual health plan spend lower than other state and local governments' nationwide.

Annual Percent Increase in Health Insurance Premiums

Year	M-DCPS	Other Governments Nationwide
2021	4.8%	4.2%
2022	0%	5.3%
2023		
2024		
2025		
2026		
Proposed Shift to Departmental Goal		

Presenter: Mr. Ron Steiger

Objective 4: Limit total system outages as a result of a cybersecurity breach to less than 0.1% (9 hours) annually. Provide school sites and district facilities with network upgrades for enhanced performance and improved cybersecurity.

Number of Schools and District Facilities Receiving Network Upgrades

Year	Wireless Systems	Enhanced School Site Cybersecurity Protocols
2021-22	105	105
2022-23		
2023-24		
2024-25		
2025-26		
2026 Goal	385	385

ON TRACK

Presenter: Mr. Eugene Baker

Priority 3 – Ensure equitable purchasing/procurement practices.

Objective 1: Increase goods and services expenditures with certified firms by 15%.

Year	Certified Firms
2020 Disparity Study (Baseline FY 2013-2018)	20.45%
2022	10.67%
2023	
2024	
2025	
2026 Goal	23.52%
CHALLENGE	

Objective 2: Maintain or improve facilities expenditures with minority and women-owned certified firms without mandatory race/gender conscious goals.

Year	Certified Firms	Total Spent	% Spent with African American Subs and Primes
2020 Disparity Study (Baseline FY 2013-2018)	52.70%	\$357,731,874	10.69%
2019	51.65%	\$373,362,289	10.32%
2020	52.41%	\$424,151,639	10.34%
2021	52.95%	\$472,824,720	10.59%
2022	53.14%	\$519,701,670	11.23%
2023			
2024			
2025			
2026 Goal	52.70%		10.69%
			MET



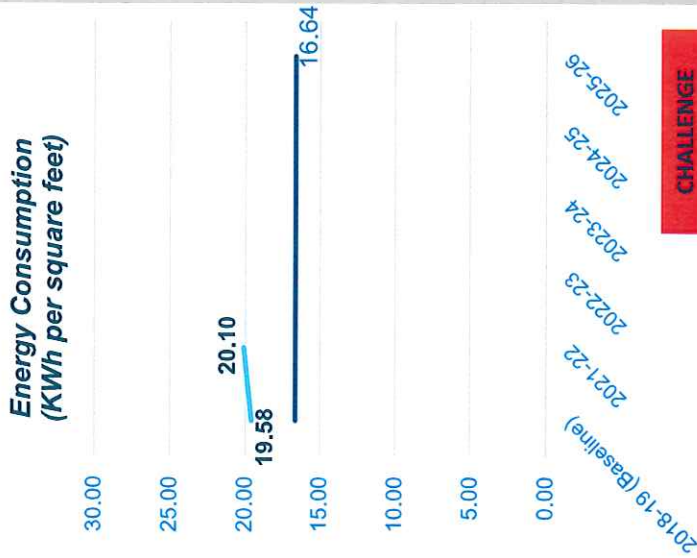
2021 - 2026 Strategic Plan Dashboard



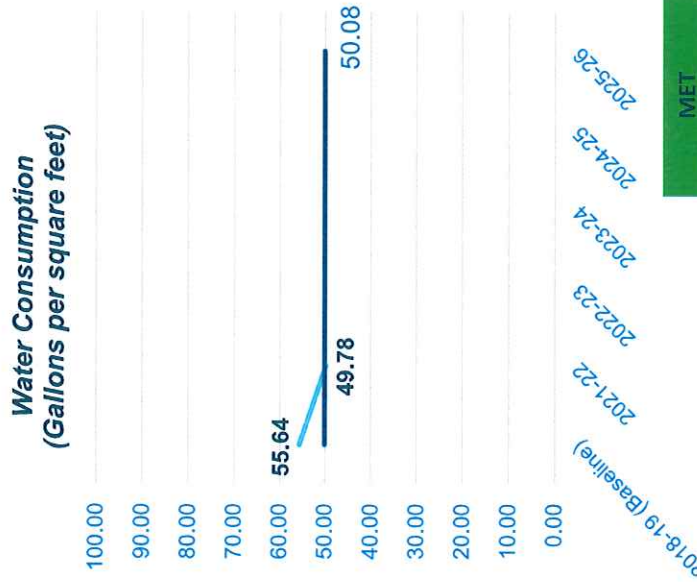
Pillar V Effective & Sustainable Operational Practices

Priority 4 – Establish and implement sustainability practices.

