

MIAMI-DADE COUNTY PUBLIC SCHOOLS

2015-2020 Strategic Blueprint

VISION

Close-Out Report



THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA



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Introduction



Over the past decade, Miami-Dade County Public Schools (M-DCPS) has remained at the national forefront of education for its numerous achievements amidst changes in state accountability systems, shifts in business industry needs, and an increasingly competitive public education landscape. The strategic planning development process undertaken in 2015 was a reflection of organizational transformation born out of the 2009-2014 Strategic Framework. The paradigm shift initiated by the Framework set the stage for our District's singular focus on improving student achievement and aligning budgetary decisions to our educational values. The development of Vision 20/20 provided an opportunity for the District and our stakeholders to reflect on successes, struggles, lessons learned, and areas for continued growth. Through retreats with District leadership, School Board workshops, focus groups, community meetings, and stakeholder working groups, as well as a comprehensive review of survey data and other feedback provided by The Eli and Edythe Broad Foundation, Stanford Leads, and Cognia (formerly AdvancED), key priorities were identified as necessary for continued districtwide improvement. The resulting guiding document, Vision 20/20, M-DCPS' 2015-2020 Strategic Blueprint, maintained a singular goal of improving student achievement, and aligned our work within five supporting pillars.

The Blueprint was created as a dynamic plan that reflected and responded to the changing needs of our system as we endeavored to provide all students with the world-class education they deserve, and it remained nimble through changes in educational trends, modifications in data collection and monitoring practices at the Florida Department of Education as well as colleges/universities, and unprecedented events such as the tragedy at Marjory Stoneman Douglas High School and the COVID-19 pandemic. Some of the original data metrics included in Vision 20/20 were dependent on information gathered by other entities and shared with M-DCPS. In cases where District objectives were affected by state-level or other data no longer being available, the District made the necessary adjustments to its metrics while ensuring progress in the work required to achieve the objective and associated priority. Additionally, some data elements in this report rely on data from 2019 instead of 2020, largely due to the disruptions associated with the COVID-19 pandemic.

Vision

We provide a world-class education for every student.

Mission

To be the preeminent provider of the highest quality education that empowers all students to be productive lifelong learners and responsible global citizens.

Values

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

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

Student Focus - We singularly focus on meeting our students' needs and supporting them in fulfilling their potential.

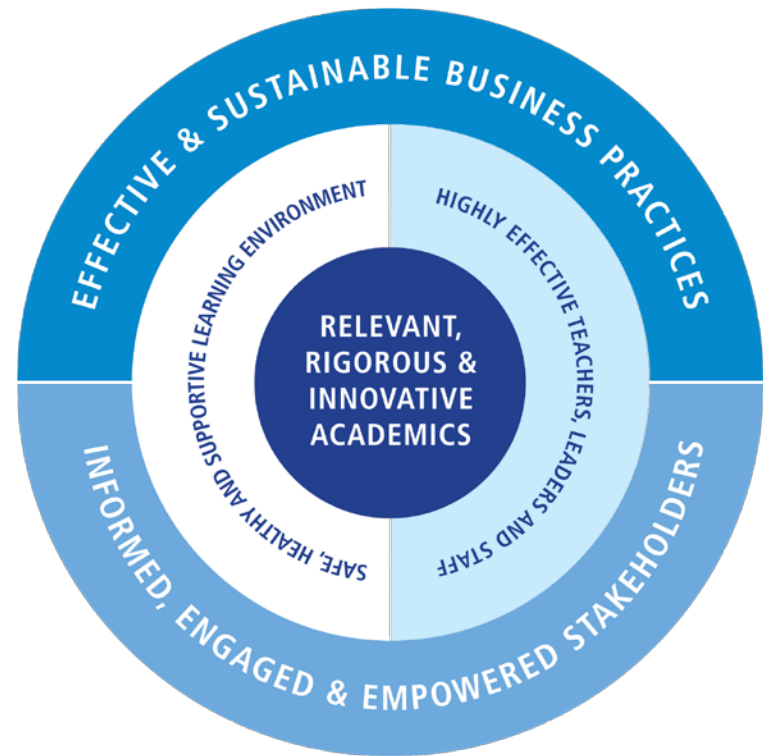
Innovation - We encourage creativity and adaptability to new ideas and methods that will support and improve student learning.

Accountability - We accept responsibility for our successes and challenges and seek to transparently share our work in an ethical manner, as we strive towards continuous improvement.



Pillars Overview

The pillars for the 2015-2020 Strategic Blueprint evolved from the successful implementation of the 2009-2014 Strategic Framework. The District's work from 2015-2020 was centered on **Relevant, Rigorous and Innovative Academics** targeting the singular goal of Student Achievement. This central pillar was supported by four others. **Highly Effective Teachers, Leaders and Staff** and a **Safe, Healthy and Supportive Learning Environment** enveloped and facilitated the academics at M-DCPS school sites, while **Informed, Engaged and Empowered Stakeholders** and **Effective and Sustainable Business Practices** strengthened external support systems and resources that enabled student achievement.





Relevant, Rigorous & Innovative Academics

Priority 1 - Ensure all students graduate college and career ready

Priority 2 - Close achievement gap

Priority 3 - Provide equitable access to quality instructional programs

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Priority 1 - Ensure all students graduate college and career ready

OBJECTIVE 1: *At least 90 percent of students will graduate with a standard high school diploma by 2020.*

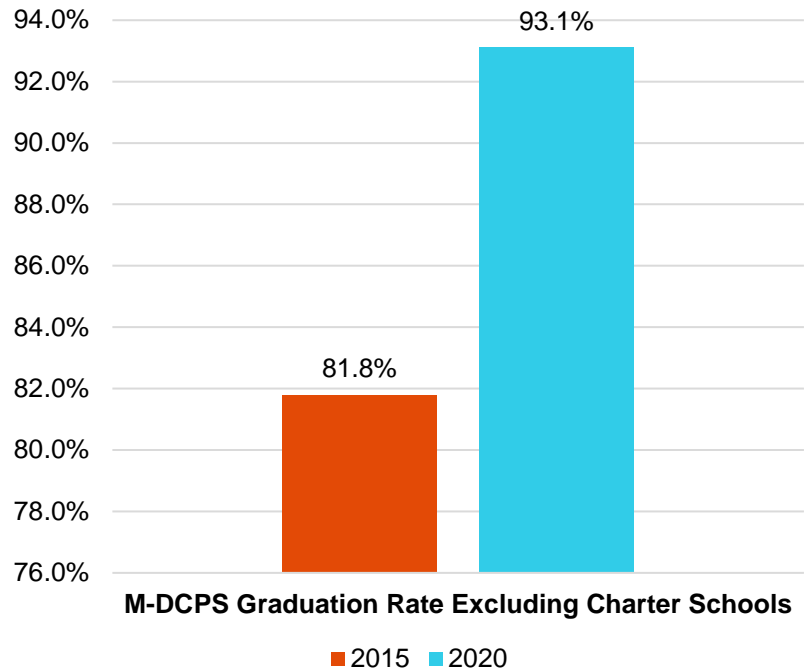
Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	78.1%	2020	89.6%* * The 2019-2020 graduation rate is 89.6%, an increase of 11.5 percentage points from the baseline rate. If charter schools are excluded, the graduation rate for 2019-2020 is 93.1%, 3.1 percentage points above our stated goal.

Narrative

Increasing the graduation rate is unquestionably one of the District's most important indicator as an organization, ensuring that students leave M-DCPS not only with a high school diploma but also with the preparation necessary to succeed academically and professionally as they continue their education and enter the workforce. Over the years, the strategies and initiatives that have been implemented to increase graduation rates and ensure students are college and career ready have paid off and have led to the highest graduation rate in the district's history. This result is a testament to the improvement of the quality of teaching and learning that has occurred over the years in the district. In 2015, the District's graduation rate (including charter schools) was 78.1%. If charter schools are excluded, it was 81.8%. (See Figure 1 below.)

Figure 1. M-DCPS Graduation Rates

Between 2015 and 2020, graduation rate (excluding charter schools) increased by 11.3 percentage points.



OBJECTIVE 2: *The percentage of students enrolled in remedial courses at the college level will decrease by at least 5 percent by 2020.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Partially Met	29.9%	2020	32.2%

Narrative

The purpose of this indicator is to ensure that students graduating from Miami-Dade County Public Schools are able to enroll in entry-level, credit-bearing courses without the need for remedial coursework and earn their college degree in 4 years.

When Vision 20/20 was first developed, the Florida Department of Education (FDOE) produced statistics on remedial courses/college readiness. Subsequent to the development and finalization of the M-DCPS Strategic Blueprint, the FDOE stopped reporting this statistic. Additionally, the information is not available as there is no standard method used by colleges and universities for identifying remedial courses. The lack of tracking by the FDOE and the absence of a uniform method of identifying these courses made it impossible to conduct a comparison over the last five years.

In order to determine the success of M-DCPS' students in college across multiple years, 4-year postsecondary enrollment and progress data obtained from the National Student Clearinghouse were utilized (pages 29-35 of the report). Released annually for each graduating cohort of high school students, the 4-year postsecondary graduation rate for M-DCPS graduates from the Class of 2013, Class of 2014, Class of 2015, and Class of 2016 increased from 29.9% in 2017 to 32.2% in 2020. This suggests that, over time, M-DCPS graduated a higher percentage of high school students who were prepared to take non-remedial, college-level courses upon enrollment at a postsecondary institution and progress in their studies on a traditional 4-year track. (The National Clearinghouse Report produced in January 2021 can be accessed [here](#).)

Priority 1 - Ensure all students graduate college and career ready

OBJECTIVE 3: *The percentage of students attaining industry certifications in one or more areas of study will increase by at least 5 percent by 2020.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	7,657	2019	14,139 (84.65%)

Narrative

Miami-Dade County Public Schools' Career and Technical Education (CTE) programs prepare students at the middle and high school levels to be both college- and career-ready through programs of study and career pathways aligned to career clusters. CTE students graduate with world-class academic and technological skills, as well as the industry-recognized certifications necessary to transition to higher education and careers.

CTE Career Academies combine a college-prep curriculum with a career-themed focus. Students enrolled in career academies follow sequential program pathways that lead to industry certifications and opportunities to earn postsecondary credit and scholarships. The District offers 55 program pathways in the five career themes of Engineering, Finance, Health Science, Hospitality/Tourism, and Information Technology. Many of these programs are award-winning.

Over the years, the District has expanded CTE programs, most of which are aligned to the Beacon Council's One Community One Goal economic development strategic plan to ensure students are prepared to join the local job market and are able to find meaningful employment in the community. Students who attain one or more industry certifications are ready to join the job market in local industries with the highest potential for job growth and high wages. By 2018-2019, the goal of increasing the percentage of students attaining industry certifications in one or more areas of study was met with an increase of 84.65%, significantly above the established goal of a 5% increase.

OBJECTIVE 4: *The percentage of student concentrators in Career & Technical Education (CTE) Career Pathways will increase by 10 percent by 2020.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	5,399	2018	6,208 (15%)

Narrative

A "concentrator" is a student who completes a minimum of three courses in a CTE Program of Study. A Program of Study is a career pathway that encompasses academic and technical content aligned to industry with a course progression that results in a credential of value. Having student concentrators is important because it indicates that students have proceeded through a program that has met rigorous academic standards as well as standards required by business and industry. These opportunities for earning an industry recognized credential of value can open doors to middle- and higher-wage careers that may no longer be possible with just a high school diploma. The goal was met in 2018.

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

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	8,859	2020	9,772 (10%)

Narrative

Since many children start kindergarten already behind their peers, the District’s goal was to increase the participation of students in Pre-K to provide a solid foundation and ensure school readiness. High-quality Pre-K programs can provide children, particularly poor and minority children, with a head start and help to ensure academic progress over time. The District achieved that goal with a 10% increase from the baseline year (from 8,859 in 2014-2015 to 9,772 in 2019-2020). Since children’s skill levels at school entry play a critical role in determining how they perform not just in kindergarten, but throughout their school years and their lives, this will continue to be a priority for the District.

OBJECTIVE 2: Increase the percentage of students scoring at grade level in each individual student subgroup on state assessments by 2 percentage points annually.

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Partially Met	Various	2019	Various

Narrative

Increasing proficiency and eliminating achievement gaps are essential to ensure all students are given the opportunity to succeed academically and graduate college- and career-ready. Below is a data breakdown that shows the performance of different subgroups in both reading and math in 2015, the baseline year, and 2019, the close-out year. There were no state assessments in 2020 due to the COVID-19 pandemic. Because there is no 2019-2020 data, the District’s goal of a 2-percentage point increase per year would require an increase of 8 percentage points over four years, as opposed to a 10-percentage point increase over five years. (See Figure 2 and Figure 3 on following pages.)

ELA

The percentage of students in grades 3-10 scoring proficient increased from 52% in 2014-2015 to 58% in 2018-2019.

- ELA growth by subgroup: Black students from 33% to 40%; Hispanic students from 55% to 61%; White students from 74% to 77%; English Language Learners from 15% to 18%; and Students with Disabilities from 20% to 25%.

Mathematics

The percentage of students in grades 3-8 scoring proficient increased from 53% in 2014-15 to 63% in 2018-2019.

- Math growth by subgroup: Black students from 36% to 44%; Hispanic students from 55% to 63%; White students from 74% to 78%; English Language Learners from 27% to 36%; and Students with Disabilities from 23% to 31%.

Figure 2. English Language Arts (Grades 3-10) Percent Proficient

English Language Arts Florida Standards Assessment (Grades 3-10) Percent Proficient							
Subgroup	Spring 2015 Baseline	2015-16	2016-17	2017-18	2018-19	2019-2020	Growth
OVERALL	52	52	54	57	58	No Data Available	+6
Black	33	34	37	40	40		+7
Hispanic	55	55	56	59	61		+6
White	74	73	76	77	77		+3
ELL	15	15	20	19	18		+3
SWD	20	20	23	25	25		+5

The percentage of students in grades 3-10 scoring proficient on the FSA ELA assessments increased from 52% in 2014-2015 to 58% in 2018-2019, for a 6-percentage point increase over a period of four years.

Figure 3. Mathematics (Grades 3-8) Percent Proficient

Mathematics Florida Standards Assessment (Grades 3-8) Percent Proficient							
Subgroup	Spring 2015 Baseline	2015-16	2016-17	2017-18	2018-19	2019-2020	Growth
OVERALL	53	57	60	62	63	No Data Available	+10
Black	36	38	42	43	44		+8
Hispanic	55	57	59	62	63		+8
White	74	75	77	78	78		+4
ELL	27	32	38	37	36		+9
SWD	23	25	28	29	31		+8

The percentage of students in grades 3-8 scoring proficient on the FSA Mathematics assessments increased from 53% in 2014-2015 to 63% in 2018-2019, for a 10-percentage point increase over a period of four years.

OBJECTIVE 3: *Decrease the number of low-performing schools as evidenced by Florida’s School Accountability Program by at least 10 percent over the next five years.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	65 (49 D Schools and 16 F Schools)	2020	1 D School

Narrative

Through multiple deliberate systems of support, M-DCPS decreased the number of low-performing schools between 2015 and 2020 from 65 to 1, a reduction of 98.4%. This surpassed the goal outlined in Vision 20/20.

OBJECTIVE 4: *Accelerate the entry of ELL students into the general curricula as evidenced by a decrease in the average number of semesters in the ESOL program annually.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	23% Proficient	2020	31% Proficient

Narrative

Language acquisition and proficiency are essential to ensure the academic success of English Language Learners (ELLs) and are used by the FDOE as the criteria for exiting the ESOL Program. An alternate method was used to determine achievement of this goal, as the FDOE no longer uses semesters when calculating time in program for ELLs. In 2014-2015, 23% of ELLs districtwide met the English proficiency criteria and exited the ESOL program based on 2015 CELLA (English Language Proficiency Assessment) data. In 2015, reading achievement data was not used as a second criteria for exiting students, which is the current practice, because it was the first year of the ELA FSA and the data was not available. In 2019-2020, FSA data was not used to analyze this objective because of the cancellation of state assessments. However, the ACCESS for ELLs was administered during the 2019-2020 school year, and 31% of ELLs met the English proficiency score required for passing. This demonstrates an 8-percentage point increase in English language proficiency among ELLs when compared to the CELLA data point of 23% for 2014-2015.

Priority 3 – Provide equitable access to quality instructional programs

OBJECTIVE 1: Increase the percentage of students exercising School Choice in underrepresented zip codes (a) and increase magnet applications in targeted schools in the urban core (b) by 5 percent each by 2020.

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	(a) 3,583 (b) 1,272	2020	(a) 6,663 - 85.96% increase (b) 2,289 - 79.67% increase

Narrative

Access to high-quality instructional programs is another factor in addressing the achievement gap. In order to provide equitable access to quality instructional programs, the District has successfully expanded the portfolio of choice programs and provided students in every zip code the opportunity to access them. As a result, the number of students exercising School Choice in zip codes with the lowest participation in Magnet programs increased from 3,583 in 2015 to 6,663 in 2020 (85.96% increase over baseline). For the 2015-2016 school year, an additional objective was added to increase interest in and applications for Magnet high schools in the urban core. The number of students applying to urban core schools increased from 1,272 in 2016 to 2,289 in 2020 (79.67% increase over baseline). (See Figure 4 and Figure 5 below.)

Figure 4. Applications by Targeted Zip Codes

Zip Codes	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
33010	260	234	234	264	117	104
33012	587	607	670	666	625	394
33013	263	234	256	197	174	95
33014	767	690	671	736	658	519
33015	1,463	1,374	1,360	1,284	1,036	822
33016	507	370	472	302	324	238
33018	598	464	416	365	307	217
33139	329	386	440	319	272	182
33140	349	384	315	259	267	216
33141	433	416	423	295	273	226
33154	328	389	291	311	193	199
33180	458	296	498	378	285	159
33181	321	332	429	343	311	212
	6,663	6,176	6,475	5,719	4,842	3,583
Increase over previous year	7.89%	-4.62%	13.22%	18.11%	35.14%	
Increase from baseline year	85.96%	72.37%	80.71%	59.61%	35.14%	

Figure 5. Urban Schools Application Totals

Schools	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Booker T. Washington HS	205	237	243	227	112
Miami Carol City HS	172	175	155	157	121
Miami Central HS	339	307	357	290	184
Miami Edison HS	164	121	155	136	49
Miami Jackson HS	217	245	239	228	87
Miami Norland HS	276	314	300	285	177
Miami Northwestern HS	547	456	526	418	218
North Miami HS	369	436	457	561	324
	2,289	2,291	2,432	2,302	1,272
Increase from baseline year	79.67%	79.83%	90.89%	80.69%	

Priority 3 – Provide equitable access to quality instructional programs

OBJECTIVE 2: *Increase the percentage of economically disadvantaged students participating in accelerated coursework by 5 percent by 2020.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	23,315	2020	28,522 (22.33%)

Narrative

Providing opportunities for economically disadvantaged students to participate in rigorous coursework is a District priority. In order to achieve this goal, the District implemented several strategies. The District leveraged partnerships with local postsecondary institutions to increase dual enrollment participation through a variety of delivery models. Advanced Placement course offerings were expanded, focusing on new AP courses such as AP Computer Science Principles, AP Seminar, and AP Research, and the Cambridge program was expanded to new schools. Parent/community workshops were conducted to increase awareness of program offerings and benefits associated with accelerated coursework. As a result of these efforts, there was an increase of 22.33% in the number of economically disadvantaged students participating in accelerated coursework such as Advanced Placement (AP), International Baccalaureate (IB), Cambridge Advanced International Certificate of Education (AICE), and Dual Enrollment (DE). The District's efforts in expanding rigorous educational opportunities for economically disadvantaged students have received such national recognition as being first in the nation in the number of individual Hispanic students and sixth in the nation in the number of individual African-American students scoring 3+ on AP Exams and the number of AP Exams with scores 3+ taken by these student subgroups (2015, *AP Report to the Nation*). The District was also recognized as a "National Bright Spot in Hispanic Education" for Dual Enrollment and Advanced Placement (2016, White House Initiative on Educational Excellence for Hispanics), and it was named Cambridge District of the Year in the large district category (2018, Cambridge International).