Objective 1: Reduce energy usage by 15%.



Objective 2: Reduce water usage by 10%.



Objective 3: Increase waste diversion by 5 percentage points.

Year	Diversion Rate
2018-19 (Baseline)	7%
2021-22	8%
2022-23	Proposed Revision
2023-24	
2024-25	
2025-26	
2026 Goal	12%

ON TRACK

Presenter: Mr. Raul Perez



**2021 – 2026
Strategic
Plan**

**Preliminary
2022-2023
Annual Report**

January 2023



Next Steps

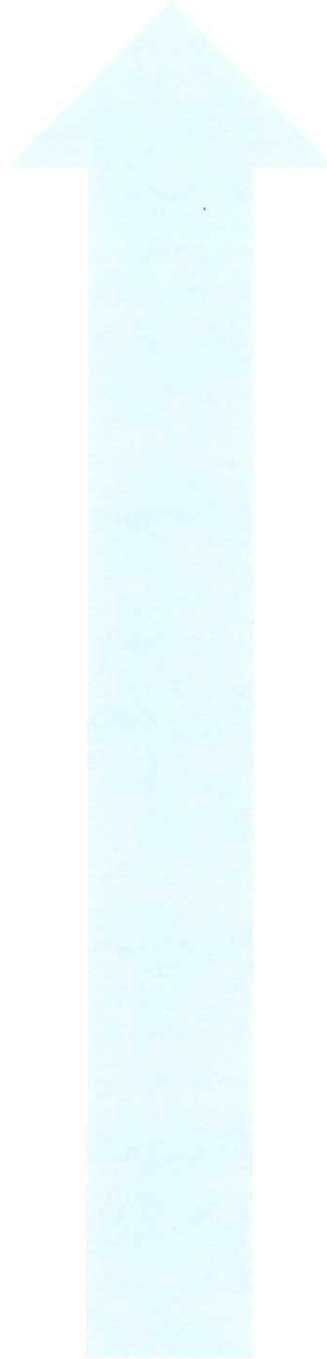
Incorporate
Approved
Revisions

Update
Pending Data

Transmit Final
Annual
Report to
School Board

Analyze the
challenges &
opportunities
identified in
the Annual
Report

Districtwide
Initiatives
(DIs)



APPENDIX B
(M-DCPS Board
Policy and Florida
Statute)



Book	Policy Manual
Section	0000 Bylaws
Title	DISTRICT STRATEGIC PLAN
Code	po0173
Status	Active
Adopted	May 11, 2011
Last Revised	March 17, 2021

0173 - DISTRICT STRATEGIC PLAN

A. Basis for the District Strategic Plan

Strategic planning is the systematic process of specifying the goals derived from the mission, vision, and core values of the school system, determining the present attainment of those goals, and then selecting strategies to reduce the discrepancies. The major emphasis of the District's planning system shall be the achievement by all students of State and local goals. The District Strategic Plan provides the strategic framework for all aspects of the District school system toward the accomplishment of these identified goals. The District Strategic Plan supports the School Board's duties to implement school improvement and education accountability, as set forth in F.S. 1001.42(18), and State Board of Education rules.

To fulfill its duties, the Board requires the establishment of an Educational Excellence School Advisory Council (EESAC) for each school pursuant to Board Policy 2125, *Educational Excellence School Advisory Council*, and a School Improvement Plan for each school that is presented to and approved by the Board annually in accordance with Board Policy 2120, *School Improvement Through Comprehensive District-Wide Planning*. Elements of the District Strategic Plan inform the school improvement planning process, which includes the involvement and cooperation of those closest to the school: administrators, faculty, staff, parents, students, as well as external stakeholders.

B. Process for the District Strategic Plan

The District Strategic Plan shall be comprehensive, and shall include but not be limited to, priorities and objectives to support the identified goal(s). It shall be thoroughly reassessed and reevaluated in its entirety no less than every five (5) years, or for some other period as approved by the Board. The Superintendent shall coordinate the comprehensive planning process and monitor progress on the accomplishment of District Strategic Planning goals, priorities, and objectives specified in the District Strategic Plan. An update on the status and progress towards achievement of the goal(s) included in the District Strategic Plan, including any adjustments, shall be presented by the Superintendent and approved by the Board annually. The process for revising, developing, and/or amending the District Strategic Plan must occur no less than six (6) months prior to the expiration of the previous District Strategic Plan. Copies of the District Strategic Plan are on file in the Office of Board Recording Secretary, the Citizen Information Center, and the District website.

Effective 7/1/11

Revised 3/17/21

Legal

F.S. 1001.32

F.S. 1001.41

F.S. 1001.42

F.S. 1001.43

F.S. 1001.452

F.S. 1001.54

F.S. 1008.22

F.S. 1008.34

F.S. 1008.345

F.S. 1008.37

F.S. 1012.98

F.A.C. 6A-1.09981

F.A.C. 6A-1.099811

The Florida Senate

2020 Florida Statutes

<p><u>Title XLVIII</u> K-20 EDUCATION CODE</p>	<p><u>Chapter 1001</u> K-20 GOVERNANCE <u>Entire Chapter</u></p>	<p>SECTION 51 Duties and responsibilities of district school superintendent.</p>
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1001.51 Duties and responsibilities of district school superintendent.— The district school superintendent shall exercise all powers and perform all duties listed below and elsewhere in the law, provided that, in so doing, he or she shall advise and counsel with the district school board. The district school superintendent shall perform all tasks necessary to make sound recommendations, nominations, proposals, and reports required by law to be acted upon by the district school board. All such recommendations, nominations, proposals, and reports by the district school superintendent shall be either recorded in the minutes or shall be made in writing, noted in the minutes, and filed in the public records of the district school board. It shall be presumed that, in the absence of the record required in this section, the recommendations, nominations, and proposals required of the district school superintendent were not contrary to the action taken by the district school board in such matters.

- (1) **ASSIST IN ORGANIZATION OF DISTRICT SCHOOL BOARD.**—Preside at the organization meeting of the district school board and transmit to the Department of Education, within 2 weeks following such meeting, a certified copy of the proceedings of organization, including the schedule of regular meetings, and the names and addresses of district school officials.
- (2) **REGULAR AND SPECIAL MEETINGS OF THE DISTRICT SCHOOL BOARD.**—Attend all regular meetings of the district school board, call special meetings when emergencies arise, and advise, but not vote, on questions under consideration.
- (3) **RECORDS FOR THE DISTRICT SCHOOL BOARD.**—Keep minutes of all official actions and proceedings of the district school board and keep such other records, including records of property held or disposed of by the district school board, as may be necessary to provide complete information regarding the district school system.
- (4) **SCHOOL PROPERTY.**—Act for the district school board as custodian of school property.
- (5) **SCHOOL PROGRAM; PREPARE PLANS.**—Supervise the assembling of data and sponsor studies and surveys essential to the development of a planned school program for the entire district and prepare and recommend such a program to the district school board as the basis for operating the district school system.
- (6) **ESTABLISHMENT, ORGANIZATION, AND OPERATION OF SCHOOLS, CLASSES, AND SERVICES.**—Recommend the establishment, organization, and operation of such schools, classes, and services as are needed to provide adequate educational opportunities for all children in the district.
- (7) **PERSONNEL.**—Be responsible, as required herein, for directing the work of the personnel, subject to the requirements of chapter 1012.
- (8) **COURSES OF STUDY AND OTHER INSTRUCTIONAL AIDS.**—Recommend such plans for improving, providing, distributing, accounting for, and caring for textbooks and other instructional aids as will result in general improvement of the district school system, as prescribed in chapter 1006.
- (9) **TRANSPORTATION OF STUDENTS.**—Provide for student transportation as prescribed in s. [1006.21](#).
- (10) **SCHOOL PLANT.**—Recommend plans, and execute such plans as are approved, regarding all phases of the school plant program, as prescribed in chapter 1013.
- (11) **FINANCE.**—Recommend measures to the district school board to assure adequate educational facilities throughout the district, in accordance with the financial procedure authorized in chapters 1010 and 1011 and as prescribed below:
 - (a) *Plan for operating all schools for minimum term.*—Determine and recommend district funds necessary in addition to state funds to provide for at least a 180-day school term or the equivalent on an hourly basis as specified by rules adopted by the State Board of Education and recommend plans for ensuring the operation of all schools for the term authorized by the district school board.