OBJECTIVE 3: *Ensure that by 2020 every school has a team consisting of administrators and teachers who can support the effective use of technology and promote technology literacy through job-embedded PD.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	0 Schools	2020	All Schools

Narrative

The District's Digital Convergence initiative was launched in 2012, and significant investments in devices, professional development, and digital resources have been made over the years, thus creating both the infrastructure and the culture to transform teaching and learning. Through continuous job-embedded, hands-on, interactive, and rigorous professional development teacher leader academies, the District sought to establish a school site cadre – at every school – of digital teacher leaders who would be able to support the effective use of technology and promote technology literacy. Not only have these efforts led to the creation of digital leader cadres currently at 333 schools, but teams from all schools – consisting of teachers and administrators – have participated in hands-on technology integration professional development every summer through Synergy, expanding both teacher and administrator capacity in technology integration at every school.

Priority 3 – Provide equitable access to quality instructional programs

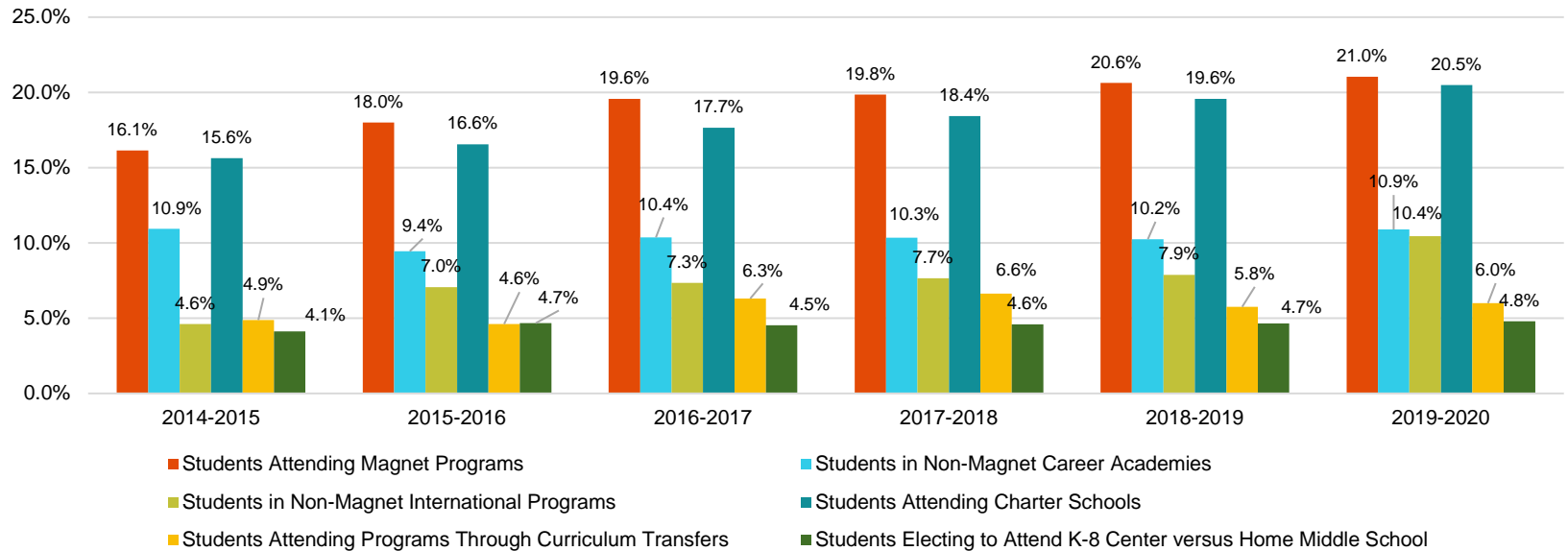
OBJECTIVE 4: *By June 2020, develop and implement a District wide model that ensures educational program parity and opportunities for all students.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	56.3% of M-DCPS Students Selected Choice Options	2020	73.7% of M-DCPS Students Selected Choice Options

Narrative

In alignment with the core values of excellence and equity, M-DCPS continued to promote increased access to its nationally recognized educational programs between 2015 and 2020 by expanding the total number of choice offerings districtwide. Over the five-year period, the percentage of students selecting choice offerings grew from 56.3% to 73.7% of the student population, an increase of 27.56%. Through an annual evaluation by multiple departments within School Operations and the Office of Academics and Transformation, schools are encouraged to identify and develop specific choice programs and submit those proposals to their respective Regions for further discussion and refinement. This model has helped the District make significant progress towards ensuring educational program parity and provide opportunities for all students, while capitalizing upon the grassroots energy of school sites building upon their strengths and visions for their schools. (See Figure 6 below.)

Figure 6. Percent of M-DCPS Students Exercising Choice by Type of Offering



Priority 3 – Provide equitable access to quality instructional programs

OBJECTIVE 5: *By June 2017, provide a high-quality educational choice for at-risk students and their parents which in turn will serve as a model that can be replicated nationally and enhance the District's choice offerings.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	No at-risk schools (grades 3-5) or drop back-in programs (grades 9-12)	2020	4 At-Risk School Options: 1 PATH Academy (grades 3-5) and 3 Acceleration Academy locations (grades 9-12)

Narrative

To afford at-risk students with additional high-quality choice offerings, the PATH Academy was established at the 500 Roles Model Academy in April 2016. Serving approximately 40 students in grades 3-5, the PATH Academy provides access to district-approved curriculum as well as intensive behavioral supports designed to effectively prepare students for a successful transition to a more traditional education setting. Recognizing the unique needs of high-school-aged students who have not earned a high school diploma, an Acceleration Academy was established in 2017 in North Miami Beach to provide this population of students the opportunity to “drop back in” to a supportive educational setting and work towards meeting high school graduation requirements. Additional Acceleration Academies were opened in Hialeah and Homestead in subsequent years, bringing the total number of these specialized education centers to three. Students enrolled at these sites benefit from research-based instructional models, including blended learning, and a wide range of wraparound services aimed at re-engaging students in the learning process.

OBJECTIVE 6: *By June 2017, the Department of Transportation will develop and implement a demand-driven transportation model to maximize program access for all magnet students, increasing non-eligible magnet riders by 15%.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	0 Flex Stops for non-eligible magnet riders	2019	207 Flex Stops for non-eligible magnet riders

Narrative

Given the geographic span of M-DCPS' magnet programs across Miami-Dade County, the District has endeavored to eliminate the need for transportation as a barrier to student access. “Flex Stops” were developed to augment transportation services available to students residing beyond the established Transportation Zone for their magnet school. By leveraging existing bus transportation routes serving schools in their local neighborhoods, students enrolled in magnet programs at schools beyond their attendance boundaries could more easily commute to their program of choice at no additional cost to the District. Through the Flex Stops and additional reconfiguration of existing Transportation Zones in 2018-2019, M-DCPS was able to provide transportation services along 594 routes for an additional 992 students enrolled in magnet programs. Of these, 579 benefited from Flex Stops alone.

Priority 3 – Provide equitable access to quality instructional programs

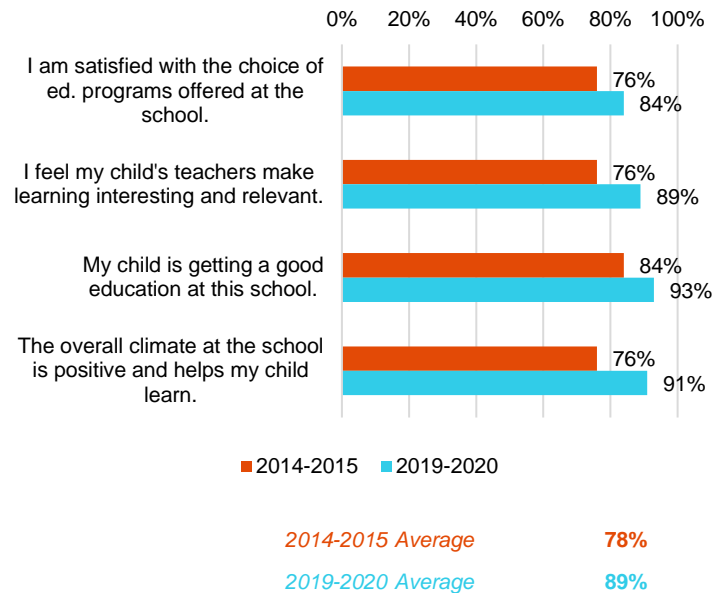
OBJECTIVE 7: *Due to an increase in choice offerings across the District, School Operations, in collaboration with various District offices, will develop and implement quality professional development at least twice a year geared towards effective marketing strategies, positively shifting public perception, demand driven customer service, and FTE forecasting and fiscal management in a competitive environment.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	No PD sessions related to targeted branding and marketing strategies were provided for school leaders. Parent Climate Survey Responses – 78% agreement on statements related to school quality.	2020	A total of 16 PD sessions on targeted branding and marketing strategies, as well as FTE forecasting, were provided for school leaders in 2019-2020. Parent Climate Survey Responses – 89% agreement on statements related to school quality.

Narrative

As part of the District’s efforts to raise awareness of and promote its many choice offerings, targeted professional development on effective marketing strategies for strengthening public perception, demand-driven customer service, and FTE forecasting/fiscal management in a competitive environment was provided to school leaders several times per year between 2015 and 2020. Within this time period, School Operations has collaborated with the Office of Communications to facilitate over 20 social media awareness training sessions that emphasize the appropriate use of social media as a means of promoting the programs and activities available at schools. A social media toolkit was also developed and disseminated for use by schools annually. The District’s 49 traditional middle schools were also heavily promoted and invested in as part of the Middle School Redesign initiative. This initiative places student voice and choice at the center of school-based decision-making and led to the offering of over 1,000 new electives at the middle school level. The additional offerings available at local neighborhood schools have enabled M-DCPS to compete in an increasingly competitive market of demand-driven choice. Between 2015 and 2020, parents’ level of agreement when asked about the choice of educational programs, relevance of curriculum, and overall climate and quality of education at their child’s school increased by 11 percentage points as measured by the School Climate Survey. (See Figure 7.)

Figure 7. Two-year Comparison of Parents’ Perceptions of School Quality as Measured by Percentage of Agreement with Statements from the Annual School Climate Survey



Significant Work for Pillar I: Relevant, Rigorous & Innovative Academics

Priority 1 – Ensure all students graduate college and career ready

- Diploma Pathways (2016-2017)
- Superintendent's All-in-Challenge (2017-2018)
- SAT School day Path to Graduation (2018-2019)
- College Bound Miami Children's Savings Account Program (2018-2019)
- Moving Exceptional Students Towards Real-World Opportunities (2019-2020)
- College Application Readiness Symposium (CARS) (2019-2020)

Priority 2 – Close achievement gap

- Pathways to Biliteracy (2015-2016)
- Early Childhood Jumpstart (2016-2017)
- Development of Ellevation Platform to Support English Language Learners (2017-2018)
- K Readiness through VPK expansion (2019-2020)
- Pre-K Everywhere (2019-2020)
- Pre-K Inspire (2019-2020)

Priority 3 – Provide equitable access to quality instructional programs

- AP Capstone (2015-2016)
- CAMBRIDGE (2015-2016)
- STEM/STEAM Designation Program (2015-2016)
- FLEX Stops (2015-2016)
- Digital Convergence (2015-2020)
- Pre-AP: Preparing for Advanced Placement Success (2018-2019)
- Bio-Med Lab "Bright" Initiative (2018-2019)
- iWorldHC Digital Initiative (2018-2019)





Safe, Healthy & Supportive Learning Environment

Priority 1 - Ensure a consistent standard of excellence for school maintenance and food service at all schools

Priority 2 - Close strengthen and enhance safety and support networks for all students

Priority 3 - Establish a superior customer service approach from school sites to central office

02

PRIORITY 1 – Ensure a consistent standard of excellence for school maintenance and food service at all schools

OBJECTIVE 1: *By December 2020, a comprehensive, web-based tool will be developed that will enable School Operations and Facilities to monitor and track the cleanliness and sanitation status at all schools to achieve an annual decline of negative findings, violations, and/or sanctions through Sanitation Audits and Health Department inspections by 10%.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	54% of schools passed their sanitation audit	2020	90% of schools passed their sanitation audit

Narrative

Between 2015 and 2020, the percent of schools that passed their cleanliness and sanitation audits increased from 54% to 90%. To accomplish this, School Operations and Plant Operations developed and trained custodial staff on standardized cleaning procedures and implemented an electronic reporting mechanism by which school stakeholders could report – in real-time via a web-based tool available at scrub.dadeschools.net and through the Dadeschools Mobile App – a lack of cleanliness within an area of the school facility. (See Figure 8 and Figure 9 below.) As a result of the custodial staff training on standardized cleaning procedures and the reporting mechanism implemented, there was also a decline in unsatisfactory Department of Health inspections. Further, the District enhanced its systems to address all Department of Health inspection violations in a timely manner. Facilities Operations/Maintenance (FOM) developed a comprehensive plan via an assigned liaison for the Health Department to receive the inspection reports, analyze each deficiency, and advise the responsible staff member to ensure immediate correction.

Figure 8.

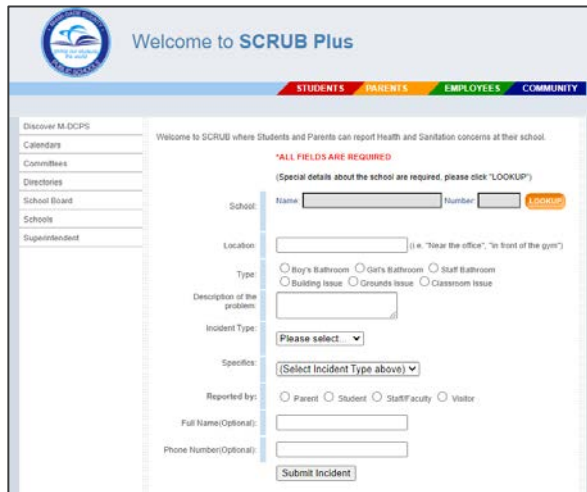
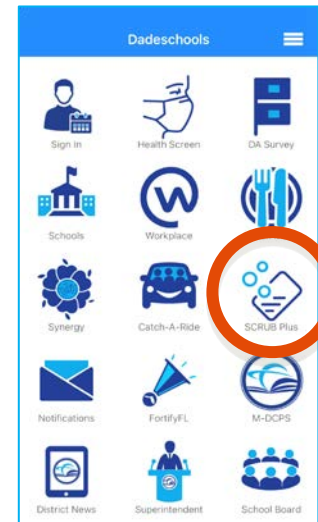


Figure 9.



Priority 1 – Ensure a consistent standard of excellence for school maintenance and food service at all schools

OBJECTIVE 2: *By June 2017, Food and Nutrition will expand wellness and nutritional education and services to increase the quality of life for students and their families.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	5 Weekly “Lean and Green” Menu Options; 6 School-Based Gardens/Edible Landscapes	2020	25 Weekly “Lean and Green” Menu Options; 26 School-Based Gardens/Edible Landscapes

Narrative

Between 2015 and 2020, M-DCPS launched several initiatives designed to support nutritional and wellness education. Focusing on the quality and variety of meal options provided to students, the Department of Food and Nutrition increased the number of weekly protein and vegetable (“lean and green”) menu offerings from 5 in 2014-2015 to 25 in 2019-2020. The availability of healthy green options and salad offerings also expanded from secondary schools to include all schools. These efforts were complemented by a marked increase in the number of annual training sessions for school-based food service workers on best practices in food ordering and menu production to enhance the selection of healthy meal options made available to students in the cafeteria. Additionally, the District partnered with The Education Fund to expand the number of schools benefiting from on-site gardens and edible landscaping. Through this initiative, students were able to apply their knowledge of science and nutrition to cultivate produce in school-based gardens. Students were then empowered with the skills to educate their families and communities on healthy eating. Over the five-year span, the number of schools with on-site gardens/edible landscaping grew from 6 (2014-2015) to 26 (2019-2020).



Priority 2 – Strengthen and enhance safety and support networks for all students

OBJECTIVE 1: *By August 2019, School Operations will strengthen and enhance Alternative Education programs and the Code of Student Conduct and related reporting practices/protocols, resulting in a 1% increase in school attendance and a 2% decrease in outdoor suspensions annually.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Not Met	Average Daily Attendance: 93.95%	2020	Average Daily Attendance: 94.30%* *Attendance for 2019-2020 from first day of school through March 13, 2020 (before school closures)
Met	Outdoor Suspensions (Unduplicated): 13,481	2020	Outdoor Suspensions (Unduplicated): 1

Narrative

Between 2015 and 2020, M-DCPS focused its efforts on rethinking discipline. This included the incorporation of character education through the Values Matter Miami initiative, as well as substantive revisions to the Code of Student Conduct to promote the provision of appropriate behavioral supports. Most notably, M-DCPS eliminated traditional outdoor suspension and implemented new programming designed to support students' engagement in pro-social behaviors through the establishment of 11 Student Success Centers across the District. Student Success Centers provide an educational setting and safe haven for referred students (ages 11 and older) exhibiting Level III-IV behavior and (with Region approval) habitual Level II infractions of the Code of Student Conduct. The centers are staffed by teachers, counselors, and other service providers who supervise students and support them in meeting their behavioral and academic goals. In addition, counseling and wrap-around services are offered to families in need of social and/or emotional assistance. (See Figure 10.) The District's average daily attendance demonstrated growth during three years of the five-year span, with an upward trajectory from 2017-2018 through 2019-2020 (prior to school closures due to the COVID-19 pandemic). (See Figure 11.)

Figure 10. M-DCPS Suspension Data (Excluding Charter Schools)

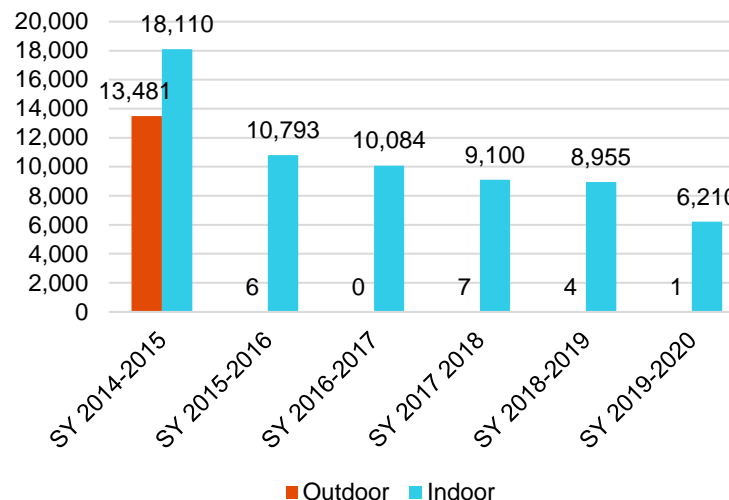


Figure 11. Average Daily Attendance

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
93.95%	94.50%	94.25%	93.84%	93.96%	94.30%*

*From first day of school in August 2019 through March 13, 2020 (before school closures)

Priority 2 – Strengthen and enhance safety and support networks for all students

OBJECTIVE 2: *By October 2019, implement staff professional development opportunities which will focus on positive behavioral supports, evidenced by the development of school climate improvement plans, resulting in a 2% decrease in suspensions.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	Unduplicated Outdoor Suspensions: 13,481; Indoor Suspensions: 18,110	2020	Unduplicated Outdoor Suspensions: 1; Indoor Suspensions: 6,210

Narrative

Between 2015 and 2020, there was a significant decrease in the number of indoor and outdoor suspensions as a result of the District’s Rethinking Discipline initiative. Through this initiative, M-DCPS provided targeted professional development for school site leaders and staff, including Student Success Center Coordinators and Student Success Center Liaisons, regarding changes to the Code of Student Conduct, corrective behavior strategies aligned with progressive discipline, Restorative Justice Practices (RJP), and the variety of wraparound services available to students and families via the three One-Stop Educational Service Centers across the District. Additionally, as part of the annual school improvement planning process, the District developed in 2018 a series of essential practices (also known as the Framework of Effective School Culture) designed to enhance and improve school culture. These practices focus on relationships; an engaging learning environment; support, care, and connections; clearly defined expectations; and physical and emotional safety. Principals and school leadership teams received ongoing development related to these practices, and they were embedded within each phase of the school improvement process. (See Figure 12.)