(b) *Annual budget.*—Prepare the annual school budget to be submitted to the district school board for adoption according to law and submit this budget, when adopted by the district school board, to the Department of Education on or before the date required by rules of the State Board of Education.

(c) *Tax levies.*—Recommend to the district school board, on the basis of the needs shown by the budget, the amount of district school tax levy necessary to provide the district school funds needed for the maintenance of the public schools; recommend to the district school board the tax levy required on the basis of the needs shown in the budget for the district bond interest and sinking fund of each district; and recommend to the district school board to be included on the ballot at each district millage election the school district tax levies necessary to carry on the school program.

(d) *School funds.*—Keep an accurate account of all funds that should be transmitted to the district school board for school purposes at various periods during the year and ensure, insofar as possible, that these funds are transmitted promptly and report promptly to the district school board any delinquencies or delays that occur in making available any funds that should be made available for school purposes.

(e) *Borrowing money.*—Recommend when necessary the borrowing of money as prescribed by law.

(f) *Financial records and accounting.*—Keep or have kept accurate records of all financial transactions.

(g) *Payrolls and accounts.*—Maintain accurate and current statements of accounts due to be paid by the district school board; certify these statements as correct; liquidate district school board obligations in accordance with the official budget and rules of the district school board; and prepare periodic reports as required by rules of the State Board of Education, showing receipts, balances, and disbursements to date, and file copies of such periodic reports with the Department of Education.

(h) *Bonds for employees.*—Recommend the bonds of all school employees who should be bonded in order to provide reasonable safeguards for all school funds or property.

(i) *Contracts.*—After study of the feasibility of contractual services with industry, recommend to the district school board the desirable terms, conditions, and specifications for contracts for supplies, materials, or services to be rendered and see that materials, supplies, or services are provided according to contract.

(j) *Investment policies.*—After careful examination, recommend policies to the district school board that will provide for the investment or deposit of school funds not needed for immediate expenditures which shall earn the maximum possible yield under the circumstances on such investments or deposits. The district school superintendent shall cause to be invested at all times all school moneys not immediately needed for expenditures pursuant to the policies of the district school board.

(k) *Protection against loss.*—Recommend programs and procedures to the district school board necessary to protect the school system adequately against loss or damage to school property or against loss resulting from any liability for which the district school board or its officers, agents, or employees may be responsible under law.

(l) *Millage elections.*—Recommend plans and procedures for holding and supervising all school district millage elections.

(m) *Budgets and expenditures.*—Prepare, after consulting with the principals of the various schools, tentative annual budgets for the expenditure of district funds for the benefit of public school students of the district.

(n) *Bonds.*—Recommend the amounts of bonds to be issued in the district and assist in the preparation of the necessary papers for an election to determine whether the proposed bond issue will be approved by the electors and, if such bond issue be approved by the electors, recommend plans for the sale of bonds and for the proper expenditure of the funds derived therefrom.

(12) **RECORDS AND REPORTS.**—Recommend such records as should be kept in addition to those prescribed by rules of the State Board of Education; prepare forms for keeping such records as are approved by the district school board; ensure that such records are properly kept; and make all reports that are needed or required, as follows:

(a) *Forms, blanks, and reports.*—Require that all employees accurately keep all records and promptly make in proper form all reports required by the education code or by rules of the State Board of Education; recommend the keeping of such additional records and the making of such additional reports as may be deemed necessary to provide data essential for the operation of the school system; and prepare such forms and blanks as may be required and ensure that these records and reports are properly prepared.

(b) *Reports to the department.*—Prepare, for the approval of the district school board, all reports required by law or rules of the State Board of Education to be made to the department and transmit promptly all such reports, when approved, to the department, as required by law. If any reports are not transmitted at the time and in the manner prescribed by law or by State Board of Education rules, the salary of the district school superintendent must be withheld until the report has been properly submitted. Unless otherwise provided by rules of the State Board of Education, the annual report on attendance and personnel is due on or before July 1, and the annual school budget and the report on finance are due on the date prescribed by the commissioner.

Any district school superintendent who knowingly signs and transmits to any state official a report that the superintendent knows to be false or incorrect; who knowingly fails to investigate any allegation of misconduct by instructional personnel or school administrators, as defined in s. 1012.01, which affects the health, safety, or welfare of a student; who knowingly fails to report the alleged misconduct to the department as required in s. 1012.796; or who knowingly fails to report misconduct to the law enforcement agencies with jurisdiction over the conduct pursuant to district school board policy under s. 1001.42(6), forfeits his or her salary for 1 year following the date of such act or failure to act.