Figure 12. Framework of Effective School Culture



Priority 2 – Strengthen and enhance safety and support networks for all students

OBJECTIVE 3: *By June 2017, coordinate the delivery of annual professional development to school leaders which focuses on issues such as social media, transgender awareness and violence in the community in order to effectively manage issues that arise at school sites.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	Approximately 8 sessions for school-site personnel that addressed topics related to bullying, crisis, LGBTQIA awareness, and violence in the community were offered in 2014-2015. No schools were implementing restorative justice practices.	2020	In 2019-2020, over 36 professional learning sessions on issues related to bullying, crisis, LGBTQIA awareness, and violence in the community were offered. Additionally, 85 schools have received training and are implementing restorative justice practices.

Narrative

From 2015 to 2020, M-DCPS focused on enhancing support systems for all students. This was accomplished through increased professional development opportunities for school leaders and counselors related to anti-bullying, crisis support, transgender and LGBTQIA awareness, trauma-informed practices, mental health awareness, human trafficking prevention, and community violence. The primary goal of these sessions, which were facilitated by personnel across several departments, was to empower school-based personnel with effective strategies for responding to critical incidents that may arise within their school community. As part of these efforts, M-DCPS also coordinated training on Restorative Justice Practices (RJP) to encourage their use by school personnel when addressing behavioral infractions among students. The District also made significant investments within this five-year period to increase the number of personnel available to provide students with social-emotional support. This includes the hiring of an additional 27 TRUST Counselors and the creation of the Department of Mental Health Services, which employed a cadre of 65 Mental Health Coordinators in 2019-2020 to address the mental health needs of students across M-DCPS. The efforts of these personnel were further supported by a variety of community partners who provided referral services and ongoing support to students who needed it most.



Priority 2 – Strengthen and enhance safety and support networks for all students

OBJECTIVE 4: *School Operations and the Office of Community Engagement will develop a centralized database to track all organizations and partnerships (local and national) providing resources and educational services that will be closely monitored and evaluated to assist in the maximization of resource deployment, provide adequate support, and ensure equity and parity of the distribution of funding, resources, and support services across all schools by June 2017.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	No database existed.	NA	Community Organization Centralized Database

Narrative

A comprehensive database developed by School Operations now provides an overview of community organizations affiliated with schools and the resources provided to students and stakeholders. This database has three years of data collected annually from school site personnel via needs assessment surveys. It was designed to assist schools and community organizations in finding a proper match for servicing students. The need to have a districtwide view allows for better decision-making in the permeation of resources throughout M-DCPS, avoiding unnecessary duplication of services for students or the absence of services. The function of this tool allows School Operations to continuously monitor the panoply of services currently provided to leverage and expand the network of resources to more students and families.



OBJECTIVE 5: *Reduce the amount of felony persons and property crimes, through the restructuring and reorganization of the existing Security Monitor job function into a new School Campus Aide Safety Program, by 10%, over the next five years, as measured by the District's crime statistics in the Federal Bureau of Investigation's (FBI) Uniform Crime Reports.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	1,211 Felonies	2020	259 Felonies

Narrative

According to the Miami-Dade Schools Police Department's (MDSPD) Uniform Crime Reports (UCR) from 2015-2020, MDSPD-reported felony person and property offenses decreased by 79% between the years 2015 and 2020. Felony person offenses include all person offenses in the following categories: homicide, negligent manslaughter, rape, fondling, aggravated assault, and aggravated stalking. Property crimes include UCR incident categories defined as property offenses by the FBI, which include robbery, larceny, motor vehicle theft, arson, and burglary.

Priority 2 – Strengthen and enhance safety and support networks for all students

OBJECTIVE 6: Increase Community Oriented Policing efforts in schools by conducting a minimum of 500 districtwide law related educational programs annually to reduce the perceptions of violence, gangs, student drug and alcohol issues by 10%, over the next five years, as measured by the annual School Climate Survey.

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	343 educational programs in 2014-2015	2020	588 educational programs in 2019-2020
Not Met	13% agreement among students and staff that schools have problems with violence, gangs, and student drug and alcohol use	2020	13% agreement among students and staff that schools have problems with violence, gangs, and student drug and alcohol use

Narrative

Between 2014-2015 and 2019-2020, the number of districtwide law related educational programs increased as a result of the expansion of the MDSPD Explorer and Youth Crime Watch programs. A total of 343 educational programs were held in 2014-2015, and 588 were held in 2019-2020. Student participation in program sessions declined after March 2020 due to the COVID-19 pandemic. The increase in the number of educational programs correlates with improvements on the overall perception of school safety among stakeholders surveyed on the School Climate Survey from 2014-2015 to 2019-2020. While the overall perception among students and staff that schools have issues with violence, gang activity, and student drug and alcohol use remained the same (13% average agreement), several of the indicators demonstrated improvement. (See Figure 13.) The increase in students' perceptions that drug and alcohol use are problems at their schools correlates with an increase in reported incidents of e-cigarette use between 2015 and 2020. Parents' level of agreement that schools and law enforcement work to keep schools free of violence, gang activity, and substance abuse increased by 13 percentage points, from an average of 72% in 2014-2015 to an average of 85% in 2019-2020. (See Figure 14.)

Figure 13. Two-Year Comparison of Student and Staff Perceptions of Violence, Gang Activity and Student Substance Abuse in Schools as Measured by Percentage of Agreement with Statements from the Annual School Climate Survey

Statement	2014-2015	2019-2020
Students' Perceptions		
Violence is a problem at my school.	27	20
Gang activity is a problem at my school.	11	11
Student drug and alcohol use are problems at my school.	14	24
Staff's Perceptions		
I feel there is a school violence problem.	7	7
I feel there is student gang activity.	5	3
I feel there is student substance abuse problem.	15	11
Average Agreement with Statements	13	13

Figure 14. Two-Year Comparison of Parents' Perceptions of Law Enforcement in Schools as Measured by Percentage of Agreement with Statements from the Annual School Climate Survey

Statement	2014-2015	2019-2020
The school and law enforcement work to keep the school free of violence.	72	86
The school and law enforcement work to keep the school free of gang activity.	73	85
The school and law enforcement work to keep the school free of substance abuse.	70	83
Average Agreement with Statements	72	85

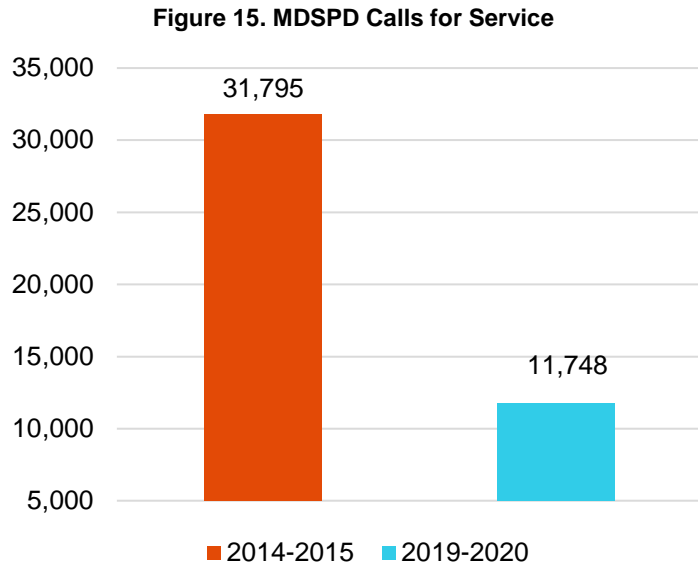
Priority 2 – Strengthen and enhance safety and support networks for all students

OBJECTIVE 7: *Implement a districtwide single platform surveillance camera and visitor access system that will reduce the number of police service calls by 10% over the next five years.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	31,795 Service Calls	2020	11,748 Service Calls

Narrative

Between 2015 and 2020, M-DCPS made significant investments to enhance overall safety measures in its facilities. Among these was the expansion of surveillance cameras, which help deter potential crime and collect data that may be used for follow-up investigations. As of 2020, there were over 16,000 cameras across M-DCPS, all of which are monitored at the MDPSD Police Command Center in real-time. In addition to surveillance cameras, M-DCPS began leveraging a centralized visitor registration/management system that captures visitor information from locations districtwide and feeds it directly to the Police Command Center to quickly identify individuals who may pose a threat to students and/or staff. Through these and other efforts, MDSPD experienced a 63% reduction in calls for service between 2014-2015 and 2019-2020. (See Figure 15 below.)



Priority 3 – Establish a superior customer service approach from school sites to central office

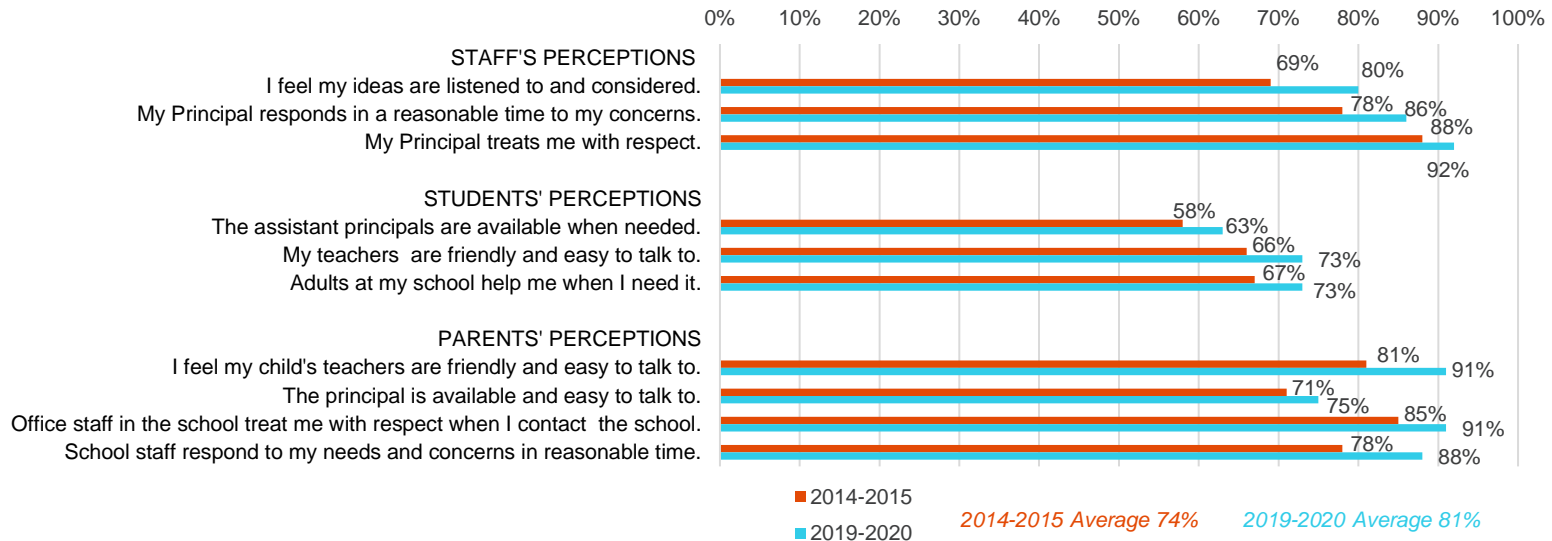
OBJECTIVE 1: *By 2020, establish and implement a quality districtwide customer service management approach that will underscore the organizational focus to an expectation of performance excellence.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	On a total of 10 customer service-related perception indicators related to communication and relationships with schools, there was an average of 74% agreement among stakeholders surveyed via the School Climate Survey.	2020	On the same perception indicators related to communication and relationships with schools, there was an average of 81% agreement among stakeholders surveyed via the School Climate Survey.

Narrative

Between 2015 and 2020, school sites and departmental offices across M-DCPS leveraged a variety of media to enhance two-way communication between the District and its stakeholders. Through social media; email, voice, and text messaging via school communication platforms; dedicated hotlines; and inter-departmental referrals, M-DCPS as an organization has utilized a more customer-service-oriented approach to increase engagement with parents, employees, and students. The impact of these and other related efforts is reflected in the 7-percentage point increase in agreement on customer-service-related indicators captured on the District’s School Climate Survey. (See Figure 16 below.)

Figure 16. Two-Year Comparison of Stakeholders’ Perceptions of Communication and Relationships with Schools as Measured by Percentage of Agreement with Statements from the Annual School Climate Survey



Priority 3 – Establish a superior customer service approach from school sites to central office

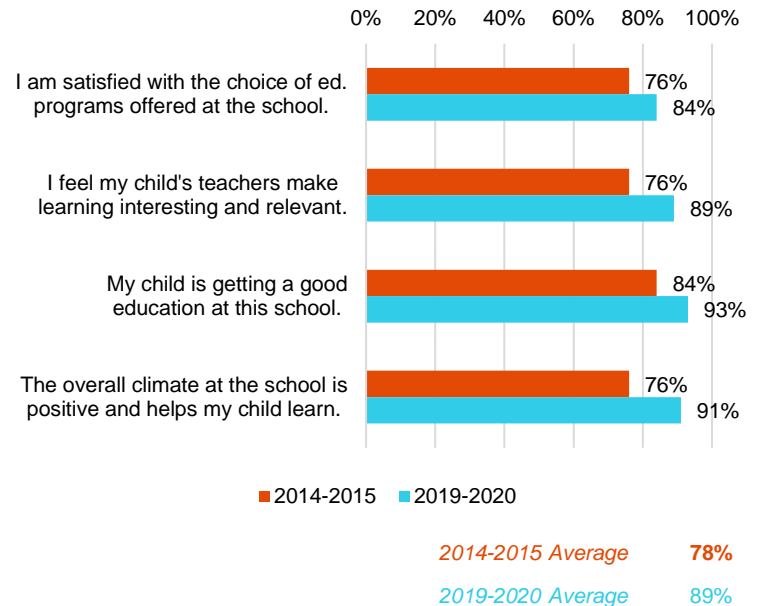
OBJECTIVE 2: *Due to an increase in choice offerings across the District, School Operations, in collaboration with various District offices, will develop and implement quality professional development at least twice a year geared towards effective marketing strategies, strengthening public perception, demand driven customer service, and FTE forecasting and fiscal management in a competitive environment.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	No PD sessions related to targeted branding and marketing strategies were provided for school leaders. Parent Climate Survey Responses – 78% agreement on statements related to school quality.	2020	A total of 16 PD sessions on targeted branding and marketing strategies, as well as FTE forecasting, were provided for school leaders in 2019-2020. Parent Climate Survey Responses – 89% agreement on statements related to school quality.

Narrative

As part of the District’s efforts to raise awareness of and promote its many choice offerings, targeted professional development on effective marketing, strategies for strengthening public perception, demand-driven customer service, and FTE forecasting/fiscal management in a competitive environment was provided to school leaders several times per year between 2015 and 2020. Within this time period, School Operations collaborated with the Office of Communications to facilitate social media awareness training sessions that emphasized the appropriate use of social media as a means of promoting the programs and activities available at schools. Additionally, a social media toolkit was developed and disseminated for use by schools annually. The District’s 49 traditional middle schools were also heavily promoted and invested in as part of the Middle School Redesign initiative. This initiative places student voice and choice at the center of school-based decision-making and led to the offering of over 1,000 new electives at the middle school level. The additional offerings available at local neighborhood schools have enabled M-DCPS to compete in an increasingly competitive market of demand-driven choice. Between 2015 and 2020, parents’ level of agreement when asked about the choice of educational programs, relevance of curriculum, and overall climate and quality of education at their child’s school increased by 11 percentage points as measured by the School Climate Survey. (See Figure 17.)

Figure 17. Two-Year Comparison of Parents’ Perceptions of School Quality as Measured by Percentage of Agreement with Statements from the Annual School Climate Survey



Significant Work for Pillar II: Safe, Healthy & Supportive Learning Environment

Priority 1 – Ensure a consistent standard of excellence for school maintenance and food service at all schools

- Making the Healthy Choice the Easy Choice (2015-2016)
- Food Pantry Collaboration with Feeding South Florida (2018-2019)
- Hydration Stations in schools throughout the District (2019-2020)

Priority 2 – Strengthen and enhance safety and support networks for all students

- Values Matter Miami Campaign (2016-2017)
- Establishment of M-DCPS Police Command Center (2018-2019)
- M-DCPSafe initiative – law enforcement presence at every school site (2018-2019)
- E(liminate)-cigs Awareness Campaign (2018-2019)
- Vigilant Schools: Enhancing School Security and Safeguards (2018-2019)
- Mental Wellness Matters – Awareness Campaign (2019-2020)

Priority 3 – Establish a superior customer service approach from school sites to central office

- Virtual Badge for School Volunteers (2018-2019)





Highly Effective Teachers, Leaders & Staff

Priority 1 - Develop principals and district administrators as effective leaders of human capital

Priority 2 - Recruit and hire the most qualified people, develop them deliberately and retain them strategically

Priority 3 - Plan, facilitate and monitor impact of human capital development opportunities

03

Priority 1 – Develop principals and district administrators as effective leaders of human capital

OBJECTIVE 1: *Beginning December 2015, and continuing on a consistent basis, train principals and district leaders on best practices in human capital (including interviewing, hiring, evaluation, retention, and dismissal) to provide clear expectations and a shared vision of the role of human capital management in school/district improvement. This training will result in: a) Reduced employee turnover, b) Increased number of new hires rated as effective/highly effective, c) Increased retention of effective/highly effective employees, d) Increased ability to exit low performers in a timely manner.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	7.66% teacher turnover	2020	6.05% teacher turnover
Met	98.3% new teachers rated effective/highly effective	2019	99.5% new teachers rated effective/highly effective
Met	96.4% of teachers rated effective/highly effective were retained by the District	2019	97.3% of teachers rated effective/highly effective were retained by the District
Met	12% of probationary teachers' contracts were terminated prior to the end of the school year	2020	8% of probationary teachers' contracts were terminated prior to the end of the school year* *This number is lower this year than other years because of the transition to online learning in 2020

Narrative

From 2015 to 2020, training in topics related to human capital management was provided for school-site and/or district-level administrators. In 2015, 68% of principals and District administrators participated in training, compared to 85% who participated in 2020. This is an increase of 17 percentage points. Monthly Scaled Leadership professional development sessions were held for principals and assistant principals; the Principal and Assistant Principal BENCH (**B**uilding **E**xcellence in **N**ovice leaders through **C**hallenges and **H**igh Expectations) program developed aspiring principals and assistant principals; Principal and Assistant Principal Induction programs provided newly appointed school-based administrators with an extended support network as they led their schools Instructional Rounds provided facilitated group classroom walkthroughs with a focus on specific aspects of instruction; Leader-2-Leader involved professional development led by M-DCPS administrators for colleagues; Professional Learning Support Teams (PLSTs) equipped assistant principals with the necessary skills to create and lead a culture of collaborative professional learning at their schools the Certified Assessor Training Tool (CATT) and Assessor Calibration and Feedback allowed principals and assistant principals to participate in evaluation simulations to develop a common understanding of effective instruction and meaningful feedback; 2020 Principals' Virtual Summer Leadership Institute provided extensive learning on Human Capital Management processes and diversity, equity, and inclusion; and the Principal Supervisor Academy developed Region personnel in supporting principal effectiveness in monitoring, observing, evaluating, and providing meaningful feedback to teachers.

Priority 1 – Develop principals and district administrators as effective leaders of human capital

OBJECTIVE 2: *Provide ongoing assistance and training to school-site administrators for evaluation of instructional personnel to ensure that the terms “Effective” and “Highly Effective” become clear and accurate reflections of performance. This will result in increased precision of observations and outcomes with the goal of doubling inter-rater reliability by June 2020.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	98% principal participation 37% assistant principal participation	2020	98% principal participation 65% assistant principal participation* <small>*AP participation was lower in 2020 than previous in years due to pandemic restrictions.</small>

Narrative

Since 2015, principals and assistant principals have participated in Certified Assessor Training Tool (CATT) and Assessor Calibration and Feedback professional learning sessions designed to establish a common lens of effective instruction anchored on the Instructional Performance Evaluation and Growth System (IPEGS) Standards, providing for greater inter-rater reliability and effective feedback practices.

Aggregate CATT and Assessor Calibration and Feedback participation data from 2014-2015 to 2019-2020 reflect 1,237 calibration participant sessions. The average passing rate on calibration plans used to determine interrater reliability from the first CATT sessions in 2014-2015 doubled on all calibration plans across all years. Since the first year of implementation of CATT I in 2014-2015, approximately 98% of principals and more than 82% of assistant principals consistently participated in the training each year, except in 2019-2020 when Assistant Principal participation rates were lower due to school closures.

The focus of each CATT session is summarized below.

- 2014-2015 – CATT I addressed how a new, high-stakes evaluation drove the need for a focus on compliance with standards, rubrics, and rating fidelity.
- 2015-2016 – CATT II focused on deepening understanding of assessing and supporting effective instructional practice relative to Knowledge of Learners and Instructional Delivery and Engagement.
- 2016-2017 – CATT III focused on deeper understanding of assessing and supporting teacher effectiveness as related to Learning Environment and Assessment practices.
- 2017-2018 – Assessor Calibration and Feedback sessions focused on understanding reliability, validity, sources of bias in evaluation, and effective feedback practices for instructional growth.
- 2018-2019 – Assessor Calibration and Feedback sessions focused on differentiated professional learning for administrators in instructional supervision and feedback.
- 2019-2020 – Assessor Calibration and Feedback sessions focused on Culturally-Responsive Leadership anchored on the Framework of Effective Instruction.

Priority 1 – Develop principals and district administrators as effective leaders of human capital

OBJECTIVE 3: Provide structured training and support in performance management, evaluation, and feedback (both formal and informal) for supervisors in all employee groups by creating procedural handbooks, professional development, and training by June 2020.

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	98% principal participation, 37% assistant principal participation	2020	98% principal participation, 65% assistant principal participation in Assessor Calibration and Feedback and IPEGS for New Administrators

Narrative

The M-DCPS Framework of Effective Instruction (FEI) was developed to provide a common understanding of effective instruction for educators across the District. Since 2015, the FEI has become the central focus of all District professional development programs for principal supervisors, school-site administrators, District support personnel, and teachers. (See Figure 18.)

In 2018, the Office of Human Capital Management updated the IPEGS Procedural Manual in collaboration with the UTD IPEGS Joint Committee to include processes for Deliberate Practice Growth Targets (DPGT). In 2017 and 2018, the Assessor Calibration and Feedback Training provided school-site administrators with training on feedback practices.

Figure 18. Framework of Effective Instruction



P2 – Recruit and hire the most qualified people, develop them deliberately and retain them strategically

OBJECTIVE 1: *By July 1, 2016, expand hiring platform to non-instructional, administrative, and school police hiring to allow for targeted recruitment and selection as well as an enhanced hiring process.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Not Met	Hiring platform used exclusively for teachers	2020	Hiring platform continues to be used exclusively for teachers

Narrative

Since 2015, the District’s instructional hiring platform transitioned to a new vendor. Because customization was a barrier with the new vendor, the expanded use of the platform to include administrative and non-instructional staffing was halted. The existing E-recruitment platform continues to be utilized for non-instructional and school-site, District, and Miami-Dade School Police Department administrative recruitment, hiring, and selection. To address this gap, in June 2020, the Office of Human Capital Management applied for a \$26 million United States Department of Education Grant, Miami LEARNS, designed to create an aligned human capital management system enterprise that will bridge functions from recruitment through onboarding across all employee groups.

OBJECTIVE 2: *By July 1, 2017, create and employ data driven constructs of talent development, management, and sustainability. These analyses will allow us to determine areas of need for recruitment, placement, development, and retention resulting in decreased time to fill positions and increased hiring manager satisfaction.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	1 HR Application	2020	8 Total HR Applications (7 new)

Narrative

In 2015, there was a single application in use by the Office of Human Capital Management to support this objective related to personnel management. Since then, seven new applications have been developed to inform decision-making related to recruitment and hiring, development, and retention. These include the *Instructional Voluntary Transfer Request* which allows principals to view teacher transfer requests to their school; the *New Teacher Orientation Registration System* which allows new teachers to register for Orientation, allows the District to tailor participants' sessions to their individual needs, and facilitates timely payment for their participation; the *Online IPEGS Observation Tool* which affords Human Capital Management, Regions, and schools the opportunity to ensure timely compliance with teacher evaluation processes and recommendations for professional learning; the *Instructional Online Evaluation and MEP Online Evaluation* which allow for effective and efficient collection of school-site performance information that facilitates in-depth performance conversations; the *Mentor Tracking Tool* and *PLST Teacher Leader Tool* which provide school-site and District administrators with data regarding new teacher mentor pairing and credentialed teacher leaders in order to ensure adequate support and allocation of resources; and *HR Track* which facilitates the tracking of true instructional and non-instructional vacancies to better focus recruitment and hiring efforts.

Priority 2 – Recruit and hire the most qualified people, develop them deliberately and retain them strategically

OBJECTIVE 3: *By June 2017, create and implement data systems that will allow human capital outcomes to be measured at the school/department level.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	1 HR Application	2020	5 Total HR Applications (4 new)

Narrative

Four new HR applications were developed to allow human capital outcomes to be measured at the school/department level.

The *Instructional Voluntary Transfer* application provides summaries of transfer requests by location and Region. The *Mentor Tracking Tool* enables the Office of Human Capital Management to make decisions regarding schools with large numbers of new teachers and the deployment of additional personnel to support new teachers and their mentors. (See Figure 19 below.) The IPEGS online observation tool affords the Office of Human Capital Management, Regions, and schools the opportunity to ensure timely compliance with teacher evaluation processes and recommendations for professional learning. Additionally, the school-site *MEP Evaluation Tool* facilitates the completion and routing of MEP evaluations for school-site administrators.

In addition to the new applications, the Office of Human Capital Management developed systems to provide teacher retention, teacher absences, and principal tenure data by school or by cohort as needed to inform school and District human capital decision-making.

Figure 19. Human Capital Management Applications Related to Teacher Development

Instructional Staff									
Location Summaries	Instructional Staff					Eligible Staff			
	Observations	Formative	Support Dialog	Improvement Plans	Pick one from staff list from	Individuals	Mentors/PLST	COVID-19 PD	
9311 - HUMAN RESOURCES	Obs. Sched.	Formative	Supp. Dialog.	Imp. Plans.	Pick From List	9311 Staff Entry	Mentors/PLST	PD Status	
Other location(s) that report to 9311 - HUMAN RESOURCES									
1. 0041 - AIR BASE K-8 CENTER	Obs. Sched.	Formative	Supp. Dialog.	Imp. Plans.			Mentors/PLST	PD Status	
2. 0073 - MANDARIN LAKES K-8 C	Obs. Sched.	Formative	Supp. Dialog.	Imp. Plans.			Mentors/PLST	PD Status	
3. 0121 - AUBURNDALE ELEMENTAR	Obs. Sched.	Formative	Supp. Dialog.	Imp. Plans.			Mentors/PLST	PD Status	
4. 0231 - AVENTURA WATERWAYS K	Obs. Sched.	Formative	Supp. Dialog.	Imp. Plans.			Mentors/PLST	PD Status	
5. 0341 - ARCH CREEK ELEMENTAR	Obs. Sched.	Formative	Supp. Dialog.	Imp. Plans.			Mentors/PLST	PD Status	
6. 0361 - BISCAYNE GARDENS ELE	Obs. Sched.	Formative	Supp. Dialog.	Imp. Plans.			Mentors/PLST	PD Status	
7. 0481 - JAMES H. BRIGHT/J.W	Obs. Sched.	Formative	Supp. Dialog.	Imp. Plans.			Mentors/PLST	PD Status	
8. 0881 - COMSTOCK ELEMENTARY	Obs. Sched.	Formative	Supp. Dialog.	Imp. Plans.			Mentors/PLST	PD Status	
9. 2081 - FULFORD ELEMENTARY S	Obs. Sched.	Formative	Supp. Dialog.	Imp. Plans.			Mentors/PLST	PD Status	

Priority 2 – Recruit and hire the most qualified people, develop them deliberately and retain them strategically

OBJECTIVE 4: *Over the next five years, expand recruitment efforts to ensure that M-DCPS is hiring the most qualified teachers, leaders, and staff members available with the following goals: a) Increase the percentage of effective and highly effective new hires in all employee groups, b) Reduce average number of school site vacancies, c) Increase the number of high-caliber applicants per vacancy in high-needs schools, d) Increase the number of high-caliber applicants per vacancy for leadership positions in high-needs schools*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	98.3% of new hires were rated effective/highly effective	2020	99.5% of new hires were rated effective/highly effective
Met	5% of teaching positions were vacant	2020	1.2% of teaching positions were vacant
Partially Met	130 new teachers were hired in 35 high-needs schools; 4.21 daily average vacancies per school	2020	121 new teachers were hired in 42 high-needs schools; 2.09 daily average vacancies per school
Met	167 applicants for leadership positions in high-needs schools	2020	204 applicants for leadership positions in high-needs schools

Narrative

Between 2015 and 2020, the Office of Human Capital Management enhanced its recruitment efforts in various ways to ensure the District was attracting the most qualified candidates for employment. The District website was leveraged to increase traffic and interest in open positions, and a Lead Form was developed to follow up with potential candidates. This resulted in 700 inquiries from passive job seekers. Additionally, the District maintained its partnership with entities such as Teach For America (TFA). To address teacher retention in high-needs schools, the District launched a five-week Regional TFA Summer Institute designed to prepare incoming TFA Corps Members to teach using state standards and District curriculum materials. In order to attract an expanded and diversified teacher talent pool, the District enhanced its social media presence to assist the hardest-to-staff schools and critical open positions, increased its presence with out-of-county and out-of-state colleges/universities, and leveraged partnerships with community organizations to attract career-changers and non-education majors. To address the critical shortage areas of math and science, the District developed the *TEACH Strong* program that recruits, develops, and places content experts in the most fragile middle and high schools.

Since 2015, retention has been a central focus of the District. Programs such as Mentoring and Induction for New Teachers 2.0 (MINT 2.0) and the Florida Teacher Certification Subject Area Tutorials ensured that new teachers from non-education backgrounds and out-of-field teachers met certification requirements while developing the necessary pedagogical skills to succeed in the classroom.

District-developed programs such as Clerical to Teach, Passport to Teach (for paraprofessionals), and the Temporary Instructor Preparation and Support Program afford opportunities for District support personnel to grow into the teaching profession.

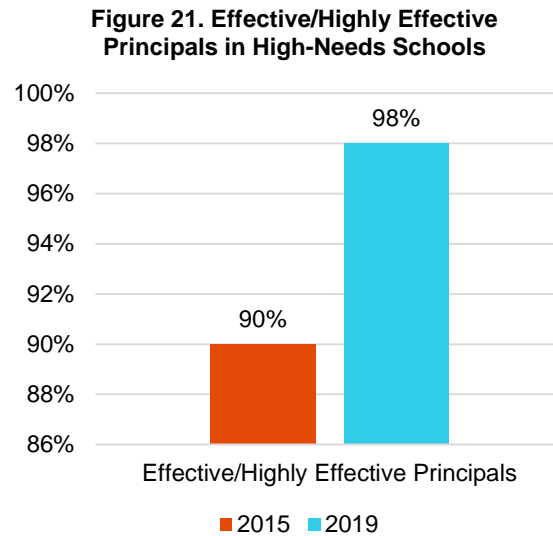
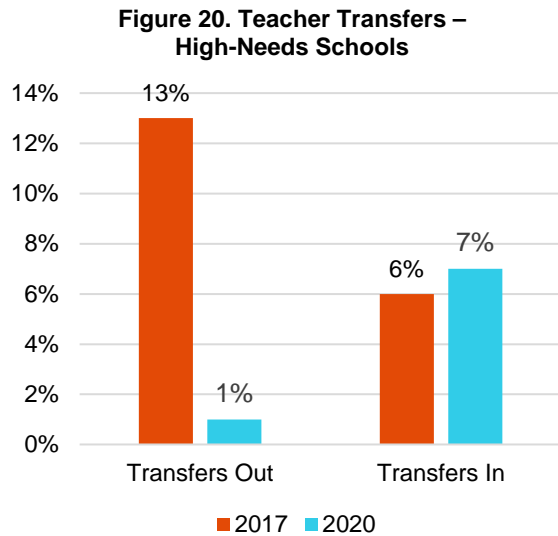
Priority 2 – Recruit and hire the most qualified people, develop them deliberately and retain them strategically

OBJECTIVE 5: *Over the next five years, employ data driven metrics and deployment strategies to: a) Reduce the percentage of effective/highly effective teachers transferring out of high needs schools, b) Increase the percentage of effective/highly effective teachers transferring/placed in high needs schools, c) Increase the percentage of effective/highly effective principals in high-needs schools.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	13% transferring out of high-needs schools (2017)	2020	1% transferring out of high-needs schools
Met	6% transferring into high-needs schools (2017)	2020	7% transferring into high-needs schools
Met	90% of principals rated effective/highly effective	2020	98% of principals rated effective/highly effective

Narrative

Recruit, Retain, Reward was established to provide for total school improvement through student achievement using a framework designed to ensure structures are in place to incentivize teachers who are rated highly effective to transfer into or remain at schools that are exhibiting an educational emergency as defined by Section 1001.42(21), Florida Statutes (2017). Recruit, Retain, Reward was successfully implemented beginning in 2017 in 14 state-identified high-needs schools and in 2018-2019 and 2019-2020 in 18 state-identified high-needs schools. The number of teachers who received supplements for attendance, retention and recruitment, and learning gains have increased each year. (See Figure 20 regarding teacher transfers into and out of high-needs schools. See Figure 21 regarding the percentage of effective/highly effective principals in high-needs schools.)



Priority 2 – Recruit and hire the most qualified people, develop them deliberately and retain them strategically

OBJECTIVE 6: *By June 2017, establish programs and incentives to facilitate: a) An increase in the percentage of employees rated less than effective who are remediated and exited from the system, b) An increase in the percentage of highly effective employees promoted and retained, c) An increase in retention of effective/highly effective teachers with 0-3 years of experience to 85% or higher.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	243 teachers remediated through Support Dialogue 12% of probationary teachers' contracts terminated prior to the end of the school year	2020	117 teachers remediated through Support Dialogue 8% of probationary teachers' contracts terminated prior to the end of the school year
Met	92.9% of teachers who were rated highly effective were retained for 3 years	2020	95.4% of teachers who were rated highly effective retained for 3 years
Met	98.3% of teachers with 0-3 years' experience were rated effective/highly effective	2020	99.5% of teachers with 0-3 years' experience were rated effective/highly effective

Narrative

The Office of Human Capital Management currently offers 18 programs to support employee effectiveness, an increase of 10 programs since 2015. These programs support teachers from induction to teacher leadership and administrators from the time they indicate initial interest in administrative positions to ongoing professional learning for experienced administrators and build the capacity of support personnel. They include Onboarding for non-instructional personnel; MINT for New Teachers; Assistant Principal and Principal BENCH programs for aspiring school-site administrators; Assistant Principal and Principal Induction for early career administrators; Teacher Leadership Academy to develop teacher leaders in the areas of new and early career teacher support, professional learning, digital innovation, and instructional coaching/content expertise; CAHN Academy at Teachers College at Columbia University, National Institute of School Leaders (NISL), and the Center for Leadership Program at FIU to expand the skillset of current administrators; Principal Supervisor Academy to prepare principal supervisors to coach principals and better support them in their role as instructional leaders; Treasurer Apprentice Academy and Registrar Apprentice Academy to provide mentors for new personnel; Custodial Induction Academy for new custodians; Temporary Instructor Preparation and Support Program, Passport to Teach, and Clerical to Teach to expand the teacher talent pool by building an internal pipeline to teaching; and Project Recruiting, Empowering, and Developing Inclusive Male Teachers and Leaders (Project REDI). In addition, the District secured two federal grants to enhance the work of Professional Learning Support Teams in targeted schools.

In addition to the programs listed above, differentiated professional learning modules on the IPEGS Performance standards for instructional and instructional support personnel were implemented for remediation. These modules also provided opportunities for additional professional learning based on Observation of Standards, Deliberate Practice Growth Targets, Support Dialogue, and Improvement Plans.

Priority 2 – Recruit and hire the most qualified people, develop them deliberately and retain them strategically

OBJECTIVE 7: By December 2015, create and implement teacher performance pay salary schedule consistent with state statute.

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	Salary Schedules in Development	2020	Salary Schedule Revised for 2019-2020

Narrative

The teacher performance pay salary schedule was created in 2015 and implemented in 2016. It is updated annually as part of the collective bargaining process with United Teachers of Dade and in alignment with Florida statute. (See Figure 22 and Figure 23 below.)

Figure 22. 2019-2020 Grandfathered A0 Salary Schedule

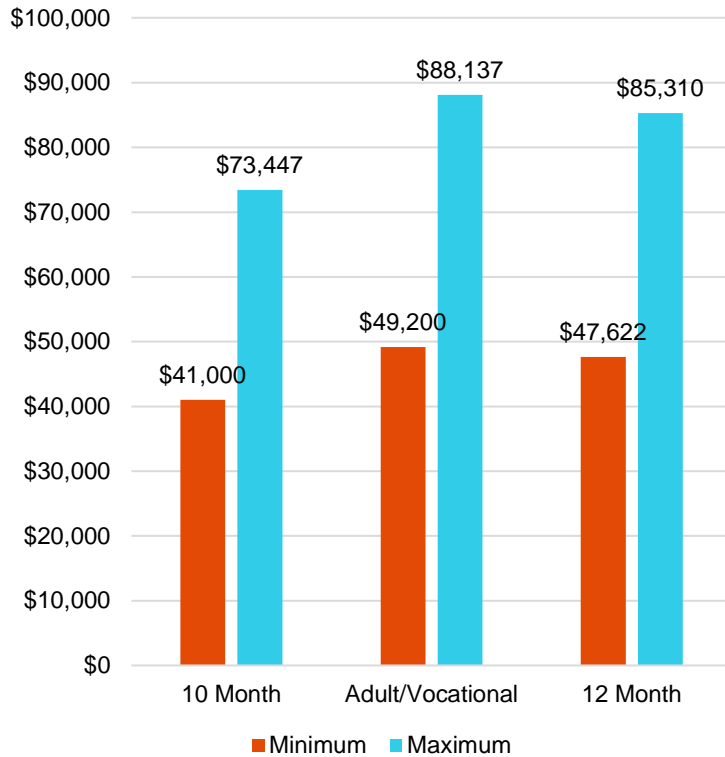
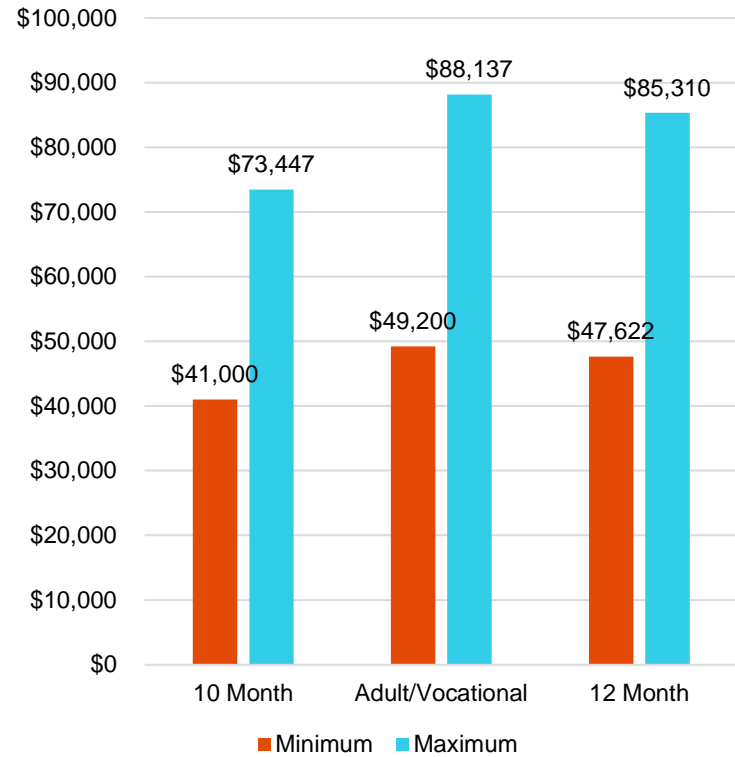


Figure 23. 2019-2020 Performance A0 Salary Schedule



Priority 2 – Recruit and hire the most qualified people, develop them deliberately and retain them strategically

OBJECTIVE 8: *Through 2020, School Operations, in collaboration with Human Capital Management, will build a strong leadership pipeline to ensure continuity and concentrate resources on talent development to build capacity and maximize return on investment.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	8 Leadership Development Programs	2020	13 Leadership Development Programs

Narrative

Recognizing the importance of providing employees with meaningful and ongoing opportunities to enhance their leadership abilities, M-DCPS offered a variety of leadership development programs. These included programs designed to build teacher leadership, support aspiring and new administrators, and further enhance the capacity of experienced administrators.