(13) COOPERATION WITH OTHER AGENCIES.—

(a) *Cooperation with governmental agencies in enforcement of laws and rules.*—Recommend plans for cooperating with, and, on the basis of approved plans, cooperate with federal, state, county, and municipal agencies in the enforcement of laws and rules pertaining to all matters relating to education and child welfare.

(b) *Identifying and reporting names of migratory children, other information.*—Recommend plans for identifying and reporting to the Department of Education the name of each child in the school district who qualifies according to the definition of a migratory child, based on Pub. L. No. 95-561, and for reporting such other information as may be prescribed by the department.

(14) ENFORCEMENT OF LAWS AND RULES.—Require that all laws and rules of the State Board of Education, as well as supplementary rules of the district school board, are properly observed and report to the district school board any violation that the district school superintendent does not succeed in having corrected.

(15) COOPERATE WITH DISTRICT SCHOOL BOARD.—Cooperate with the district school board in every manner practicable to the end that the district school system may continuously be improved.

(16) VISITATION OF SCHOOLS.—Visit the schools; observe the management and instruction; give suggestions for improvement; and advise supervisors, principals, teachers, and other citizens with the view of promoting interest in education and improving the school conditions of the district.

(17) CONFERENCES, INSTITUTES, AND STUDY COURSES.—Call and conduct institutes and conferences with employees of the district school board, school patrons, and other interested citizens; organize and direct study and extension courses for employees, advising them as to their professional studies; and assist patrons and people generally in acquiring knowledge of the aims, services, and needs of the schools.

(18) PROFESSIONAL AND GENERAL IMPROVEMENT.—Attend such conferences for district school superintendents as may be called or scheduled by the Department of Education and avail himself or herself of means of professional and general improvement so that he or she may function most efficiently.

(19) RECOMMEND REVOKING CERTIFICATES.—Recommend in writing to the Department of Education the revoking of any certificate for good cause, including a full statement of the reason for the district school superintendent's recommendation.

(20) MAKE RECORDS AVAILABLE TO SUCCESSOR.—Leave with the district school board and make available to his or her successor, upon retiring from office, a complete inventory of school equipment and other property, together with all official records and such other records as may be needed in supervising instruction and in administering the district school system.

(21) RECOMMEND PROCEDURES FOR INFORMING GENERAL PUBLIC.—Recommend to the district school board procedures whereby the general public can be adequately informed of the educational programs, needs, and objectives of public education within the district.

(22) SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—Recommend procedures for implementing and maintaining a system of school improvement and education accountability as provided by statute and State Board of Education rule.

(23) PARENTAL INVOLVEMENT.—Fully support and cooperate in the implementation of s. 1002.23.

(24) ORDERLY CLASSROOMS AND SCHOOL BUSES.—Fully support the authority of each teacher and school bus driver to remove disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students from the classroom and the school bus and the authority of the school principal to place such students in an alternative educational setting, when appropriate and available.

(25) OTHER DUTIES AND RESPONSIBILITIES.—Perform such other duties as are assigned to the district school superintendent by law or by rules of the State Board of Education.

History.—s. 71, ch. 2002-387; s. 4, ch. 2003-118; s. 30, ch. 2003-391; s. 30, ch. 2004-41; s. 12, ch. 2006-74; s. 11, ch. 2008-108; s. 7, ch. 2018-150.

Disclaimer: The information on this system is unverified. The journals or printed bills of the respective chambers should be consulted for official purposes.

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APPENDIX C
(Miami-Dade County
School Board Annual
Superintendent's
Evaluation Form)

Appendix C

**Miami-Dade County School Board Annual Superintendent's
Evaluation Form**

REVIEW OF ESTABLISHED STANDARDS FOR SUCCESS:

**GOALS, EXPECTATIONS, MEASURES, AND CONTINUOUS IMPROVEMENT
EFFORTS FOR THE FUTURE DEVELOPMENT AND GROWTH OF THE SCHOOL
DISTRICT:**

Evaluation Period: _____ **to** _____

Superintendent's Signature _____ **Date** _____

School Board Member's Signature: _____ **Date** _____