The Office of Human Capital Management collaborated with School Operations to implement the Principal and Assistant Principal **B**uilding **E**xcellence in **N**ovice Leaders through **C**hallenges and **H**igh Expectations (BENCH) program, the District’s state-certified preparation program that enables aspiring principals and assistant principals to acquire the necessary technical and adaptive skills to be effective school leaders. Program components included monthly seminars aligned to the Florida Leadership Standards, job shadowing experiences at other school sites, and a summer school site residency. Additionally, both a three-year Principal Induction Program and a one-year Assistant Principal Induction Program were offered to provide newly appointed school-based administrators with an extended support network as they lead their schools.

Experienced administrators were also afforded both formal and informal opportunities to engage in ongoing leadership development. The Executive Lead Program implemented by School Operations provided for principals to shadow Region Administrative Directors and gain hands-on experience for potential career advancement. In 2016-2017, M-DCPS introduced Leader-2-Leader, a series of 3-hour, monthly professional development sessions that provide administrators with the opportunity to deepen their knowledge in specific functional areas, such as Budget and Labor Relations.

Between 2015 and 2020, the District increased its overall number of unique leadership development and support programs for aspiring and current administrators by 63%, from eight to 13.



Priority 3 – Plan, facilitate and monitor impact of human capital development opportunities

OBJECTIVE 1: *Beginning during the 2015-2016 school year, conduct onboarding orientations for new employees on a regular basis.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	There was no formalized onboarding for support personnel. New Teacher Orientation ongoing	2020	1,011 new non-instructional hires participated in onboarding sessions from 2017 to 2020. New Teacher Orientation ongoing

Narrative

Historically, the District conducted two new teacher orientations per year. The District launched a formal and centralized onboarding process for new non-instructional employees in March 2017. In 2017, two sessions were offered to 285 new employees; in 2018, three sessions were offered to 375 new employees; in 2019, one session was offered to 93 new employees; and in 2020, one session was offered to 258 new employees. Between 2017 and 2020, 1,011 new non-instructional hires participated in these onboarding sessions. Onboarding sessions covered a range of information from diversity and inclusion, staffing, customer service, the professional development management system, labor relations, records, compensation, payroll, leave and retirement, risk and benefits management, the employee assistance program, ethics, civil rights compliance, workers' compensation, and critical incident protocols.

OBJECTIVE 2: *Enhance the District's professional development management system to ensure quality teaching and promote professional learning.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	950 professional learning activities offered	2020	5,928 professional learning activities offered

Narrative

Between 2015 and 2020, all District employees used the professional development management system for District and school-based professional learning offerings. Enhancements to the online system provided improved functionality, a more consistent user experience, increased reporting functionality, and the use of customized forms for the implementation of diverse professional learning programs.

The enhanced system included a 24/7 on-demand platform for personal and collaborative professional learning via vignettes of teacher practice and customized channels for all employee groups, as well as the integration of FDOE-approved endorsement courses in Autism, ESOL, Gifted, and Reading.

Significant Work for Pillar III: Highly Effective Teachers, Leaders & Staff

Priority 1 – Develop principals and district administrators as effective leaders of human capital

- Assessor Calibration and Feedback (2015-2016)
- Assistant Principal and Principal BENCH Program (2015-2016)

Priority 2 – Recruit and hire the most qualified people, develop them deliberately and retain them strategically

- MDCPS Teacher LEADership Academy (2016-2017)
- Treasurer Apprentice Academy (2017-2018)
- Temporary Instructor Preparation and Support TIPS Program (2017-2018)

Priority 3 – Plan, facilitate, and monitor impact of human capital development opportunities

- Mentoring and Induction for New Teachers MINT 2.0 (2017-2018)
- Passport to Teach Academy (2018-2019)
- New Teacher Resource Center (2019-2020)





Informed, Engaged & Empowered Stakeholders

Priority 1 - Sustain strong lines of communication with students, families and employees

Priority 2 - Strengthen awareness of District initiatives, activities and programs

Priority 3 - Enhance parent engagement, access and advocacy

Priority 4 - Build, strengthen and sustain relationships with stakeholders

04

Priority 1 - Sustain strong lines of communication with students, families and employees

OBJECTIVE 1: *By August 2015, develop a comprehensive, formalized Crisis Communication Plan (CCP) to keep parents informed of situations at their children’s schools and to assist principals with accurate and timely dissemination of information.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	No formalized Crisis Communication Plan existed.	2020	Crisis Communication Plan developed in 2017 was updated in February 2020

Narrative

The Crisis Communication Plan (CCP) provides Region administrators, school principals, and assistant principals with a guide for timely communication to parents, students, employees, and other stakeholders in crisis/emergency situations at schools. It was created in March 2017 with the input of the Office of Communications and School Operations. The guide, which was provided to principals and assistant principals through Weekly Briefings and Region Principal/Assistant Principal Leadership Workshops, is also available to schools online as an eHandbook. The CCP was updated in February 2020 to include additional crisis/emergency situations with corresponding scripts in English, Spanish, and Haitian-Creole.

OBJECTIVE 2: *By June 30, 2016, collaborate with School Operations to keep parents informed of school news by ensuring that 100 percent of school principals are using automated messaging features (voice record and email).*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	See narrative below.	2020	See narrative below.

Narrative

The Office of Communications, in collaboration with School Operations, developed a series of guidelines to provide District and school-site staff with procedures for the appropriate use of the automated messaging system. The guidelines also offer practical suggestions on the effective use of this system to provide important information to parents and employees. The guidelines were distributed via Weekly Briefings and other Communications trainings, thus ensuring all principals and their two designees were well versed in utilizing the automated message system. The Office of Communications supplemented its trainings with ongoing telephone and online support to users. In addition, text notifications were made available for use by principals.

Priority 1 - Sustain strong lines of communication with students, families and employees

OBJECTIVE 3: *By June 30, 2016, increase the number of followers in district-wide social media accounts, by 25 percent.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	20,316 (across three platforms)	2020	225,847 (across three platforms)

Narrative

The Strategic Educational Marketing Department has worked tirelessly to promote District and Board-approved initiatives, important information, and other relevant news across all social media platforms. The content garnered the attention of all stakeholders and enabled extraordinary growth on all three platforms. From June 2015 to June 2020, the number of followers on districtwide social media accounts increased as follows: 456% increase on Twitter; 700% increase on Facebook; 8,689% increase on Instagram. (See Figure 24 on the following page.)

OBJECTIVE 4: *Create greater opportunities for student involvement in digital citizenship.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	18,376 (impressions)	2020	605,845 (impressions)

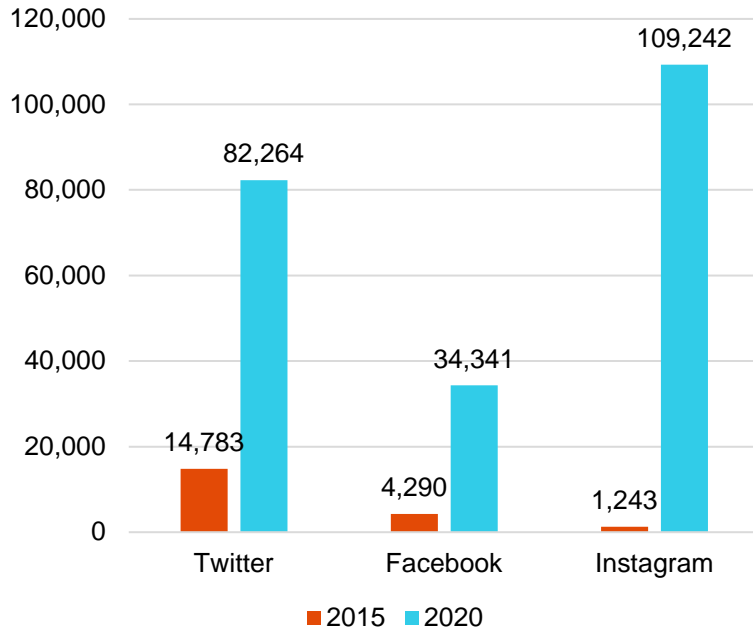
Narrative

Opportunities for student involvement in digital citizenship were developed and implemented as follows:

- Digital Citizenship Resources:
 - Student resources on navigating the digital world in a safe, ethical, and responsible manner, including “Top Ten Tips to Protect Your Online Reputation on Social Media”;
 - Social media content encouraging the responsible use of social media, including student-created content developed as part of M-DCPS’ digital citizenship contest;
 - Social media resources permanently available on the District’s digital convergence website at <http://digital.dadeschools.net/>; and
 - Promotion of responsible use of social media through an expanded digital campaign using the hashtags #DigitalCitizenship, #MDCPSconnects, #MDCPSPostsPositive, #ThinkBeforeYouPost, and #ItsNoJokeMDCPS targeting students, parents, and families. (See Figure 25 on following page.)
- Student Involvement:
 - The Social Media Student Advisory Committee was established in 2015. Student leaders meet various times throughout the year to discuss issues pertaining to social media responsibility and digital citizenship, while providing direct feedback to District personnel on how to effectively reach the student population through various digital channels.
 - The Student Journalism Forum was expanded to include a focus on the importance of digital citizenship. The annual event provided students the opportunity to interact and dialogue with a panel of media professionals and learn more about the impact of social media in journalism and its legal implications.

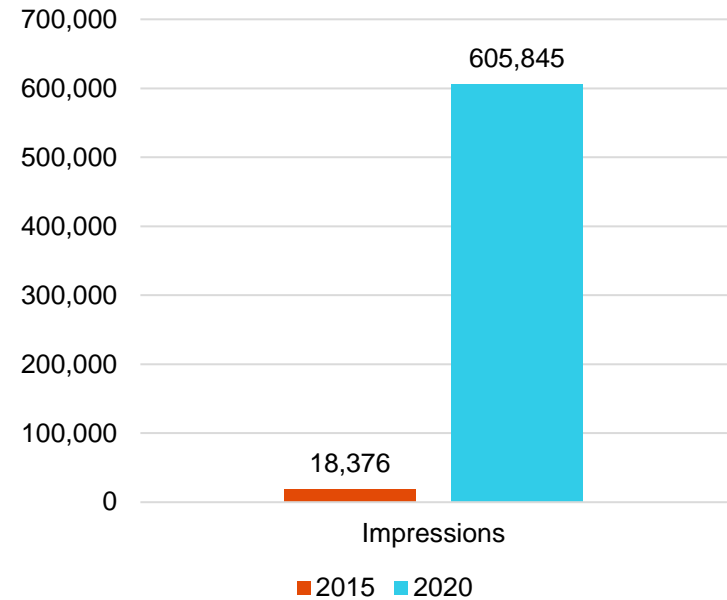
Priority 1 – Sustain strong lines of communication with students, families and employees

Figure 24. Social Media Audience Growth



Social Media Platforms	% Increase
Twitter	456%
Facebook	700%
Instagram	8,689%

Figure 25. Yearly Digital Citizenship Campaign Impressions #DigitalCitizenship



Trend data show an increase in impressions for the hashtags utilized by M-DCPS to promote digital citizenship and social media responsibility as follows: in 2015, 18,376 impressions; in 2020, 605,845 impressions. In five years, the impressions increased by 3,196%.

Priority 1 – Sustain strong lines of communication with students, families and employees

OBJECTIVE 5: *Beginning August 2015, increase opportunities for teachers and parents to provide feedback by offering quarterly online and face-to-face activities. This will include online chats. Goal will be measured by number of people participating in activities.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	43,203 (impressions)	2020	138,930 (impressions)

Narrative

In September of 2015, M-DCPS began hosting live Twitter Chats to provide community stakeholders the opportunity to obtain answers to questions about the District’s initiatives, services, and programs. Nine live Twitter Chats were held on the following dates: September 16, 2015; February 22, 2016; August 8, 2016; February 23, 2017; August 7, 2017; May 8, 2018; August 9, 2018; October 20, 2018 (#SecureOurFuture); and January 09, 2020 (#MDCPSBellTimes). These Twitter chats were often held prior to major events to allow stakeholders to provide feedback about timely issues (back-to-school, testing, etc.). Trend data show the impressions generated through online participation in stakeholder Twitter chats. In 2015, Twitter chats generated 43,203 impressions; in 2020, Twitter chats generated 138,930 impressions. (See Figure 26 on the following page.)

OBJECTIVE 6: *Beginning August 2015, reach larger audiences by providing live streaming and live tweet walls during important events. Apps such as Periscope and TintUp will be used. Goal will be measured by number of people viewing live streams and participating during event (analytics).*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	221 (views)	2020	28,000 (views)

Narrative

District news conferences and important announcements were live streamed on various social media platforms, including Periscope (Twitter Live) and/or Facebook and Instagram Live, to increase awareness and engagement. Trend data show a sizeable increase in the number of people viewing District live streams, from 221 views in 2015 to 28,000 views in 2020. (See Figure 27 on the following page.)

Priority 1 – Sustain strong lines of communication with students, families and employees

Figure 26. Twitter Chat Impressions

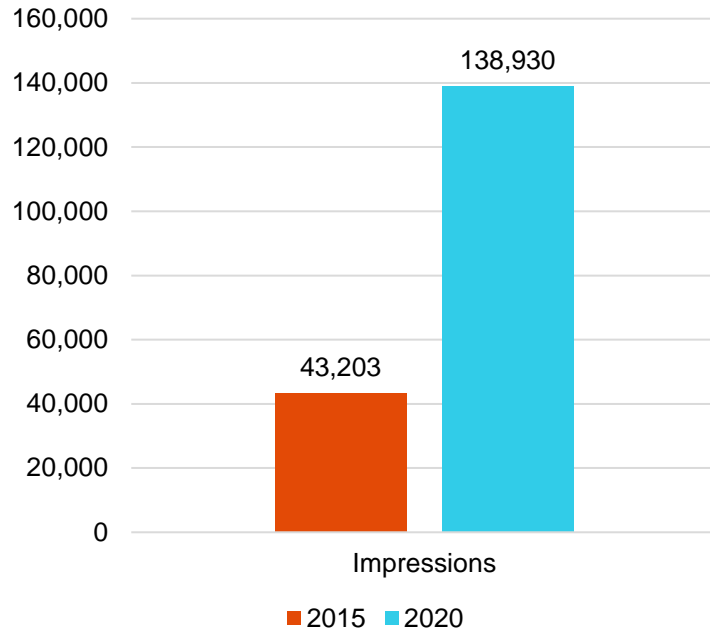
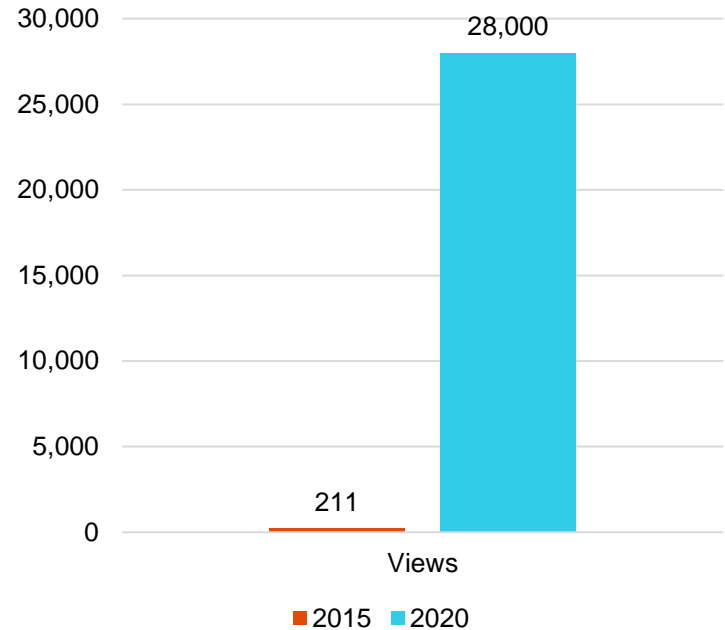


Figure 27. Live Stream Views



A hashtag was used to track tweets and facilitate participation. Hashtags were also developed for specific events (#GOBProgress, #SecureOurFuture, #MDCPSBellTimes) to allow stakeholders to share their thoughts and provide commentary on the issues being discussed. As social media platforms have evolved, enhanced capabilities such as live streaming have allowed the District to engage with stakeholders in a timelier manner. Therefore, beginning in 2019, efforts were shifted to focus on live streaming opportunities.

Priority 1 – Sustain strong lines of communication with students, families and employees

OBJECTIVE 7: By June 2016, increase the number of Spanish-language and Haitian-Creole radio interviews and programming by five percent over the previous school year (2014-2015).

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	See below for data points.	2019	See below for data points.

Narrative

To inform and engage the Haitian community, including parents, Haitian-Creole programming (Radyo Lekòl) airs 30-minute segments weekdays on WLRN (91.3FM). To ensure communities in all parts of Miami-Dade County were being reached, the District contracted with local Haitian radio stations to broadcast additional 30-minute segments of Radyo Lekòl. In 2014, a contract with Niche Radio, Inc. (1580AM), was initiated for families living in the north and central parts of the county. In 2019, the District re-entered into a contract with RCH 23 (1610AM) to reach listeners in the south. These additional programs expanded M-DCPS' Haitian-Creole programming by 40%. Spanish-language interviews and programming increased by 50% during the same period. Radio Caracol (1260AM) was also added to the growing list of Spanish language radio stations with which the District partners. Additionally, Office of Communications staff and other District personnel regularly participate in segments on La Poderosa Radio (670AM), Radio Mambi (710AM), and WQBA (1140AM). (See Figure 28 and 29 on following page.)

Figure 28



Figure 29



The Office of Communications continues to produce and participate in programming in Spanish and Haitian-Creole to inform stakeholders about District and school news.

Priority 1 – Sustain strong lines of communication with students, families and employees

OBJECTIVE 8: *By June 2016, keep current and potential new stakeholders informed of news, programs and services in the district by producing and distributing six e-Newsletters to local, state, and national database of stakeholders. Goal will be measured by number of people opening and reading newsletter.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	23,524 (Opens)	2020	33,908 (Opens)

Narrative

iNews (see Figure 30) is the District e-Newsletter keeping stakeholders informed of the news, programs, and services being provided by Miami-Dade County Public Schools. The newsletter is distributed in three languages (English, Spanish, and Haitian-Creole) to ensure all community stakeholders are kept apprised of important information about the school district. Three newsletters were developed and distributed (Fall, Winter, and Summer editions) in both 2015 and 2016. Overall, between 2015 and 2020, a total of 21 newsletters were developed and distributed. Trend data from 2015 through 2020 demonstrate an increase of 44% (10,384) in open rates for the District’s e-Newsletter.



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

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

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

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

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

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

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

And while COVID-19 has forced us to drastically augment our virtual engagement, it has not diminished our spirit of community.

From distributing mobile devices to handing out more than 850,000 grab-and-go breakfasts and lunches, our workforce has risen to the occasion to help our students and their families. We are accomplishing all of this responsibly, adhering to the Centers for Disease Control and Prevention’s (CDC) social distancing guidelines.

Figure 30. iNews e-Newsletter

Priority 2 – Strengthen awareness of District initiatives, activities and programs

OBJECTIVE 1: *By August 2015, full-service marketing department available to meet the needs of the District and other departments to further promote our programs.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	District began hiring employees to support full-service marketing department.	2020	For 2020, the M-DCPS marketing department completed over 80 projects for other bureaus across M-DCPS.

Narrative

The Strategic Educational Marketing Department is responsible for conceptualizing and executing the District’s overall marketing strategy, including administrative and Board-approved priorities. The Department oversees:

- Design, development, and production of marketing materials, including brochures, flyers, e-newsletters, meeting presentations, and social media content;
- Design and management of multi-media awareness campaigns and digital content via email marketing campaigns and social media platforms;
- Development of school toolkits to support schools in promoting their programs and increasing enrollment; and
- Collaboration with District departments to further promote District offerings.

OBJECTIVE 2: *By June 2016, increase stakeholder awareness of district initiatives, activities, and programs, expanding the district’s reach via the media, increasing the volume of district and school-generated stories by 10 percent over the previous school year (2014-2015) in order to strengthen the public’s perception of M-DCPS.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	See below for data points.	2020	See below for data points.

Narrative

Emphasis has been placed on community news outlets to increase media coverage of schools and the District. During the 2015-2016 school year, there was an increase of school and District stories by approximately 10% over the previous year. Since 2015, M-DCPS has published a weekly Spanish column in Diario las Américas. In 2018, the District partnered with Community Newspapers for a monthly column, which has expanded to a weekly submission. In 2018, the District began producing M-DCPS Voices, a weekly radio program on WMBM hosted by staff. Additionally, there has been increased participation on 99 JAMZ, HOT 105, WEDR, and WIOD radio. During the 2019-2020 school year, the Office of Communications managed 156 TV segments and radio interviews, an increase of 63% from the prior year. News conferences were strategically scheduled to increase media attendance. Contact information for new media outlets was captured, providing additional opportunities to expand the District’s reach. In addition, to further promote and market schools, students, programs, and initiatives, the District collaborated with NBC6 to launch weekly Education on 6 and Brag About Your School segments in 2014, with the Students Making a Difference segment added in 2015. The Super Teacher segment on the CW network was added in 2016. These collaborations are ongoing. (See Figures 31-33 on the following page.)

Priority 2 – Strengthen awareness of District initiatives, activities and programs

Figure 31



Figure 32



Figure 33



Despite the unforeseen challenges faced due to COVID-19, the Office of Communications developed a robust Class of 2020 recognition campaign to honor graduating seniors for their accomplishments. Through the expanded partnership opportunities with news media, there was a total of 348 student-focused content pieces shared via various means. The breakdown is as follows: television content: 73; print content: 110; radio content: 45; and digital content: 120. The expanded partnership opportunities include weekly English and Spanish columns submitted to local newspapers/digital editions for their consideration. More emphasis continues being placed on local media that serve specific areas of Miami-Dade.

Priority 2 – Strengthen awareness of District initiatives, activities and programs

OBJECTIVE 3: *By June 2016, bring greater national exposure to the district by increasing by 5 percent the number of national media outlets receiving district press releases*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	See below for data points.	2020	See below for data points.

Narrative

The Office of Communications remains steadfast in its commitment to bring greater national exposure to the District. In 2015, new English and Spanish national media outlets and contacts were added to the Office of Communications media list, demonstrating an increase of more than 6%. In 2016-2017 there was a total of 998 M-DCPS stories and mentions covered by national media. In 2017-2018, there was a total of 2,343 stories and mentions, increasing the District's national profile by 43%. During the 2019-2020 school year, the Office of Communications prepared and distributed more than 234 news releases in three languages to promote school and District news and create awareness of initiatives and programs. These releases were sent to 313 national media contacts. The District's national reach continues to increase through the fostering of relationships with media representatives who have contacted the Office of Communications throughout the years (i.e., New York Times, Washington Post, Politico, PBS, and The 74).

“The New World School of the Arts, a small, rigorous magnet high school in Miami, draws a diverse group of talented actors, musicians, dancers and visual artists. Sit in on a few classes in 360 degrees.”

Credit: Scott McIntyre for The New York Times
Credit: Technology by Samsung.



Priority 2 – Strengthen awareness of District initiatives, activities and programs

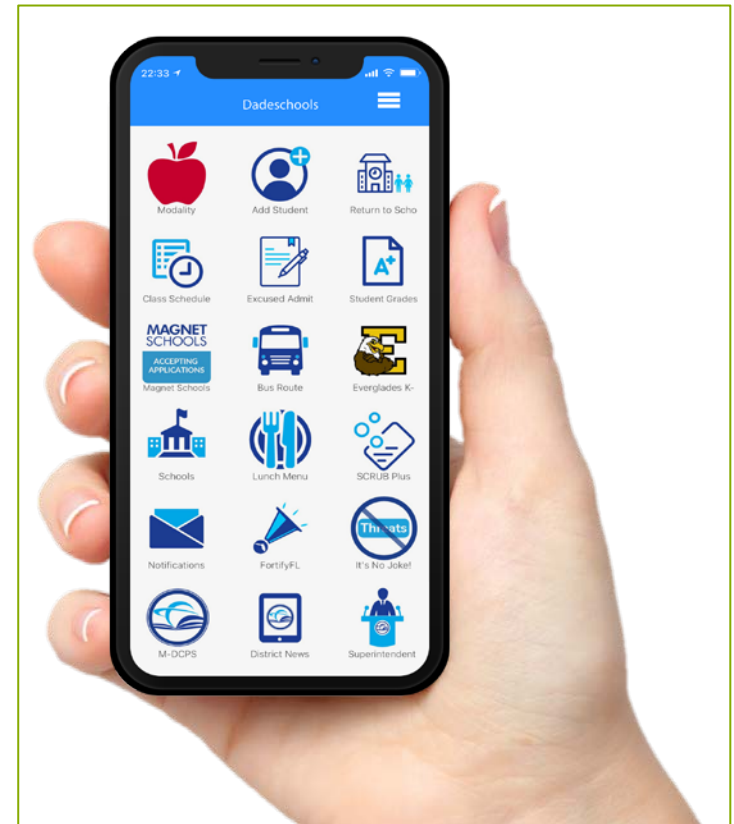
OBJECTIVE 4: *By August 2017, redesign Dadeschools.net website to make it interactive, relevant, mobile-friendly, user-friendly and more cohesive and consistent with District’s image and messaging.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	NA	NA	NA

Narrative

Upgrades and improvements to the dadeschools.net website have been ongoing. Beginning in 2015, a School Mobile Admin (SMA) website template was launched for schools, allowing schools to build their websites without having a technical background. In 2017, a Website Management Solution (WMS) website template was launched for District offices. The templates are mobile-friendly and compliant with the Americans with Disabilities Act (ADA), and they provide enhanced functionality to address the needs of District offices, which are different from schools. In addition to the updates to the dadeschools.net website, the Dadeschools mobile app has also been upgraded. (See Figure 34.)

Figure 34. Dadeschools Mobile App



OBJECTIVE 1: *By June 2020, develop and implement a parent-friendly, data-driven dashboard to present evidence of school performance (academic, operational, and financial) to provide heightened transparency and enhance parent and community awareness relative to district wide school performance and school choice, charter schools.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	NA (Dashboard did not exist.)	2020	Dashboard exists and is utilized by various stakeholders.

Narrative

In order to enhance parent engagement, access, and advocacy, it was essential to provide parents with the tools necessary to easily obtain school information and make informed decisions about their child's education. District staff felt it was important to go beyond a school's letter grade and provide information about school culture, programs, electives, clubs, sports, and school awards. For that reason, the District launched the M-DCPS School Dashboard, which is a comprehensive overview of student enrollment, academic performance, teacher characteristics, school culture, and other services and programs provided at each school. It was designed to aid individuals looking to learn more about a particular school all in one place. School dashboards are periodically updated to include the most recent school figures. Dashboards also include the school's contact information, which can be used to obtain even more information on a particular school of interest. (See Figure 35 on following page.) Additionally, the Office of Charter School Compliance and Support created the Charter School Annual Report and the Charter School Compliance and Support Fact Sheet for parents and other stakeholders. (See Figure 36 on following page.)

The school dashboards can be found at the following link: <http://schooldashboards.dadeschools.net>.



Figure 35. Non-charter School Dashboard

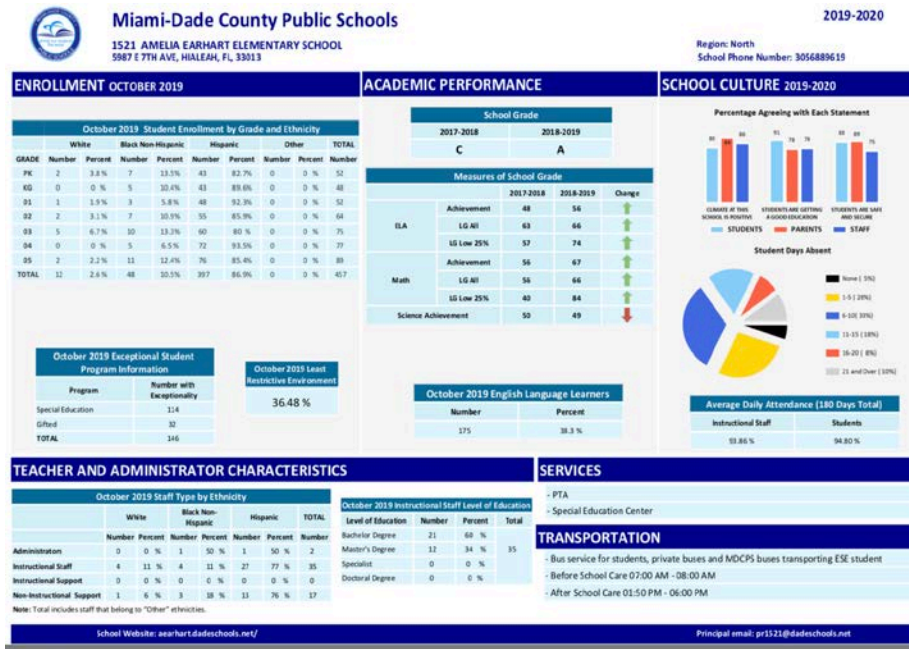
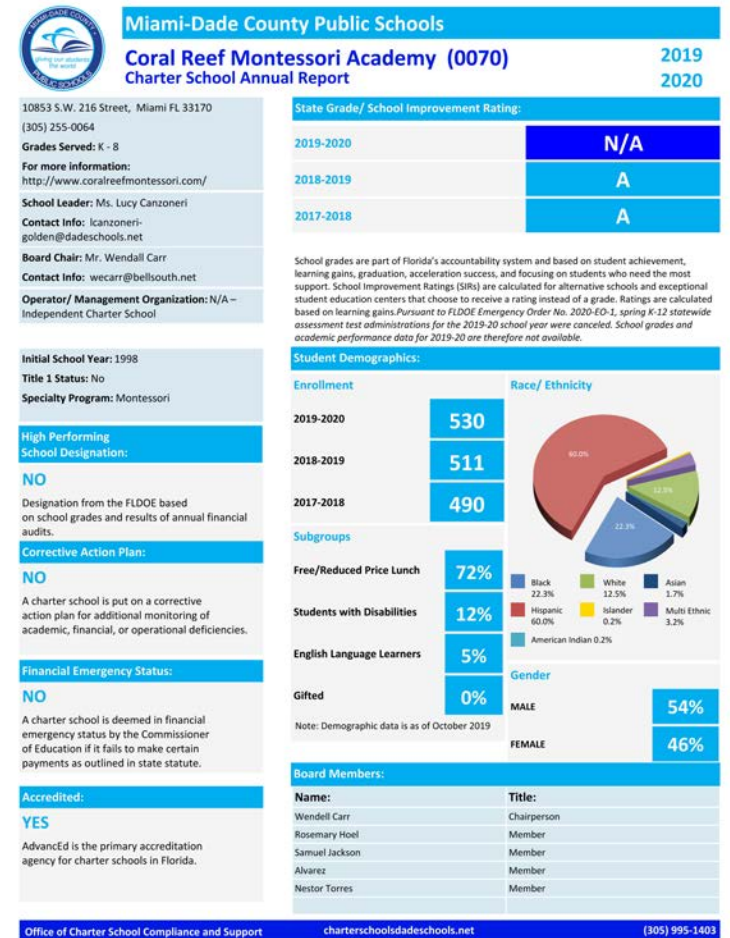


Figure 36. Charter School Annual Report



Informed, Engaged & Empowered Stakeholders

Priority 3 – Enhance parent engagement, access and advocacy

OBJECTIVE 2: *By June 30, 2018, develop a business model to sustain and grow Parent Academy sites, resulting in three (3) new Parent Academy sites with a minimum of 1,000 parent visits within the first calendar year of opening, and positively impacting student performance.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	0 Sites	2020	6 Sites

Narrative

In order to enhance parent engagement and empower families across the District with the tools, information, and training that can assist them in making informed decisions about their child's education, it is necessary to afford parents the opportunity to access these resources and information close to home. To that effect, M-DCPS established the goal of increasing the number of Parent Academy sites throughout the District. As a result, since 2015, six Parent Academy sites have been established across the District – Everglades Migrant Education Center, Henry H. Filer Middle School, Miami Jackson Senior High School, North Miami Senior High School, Parkway Educational Complex, and Ruben Dario Middle School. Collectively over the past five years, the Parent Academy sites averaged 845 parent visits per year.



Priority 3 – Enhance parent engagement, access and advocacy

OBJECTIVE 3: *By June 2017, enhance and expand program offerings for parents/guardians to further eliminate the barriers that interfere with effective parental involvement.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	20 Offerings	2019	32 Offerings

Narrative

In an effort to respond to the ever-changing needs of the families in M-DCPS, the District not only continuously expands program offerings but also develops innovative methods to provide parents with access to valuable information. By 2019, an additional 12 workshop offerings had been developed in English, Spanish, and Haitian-Creole for schools and agencies to request in-person sessions at their sites. Additionally, The Parent Academy (TPA) sessions have been recorded and can be accessed virtually through the online Virtual Campus. The videos are also available on-demand through the TPA mobile app or through the TPA Channel on the Dadeschools TV website.



Priority 3 – Enhance parent engagement, access and advocacy

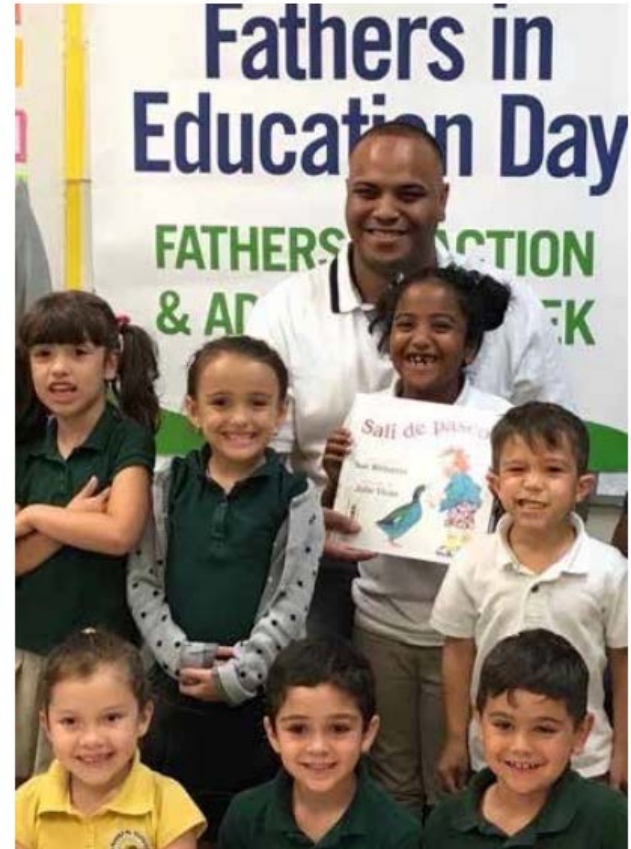
OBJECTIVE 4: *By June 30, 2020, assist schools in improving home-school communications with parents by increasing parental engagement at the school site by 20%.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	1,300 fathers engaged	2020	11,758 fathers engaged

Narrative

In 2017, the District began a partnership with Scholastic Education as part of the two-year Schools of Hope grant to rethink family engagement. Family engagement trends and practices were assessed at five school sites by surveying stakeholders, and intensive family engagement professional learning with teachers, administrators, community involvement specialists, parents, and community members was conducted. In 2018, the partnership with Scholastic was expanded to include middle schools as part of the Middle School Redesign initiative.

Parents play an important role in the academic success of their children; however, mothers are often viewed as the primary caregiver. The Office of Community Engagement (OCE) focused on strategies to engage fathers in education to increase parental engagement throughout the District, resulting in a 900% increase. In partnership with the Fatherhood Taskforce of South Florida, The Parent Academy, and other community organizations, OCE provided engagement opportunities throughout the year as part of a Family and Community Engagement Framework developed for all school sites. Examples include Dads Take Your Child to School Day (DTYCTSD) in partnership with the FDOE; Fathers in Education Day (FIE); and Fathers in Action and Advocacy (FIAA) week, all of which provide enrichment opportunities for fathers and opportunities for schools to honor the role of fathers and father figures in education. Additionally, OCE provided schools with toolkits that served as a roadmap for ease of implementation. In collaboration with The Parent Academy, an on-demand video in English, Spanish, and Haitian Creole entitled “Fathers: Be the Link” was created. Through partnerships with community-based organizations, various enrichment opportunities to support their child’s growth and development were also provided to fathers. Schools and community groups can access all resources associated with this initiative via its dedicated webpage at: <https://www.engagemiamidade.net/fathersineducationday>.



Priority 4 – Build, strengthen and sustain relationships with stakeholders

OBJECTIVE 1: *By June 30, 2020, increase number of business entities offering internship opportunities to students through enhanced web-based clearinghouse for online postings/placements by 50%.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	250 entities	2020	832 entities

Narrative

The number of entities offering internships increased by 232% from 2015 to 2020. In 2016, several District bureaus (Academics, Operations, Attorney’s Office, and Risk Management) formed a working group led by the Office of Intergovernmental Affairs, Grants Administration, and Community Engagement and enacted the following programmatic changes:

- Combined Career Experience Opportunity (CEO) with Honors and Executive Internship Program (HEIP) to form the Honors Academic Year Internship Program (AYIP);
- Increased eligibility for high school students’ participation by lowering the unweighted GPA requirement from 3.0 to 2.5;
- Changed course codes to Honors;
- Streamlined internship provider approval process;
- Leveraged community partners and municipalities by working with multiple District offices and community-based organizations to identify internship opportunities;
- Designed new marketing materials and resources to increase awareness of the program; and
- Collaborated with Summer Youth Internship Program (SYIP) staff to develop an online internship clearinghouse for the Honors AYIP.

The principals in non-participating high schools indicated that students did not participate in the AYIP due to the need for supplemental income earned in afterschool jobs. As a result, the District developed a paid internship model for the 2018-2019 school year. A pilot of 25 students with Burger King led to participation from Miami Jackson, Miami Southridge, North Miami, and Homestead Senior High Schools, and a total of 40 partner entities offered students paid internships through the AYIP in 2019-2020.

Priority 4 – Build, strengthen and sustain relationships with stakeholders

OBJECTIVE 2: *By June 30, 2020, increase number of individuals advocating on behalf of students by 75% through engagement of both internal and external stakeholders.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	3,254 mentors	2020	5,806 mentors

Narrative

The primary goal of the District's School Volunteer Program and its mentoring initiatives is to provide identified students with a mentor to assist them in achieving their potential and discovering their strengths, both academically and personally. Between 2015 and 2020, the Office of Community Engagement formalized agreements with additional mentoring organizations (i.e., Guitars Over Guns, 100 Black Men of South Florida, etc.) to recruit and match mentors with students. Additionally, community partners were encouraged to provide employees as mentors (i.e., City of Miami, Hispanics Inspiring Students' Performance and Achievement (HISPA), Shane Battier Foundation) as part of the national My Brother's Keeper Initiative. Schools were also encouraged to develop their own internal school-based mentoring programs.

An Everybody Mentors toolkit was provided to assist all partners in program development. The number of individuals advocating on behalf of students as mentors increased by 78% from 3,254 mentors in 2014-2015 to 5,806 mentors in 2019-2020.

In addition, the District continued its collaboration with Big Brothers Big Sisters Miami, Take Stock in Children, Women of Tomorrow, and other partner organizations whose missions focus on mentoring.



Significant Work on Pillar IV: Informed, Engaged & Empowered Stakeholders

Priority 1 – Sustain strong lines of communication with students, families, and employees

- School Mobile Application (2015-2016)
- School Quality Dashboard (2018-2019)
- The Parent Academy (TPA Virtual Campus) (2019-2020)

Priority 2 – Strengthen awareness of District initiatives, activities and programs

- Parent Navigator (2019-2020)
- Touchdown for Values (2019-2020)

Priority 3 – Enhance parent engagement, access and advocacy

- We Rise Educational Initiative (2018-2019)

Priority 4 – Build, strengthen and sustain relationships with stakeholders

- Paid Academic Year Internship Program (2018-2019)
- Home School Connections (2018-2019)
- Girl to Girl Mentoring Program (2019-2020)





Effective & Sustainable Business Practices

Priority 1 - Strengthen District's Financial Position

Priority 2 - Strengthen Streamline and improve business operations

Priority 3 - Align community needs with District's Capital Plan

Priority 4 - Implement renovation, replacement or capacity amplification – GOB projects

Priority 5 - Promote efficiency and long-term sustainability

05

P1 – Strengthen District’s Financial Position

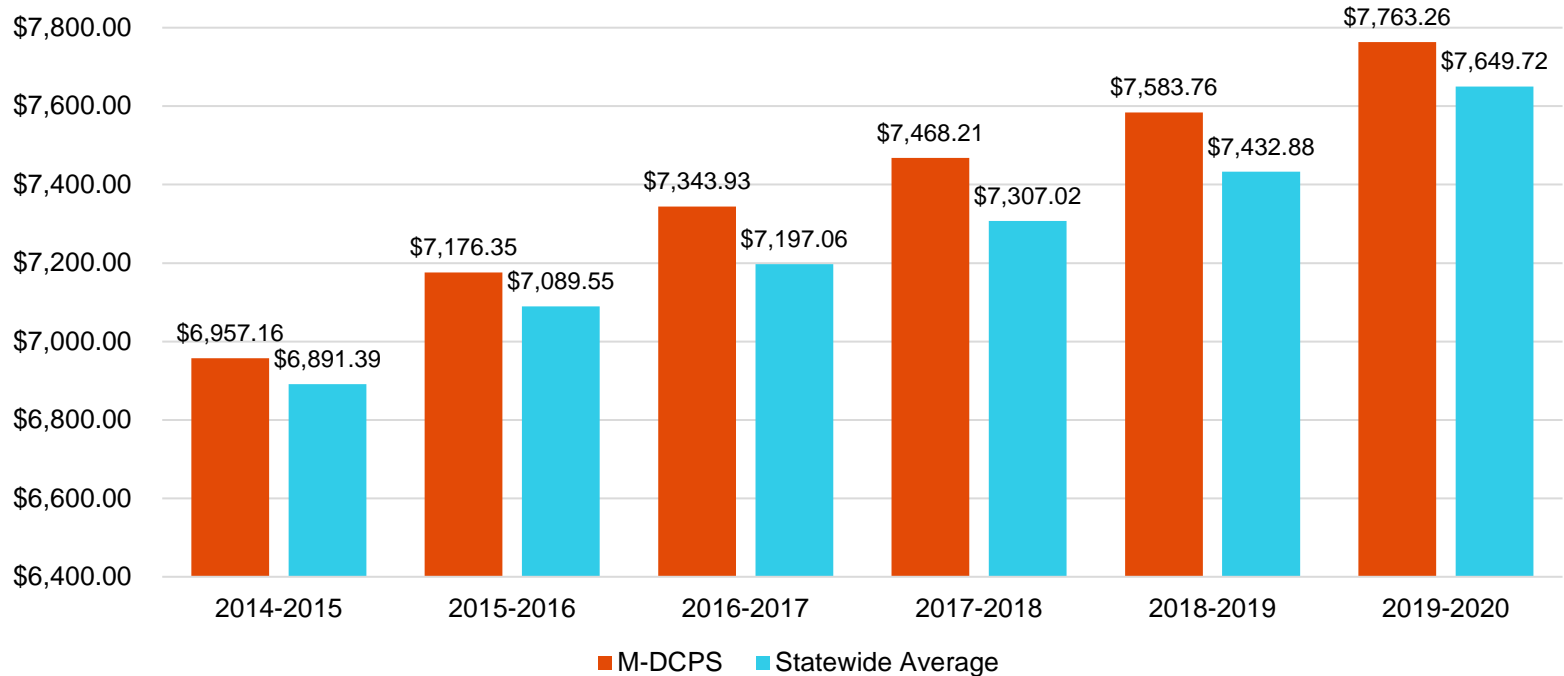
Objective 1: Increase funding for the District by attaining or superseding the per-student statewide average.

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	\$6,957.16	2020	\$7,763.26

Narrative

Between 2015 and 2020, the Florida Education Finance Program (FEFP) formula that aims to equalize funding among school districts reported that M-DCPS’ per-student funding allocation exceeded the statewide average. Beginning in the 2015-2016 academic year and over the course of the four subsequent school years, a notable trajectory of increased per-student funding was noted in the final calculation for the District. Through the School Board’s adopted legislative priorities, the District continues to advocate for increased student funding to ensure M-DCPS remains in a strong financial position and able to support improved student achievement. (See Figure 37 below.)

Figure 37. Per-Student Funding Allocation



Objective 2: Passage of legislation pursuant to the Board’s annual legislative platform.

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Partially Met	NA	2020	See narrative below.

Narrative

Through the School Board's adopted state legislative program, M-DCPS has committed to providing high-quality education for all students and empowering them to become lifelong learners and responsible citizens. As a result of its advocacy efforts, the District's legislative team succeeded in passing key legislation in support of K-12 students between 2015 and 2020.

Notable M-DCPS highlights at the state level include:

- Increased flexibility in the use of Title I funds in high schools above the 50% threshold, providing that carry-forward Title I funds be utilized without limitations set in state law;
- Modification of the language in Senate Bill 2502 (2020), requiring the state to develop methodology for each school district based on the district's wage level index for funding equity;
- Creation of the Mental Health Assistance Allocation within the Florida Education Finance Program (FEFP), allowing M-DCPS to create the Department of Mental Health Services;
- Restoration of the pre-recessionary funding in the Exceptional Student Education Guaranteed Allocation to \$1.055 billion (from \$96.1 billion) for enhanced specialized services for the District’s most fragile students;
- Modification in the calculation of capital outlay funds for charter schools to consist of state Public Education Capital Outlay (PECO) funds, not local discretionary tax levy;
- Securing of locally levied tax referendum dollars for teacher pay increases and safety from being appropriated by charter schools for previously passed referenda; and
- Creation of the Florida Seal of Biliteracy.



The following was accomplished at the federal level:

- Protected supplemental education funding allocated through entitlements;
- Led local Census 2020 plan for Miami-Dade County, successfully opposing the proposed citizenship question from being included;
- Supported Deferred Action for Child Arrivals (DACA) program extended by Supreme Court ruling; and
- Achieved 1-year Temporary Protected Status (TPS) extension through January 2021 for El Salvador, Haiti, Nicaragua, and Honduras.

Priority 1 - Strengthen District's Financial Position

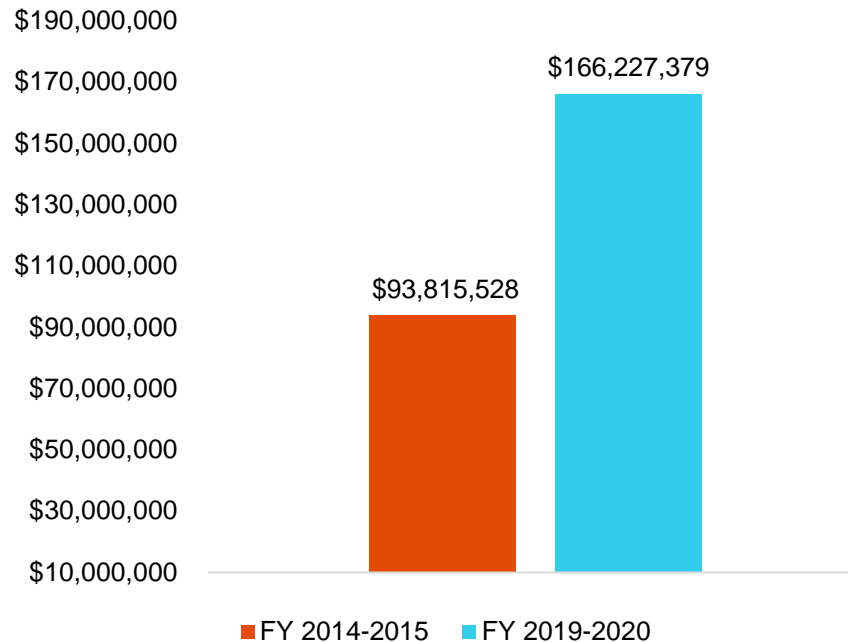
Objective 3: Increase unassigned fund balance.

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	\$93,815,528 (FY 2014-15 Unassigned Fund Balance)	2020	\$166,227,379 (FY 2019-20 Unassigned Fund Balance)

Narrative

Following the impact of the Great Recession, the District has prioritized strengthening the General Fund's unassigned fund balance each year. In 2007-2008, the District was nearly bankrupt with an unassigned fund balance just under \$5 million, representing a reserve of 0.1%. Increasing the unassigned fund balance remained a priority between 2015 and 2020. In 2015, the unassigned fund balance was \$93,815,528. At the end of FY 2019-2020, the highest watermark – nearly 5% – was reached as the District continues preparing for the financially difficult times ahead. (See Figure 38 below.) Moving forward, the District remains committed to maintaining its financial health while simultaneously protecting academic programs, classrooms, and employees.

Figure 38. Unassigned Fund Balance



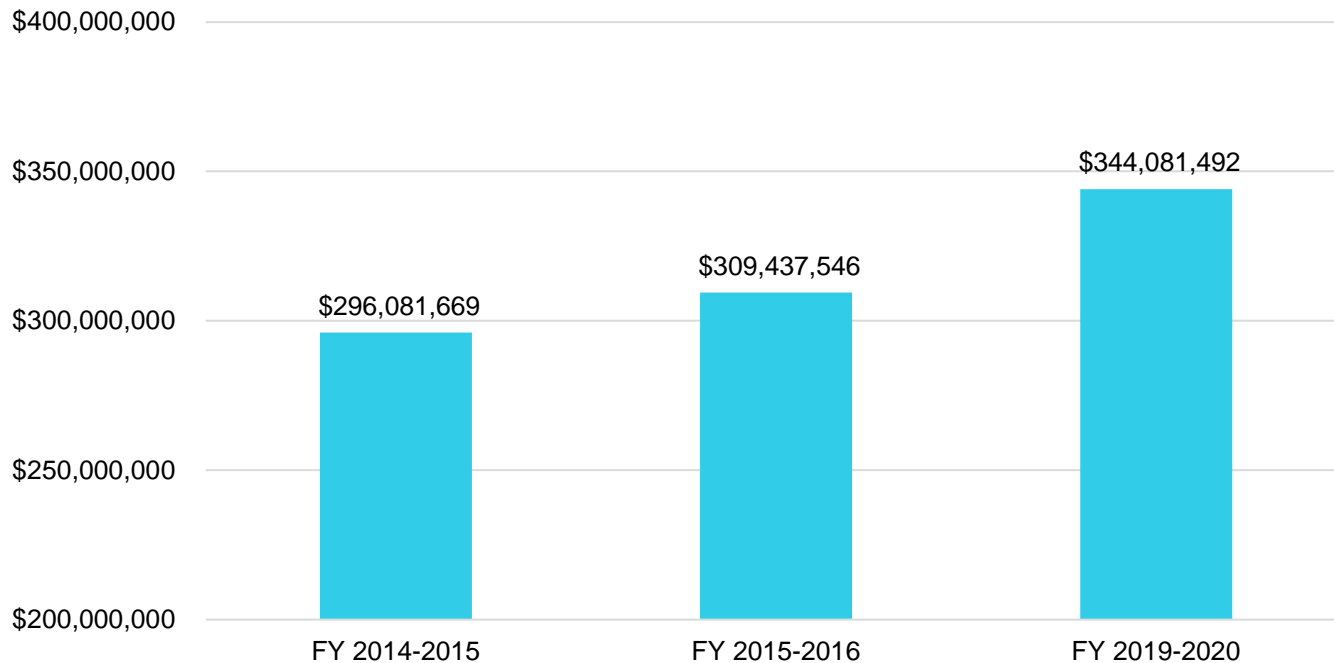
Objective 4: *By June 30, 2016, increase supplemental funding through the identification and pursuit of funding opportunities.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	\$296,081,669 (FY 2014-2015 Total Supplemental Grant Funds)	2020	\$334,081,492 (FY 2019-2020 Total Supplemental Grant Funds)

Narrative

From 2015 to 2016, the District saw an increase of 4.5% in grant funding, from \$296,081,669 to \$309,437,546, respectively. The original goal of increasing supplemental grant funds by June 30, 2016, was met, and identification and pursuit of funding opportunities continued. By 2020, supplemental grant funds had increased by 16% from 2015, for a total of \$344,081,492 (See Figure 39 below). This increase includes new supplemental funding sources as well as increases to existing sources.

Figure 39. Total Supplemental Grant Funds



Priority 1 - Strengthen District's Financial Position

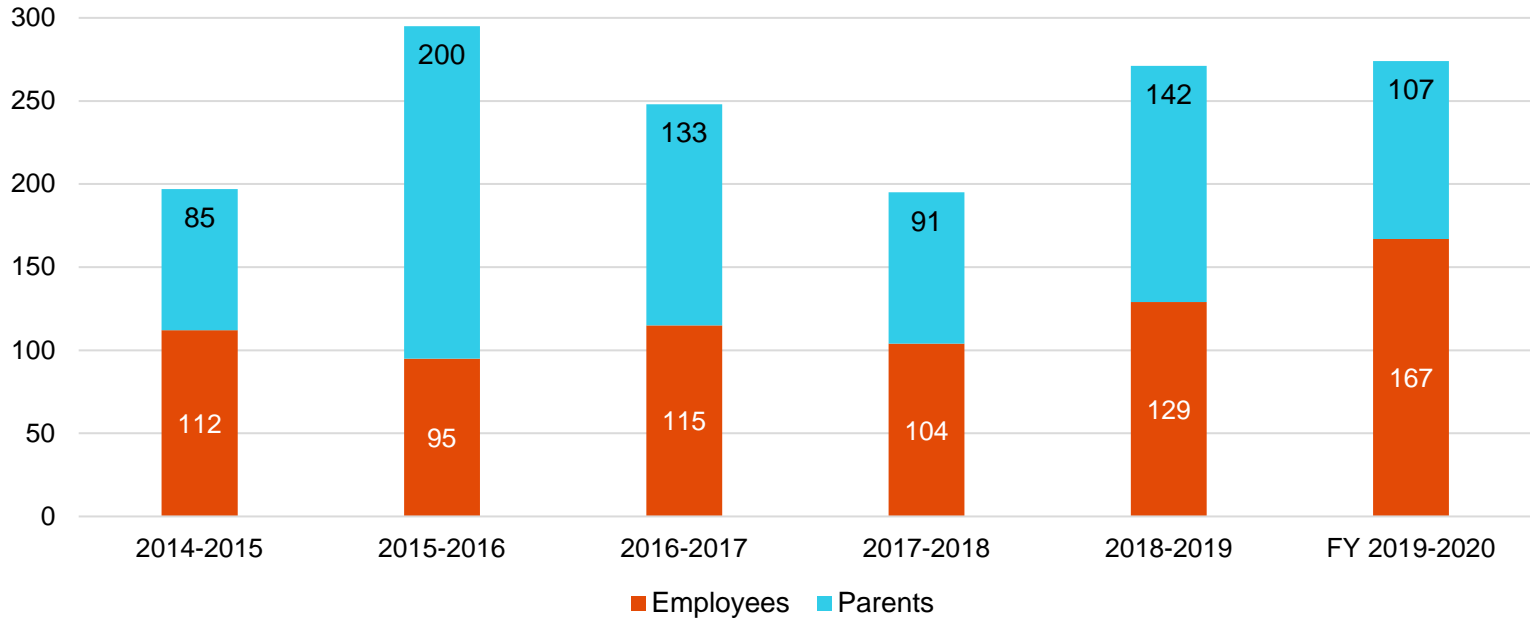
Objective 5: By June 30, 2016, increase supplemental funding through grant writing training of employees, District staff and parents.

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	197 training participants	2020	274 training participants

Narrative

In an effort to empower M-DCPS stakeholders to identify and successfully pursue supplemental funding sources, the District provided several grant writing training opportunities to employees and parents. The District met its initial 2016 goal by increasing the number of participants in grant writing trainings from 197 to 295 – a 50% increase – between 2014-2015 and 2015-2016. The District continued offering grant writing training in subsequent years to help increase supplemental funding. The number of participants in grant writing trainings in 2019-20 totaled 274, which is a 39% increase from 2015. (See Figure 40 below.)

Figure 40. Participants in Grant Writing Trainings



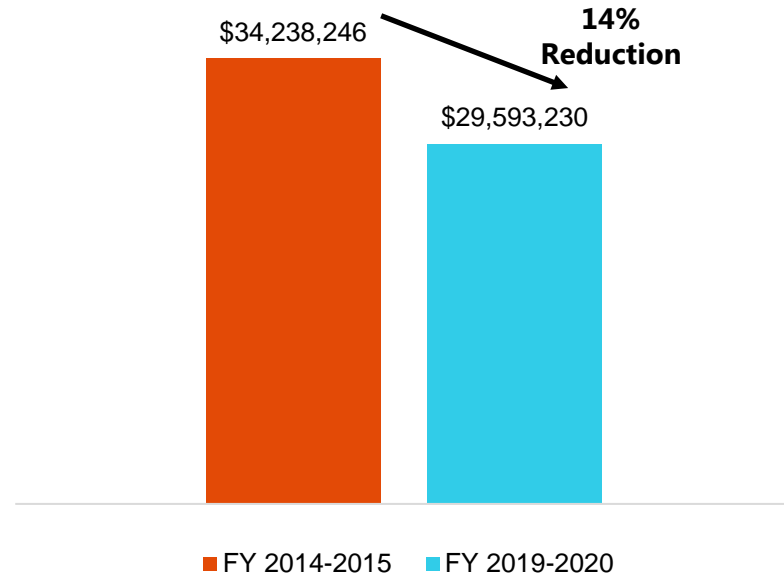
Objective 6: Reduce Workers' Compensation costs.

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	\$34,238,246 Workers' Compensation Expenses in 2014-2015	2020	\$29,593,230 Workers' Compensation Expenses in 2019-2020

Narrative

Workers' compensation expenses had been impacted by several factors that increased claims costs, including increased claims, attorneys' costs, and inflated medication costs. M-DCPS' success in lowering workers' compensation expenses lies in the ability to swiftly adapt to change. As part of the District's innovative response to increased workers' compensation costs, M-DCPS held a Medical Providers Summit; annuitized Medicare Set-Aside's over \$15,000; created a loss prevention team; participated in custodial training to educate employees on workplace injury prevention; relaunched the Rebuilding Me program, which promotes health education among employees in the District's Department of Transportation; strengthened union relationships; dedicated a nurse to review all prescriptions, thereby controlling prescription volume and utilization; and sent get well cards to injured employees with contact information for staff in the Office of Risk and Benefits Management to provide assistance with their claims. Through these actions and initiatives, the District was able to reduce claims and associated costs. (See Figure 41.)

Figure 41. Workers Compensation Costs



Priority 1 - Strengthen District's Financial Position

Objective 7: Contain healthcare costs by increasing employee awareness and education regarding prevention and avoiding 2018 ACA Excise Tax Penalty.

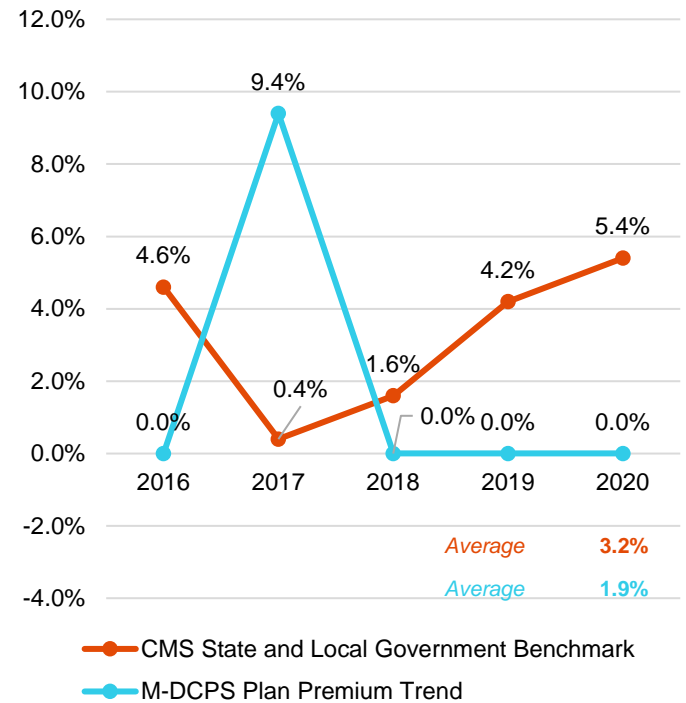
Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	See narrative below.	2020	See narrative below.

Narrative

The District requested Aon, the School Board's Benefits Consultant, to benchmark the financial performance of the M-DCPS Health Plan over the Vision 20/20 period (2015-2020). The District's plan averaged a 1.43% lower annual trend against state and local governments, for a projected total net savings of \$26 million against the benchmark. (See Figure 42.)

Employee health awareness and education campaigns, such as on-site health events, helped contain healthcare costs between 2015 and 2020. During this time period, the District also increased the types of health-related screenings in response to claims data, benefiting thousands of M-DCPS employees. These screenings included: Biometric Screenings; Dermascans; Bone Density Screenings; Mammogram Screenings; and on-site flu shots. A Joint Healthcare subcommittee was created with bargaining units, and the District opened the new on-site medical facility at Miami Jackson Senior High School. Additionally, the District introduced the Healthcare Bluebook, a transparency website that M-DCPS employees can use to "shop" for healthcare services, facilities, and providers. Pharmacy options were also expanded to include the Cigna 90-Day Now Maintenance Medication Program at CVS retail pharmacies, which enables employees to fill a 90-day supply for maintenance medications at the same cost as the Cigna Home Delivery, thereby reducing the number of visits to the pharmacy to refill medications. Another wellness initiative empowering our employees with the tools needed to achieve a healthier lifestyle is the Omada Pre-Diabetes Program the District implements in partnership with Cigna. This program has enabled 867 participants to lose over 4,000 pounds since 2019. As part of the ongoing efforts related to health and wellness, the District also implemented the Walking Spree Program, which allowed 3,000 employees to connect their wearable fitness devices and smart phones to the Walking Spree app to track their steps, other physical activity, and participate in fun walking challenges. Through this program, District employees walked over four billion steps in 2018-2019.

Figure 42. M-DCPS Plan Experience vs. Benchmark Trend



Objective 8: Maximize monetization opportunities relating to the School Board's property portfolio known as the SBAB to create a long-term sustainable funding stream for the Board's educational priorities – Project 20-1500.

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Partially Met	NA	2020	See narrative below.

Narrative

In 2015, an analysis of the District's property portfolio was completed by a Blue Ribbon Task Force comprised of experts in the fields of development and finance. Recommendations from the Task Force focused on unencumbering properties at the District headquarters (School Board Administration Building Complex, or SBAB) used for office space and parking prior to issuing a solicitation for redevelopment and monetization of the SBAB Complex properties. The first element of the plan was to issue a request for proposals (RFP) for Parcel 7 (the parking lot across from the Arsht Center) that could be leveraged due to an alignment of public and private sector interests.

In 2018, a proposal was awarded whereby the selected developer will provide 100,000 square feet of District office space and 600 parking spaces to be used by M-DCPS and valued at \$62 million, inclusive of financial investments by the Omni Community Redevelopment Agency (CRA). The CRA investments will be included in a comprehensive negotiated memorandum of understanding (MOU) between M-DCPS and the CRA encompassing the SBAB property portfolio. It is anticipated that the CRA will invest further in the District's development strategy with a focus on funding the relocation and expansion of iPrep, construction of a new Phillis Wheatley Elementary School, workforce housing, and amplification of educational capacity. Such an investment will likely more than double the \$62 million in resources and/or assets.

The District is finalizing agreements with the successful proposer and formulating the framework for the referenced MOU with the CRA and the City of Miami. The MOU will stipulate a 21-acre development strategy inclusive of the SBAB, Phillis Wheatley Elementary School, and a nearby City of Miami property within the CRA limits. The strategy includes a proposed solution to construct the new, expanded iPrep on the City of Miami property, thereby enabling the District to unencumber the Biscayne Boulevard property, as recommended by the Blue Ribbon Task Force.

Full implementation of the strategy is contingent upon the extension of the CRA. Consequently, District staff has worked closely with the CRA through the extension approval process. The CRA's extension has already been approved by the City of Miami and by Miami-Dade County, and the District's project is included in the CRA extension plan. Based upon recent briefings with CRA leadership, it is anticipated that the CRA Board will soon take action on the ratification of the extension, as approved by the County.

Once the CRA extension is approved, the Parcel 7 agreements and CRA MOU will be finalized and presented to the School Board for consideration and approval.

Priority 2 - Streamline and improve business operations

Objective 1: Upgrade finance technology

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	NA	2020	See narrative below.

Narrative

Among the many ways M-DCPS strives to enhance operational efficiency is through the leveraging of technology. Between 2015 and 2020, several systems and processes within Financial Services were upgraded to streamline and improve the District's business operations.

Accounting:

- 1) The Electronic School Accounting System (eSAS) has enabled schools to manage internal funds in a centralized technology system. This has brought about about greater financial controls and efficiencies, particularly as it relates to electronic transfer of District revenues generated at school sites. The user-friendly platform has also provided school treasurers with real-time access to a broader range of financial data.
- 2) The Online School Payment System and Focus have afforded M-DCPS the opportunity to offer online payment solutions to parents, thereby reducing on-site cash/transactions and increasing cost savings by reducing the need for armored car services. These online payment solutions facilitated continuous cash collection during the COVID-19 pandemic.

Treasury:

- 1) Treasury implemented a new workstation, moving from ICMS (used since 2003) to Integrity, a web-based solution allowing for daily automatic interfaces and streamlining of the daily cash positioning and forecasting process.
- 2) The District has partnered with Wells Fargo to provide heightened protection and ACH debit block for all schools banking with Wells Fargo, the District's main banking partner. This prevents checking and ACH fraud at school sites.

Procurement:

An online bidding platform, Bidsync/Periscope, has been acquired. The platform standardizes processes and streamlines the bid submission process, while also allowing bids to be featured on digital platforms.

Facility Rentals:

SchoolDude brought the M-DCPS facility rentals process into the 21st century by eliminating the paper-based system.

Objective 2: Recalibrate Procurement Management Services

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	NA	2020	See narrative below.

Narrative

Procurement Management Services was not only recalibrated but rebuilt. With the assistance of a former, long-time leader of the office, a new Chief Procurement Officer was selected, and together the "recalibration" had three main areas of focus:

- 1) Ensuring staff is trained and given increased opportunities to receive Public Procurement certification;
- 2) Instilling the importance of School Board policy adherence; and
- 3) Using the renewed knowledge and resources to increase productivity and enhance value for the District.

Towards this end, currently a total of 10 Procurement staff are now eligible for certification, with three certified to date. In working with the School Board, several corrections and enhancements to the District’s procurement policies have been made, and changes have been made to the office’s procedures manual. A Contract Compliance Director has been appointed and is working closely with the School Board Attorney’s Office to ensure full contract compliance. Finally, the culture of the office has been reestablished, instilled with the following principles as a foundation for the Procurement team:

- Compliance with all policies, statutes, and the Florida Administrative Code;
- Procurement is a service-oriented team; and
- Drive savings, cost avoidance, and operational enhancements.



Priority 2 - Streamline and improve business operations

Objective 3: *By December 2015, relocate and restructure Human Capital Management offices to create a “one-stop shopping” experience for employees and schools.*

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	Initial implementation began in 2015 in three phases	2016	Completed in 2016

Narrative

Prior to 2015, many of the Human Capital Management offices with interdependencies critical to employee recruitment and staffing operations were located in different areas of the School Board Administration Building (SBAB), which sometimes resulted in delays to the hiring and onboarding processes for identified candidates. In an effort to provide a more user-friendly experience for both prospective and current employees, as well as hiring managers across the system, M-DCPS aimed to create a "one-stop shopping" experience for numerous human capital functions, particularly those related to recruitment, staffing, and personnel operations such as fingerprinting. Phase I of the project was completed with the relocation of Non-Instructional Staffing to the first floor of SBAB. Phase II included the relocation of Instructional Staffing, Personnel Operations, Fingerprinting, and Employee Services. Phase III included signage and technology to enhance the "one-stop shopping" experience for employees and schools. Phases I, II, and III were completed by July 2016. All departments and personnel earmarked for the space were successfully relocated, and employment services to District offices and schools, as well as charter schools within M-DCPS, continue being delivered. (See Figure 43 and Figure 44 below.)

Figure 43.

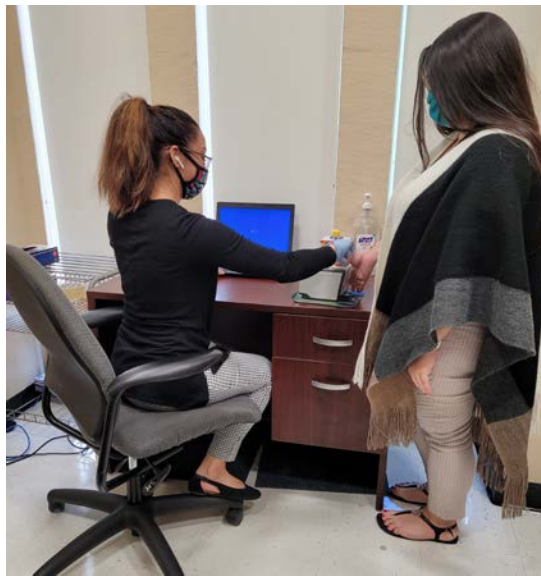
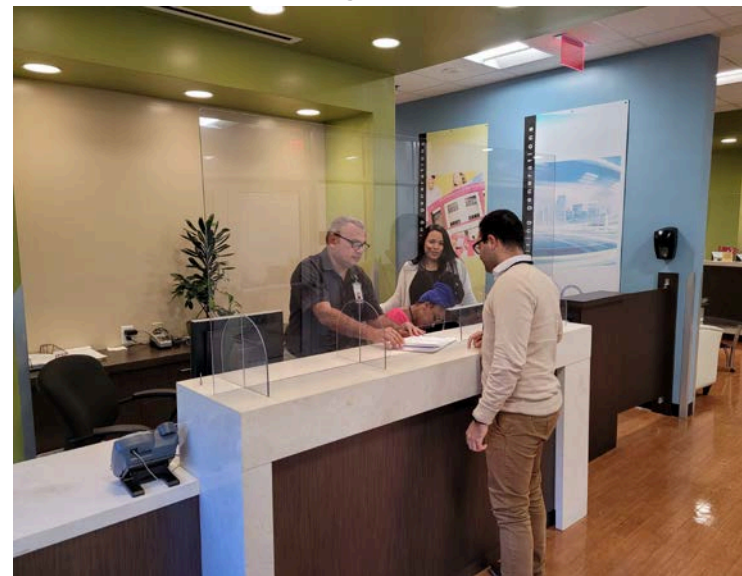


Figure 44.



Objective 1: Maximize use of existing tools/outlets to gauge community priorities and formulate capital plan priorities.

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	See narrative below.	2020	See narrative below.

Narrative

In order to ensure that community priorities were addressed in the District’s capital planning priorities, a number of strategies were employed to solicit stakeholder feedback and recommendations as summarized below.

- a) The District utilized Interlocal Agreements for Public School Facility Planning with 27 municipalities and the County to identify areas of potential expansion districtwide and opportunities to roll out new, unique products.
 - The District worked collaboratively with Brickell citizens and Miami-Dade County to locate a site to construct a middle school expansion of Southside Elementary School, which will also include a residential component.
 - The District also collaborated with Miami-Dade County on the development or refinement of student generation factors (e.g., the County updated multipliers in Minor Statistical Areas, which are used to calculate the estimated number of students generated by residential development). The multiplier is to be updated every three years, and the latest update occurred in December 2019.

- b) The District engaged established entities such as the Staff Working Group, Citizens Oversight Committee, and the 21st Century Schools Bond Advisory Committee to gauge perceived/actual community needs and priorities to develop educational options that are responsive and unique.
 - As of June 30, 2020, the District completed 229 main and 628 accelerated/supplementary projects. The General Obligation Bond (GOB) expenditures totaled approximately \$802 million (\$94 million for technology and \$708 million for facilities), with another \$58 million contracted. In order to provide continued transparency, the following actions take place on a regular basis:
 - o Quarterly reports are created, distributed to the School Board, and posted on the District website;
 - o Monthly reports are created and distributed to the School Board;
 - o The GOB Dashboard is updated; and
 - o Quarterly meetings of the 21st Century Schools Bond Advisory Committee.

Priority 4 – Implement renovation, replacement or capacity amplification – GOB projects

Objective 1: Further streamline processes and procedures.

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	2 prototypical designs completed	2020	37 prototypical designs completed

Narrative

Project implementation was reviewed and streamlined by using prototypical designs, bundling similar projects into groups to reduce project implementation time/costs and advancing critical scope. As an example, the Dr. Toni Bilbao K-8 prototype was reused at Kendall Square K-8, Andrea Castillo Prep Academy, and Venetian Park K-8. (See Figure 45.) The District also:

- Grouped renovation/addition GOB projects that are similar in scope, construction, budget, size, and complexity for the Architectural/Engineering and Construction Management At-Risk firm solicitation process, grouping three to four projects at a time and rotating among Sheltered Market and Open Market solicitations.
- Staggered advertising of solicitations to allow firms the opportunity to apply to various requests for qualifications (RFQ) and enhance the possibilities of conducting business with the District.
- Added a total of 10,433 new student stations using prototypical plans/design, which included:
 - Four new schools (listed above)
 - Two replacement schools (Frederick Douglass and Bunche Park Elementary Schools) [See Figure 46.]
 - Two partial replacement projects (Biscayne Gardens/Thomas Jefferson K-8 and Coral Gables Senior High School) [See Figure 47.]
 - 29 building additions throughout the District; and
 - PE shelters, covered play areas, and flammable storage structures

Between July 1, 2015, and June 30, 2020, the District spent \$802 million (\$94 million for technology and \$708 million for facilities) and completed 229 main projects and 628 accelerated/residual projects, including safety upgrades, Heating, Ventilation, Air Conditioning (HVAC), remodel/renovations of existing facilities, and 403 portable removals/demolition.

Figure 45. Kendall Square K-8



Figure 46. Bunche Park Elementary



Figure 47. Coral Gables Senior High



Objective 1: Energy efficiency through Guaranteed Energy Performance Contracting (GEPC).

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	NA	2020	3 GEPC Firms Commissioned

Narrative

The District embarked on a long-term strategy to implement sound, sustainable business practices in school facilities as new schools and building additions were constructed and existing schools were renovated. Such strategies included LED lighting, impact resistant windows, energy efficient HVAC and plumbing systems, and other improvements that focused on the well-being of students and staff while reducing the overall carbon footprint of our campuses. As a result, overall expenditures for electricity have declined within the last 5 years. In 2015, the District paid approximately \$61 million to energize 44.4 million square feet of operational area. In 2020, electricity expenditures totaled \$55.4 million while operational area had grown to 45.3 million square feet as a result of new schools and building addition projects.

Guaranteed Energy Performance Contracting (GEPC) is also being implemented to exploit energy cost avoidance opportunities while complementing the District’s Five-year Capital Plan. GEPC is a self-funding delivery method whereby energy conservation measures are repaid from the operational savings they produce. An RFQ/RFP for qualified Energy Savings Companies (ESCO) has been awarded, and three vendors have been commissioned by the Board.

The following schools have been included in the initial GEPC phase based on their energy use profile and potential for energy cost avoidance:

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



Priority 5 – Promote efficiency and long-term sustainability

Objective 2: Collaborate with School Operations on school consolidation and resource optimization.

Status	2015 Data Point	Most Current Data Year	Most Current Data Point
Met	See narrative below.	2020	See narrative below.

Narrative

Since 2015, the following consolidation and optimization measures were realized to generate millions of dollars for capital projects and eliminate recurring operating expenditures:

- a) Optimized available resources and funding sources by:
 - Conveying two environmentally sensitive District properties to Miami-Dade County for preservation purposes, generating \$2.97 million and eliminating ongoing maintenance expense to the District;
 - Monetizing the District’s interest in Section 16 School Lands, receiving a \$15 million grant to purchase the Young Women’s Preparatory Academy (YWPA) building and save approximately \$50 million in rental payments;
 - Selling leasehold interest in State lands to a private developer for a shopping/entertainment venue, generating \$7.25 million; and
 - Exchanging vacant land with developer to acquire property in Doral for construction of a new K-8 center at no cost.
- b) Identified co-sharing/co-location opportunities at underutilized facilities that reduce operating costs while maintaining a community presence by:
 - Executing Joint-Use Agreements with various governmental entities to share site maintenance costs and provide green space for use by residents after school hours;
 - Executing co-location agreements with KIPP Miami for use of space at Madison Middle School and Poinciana Park Elementary School; and
 - Amending existing agreement with Academy for International Education (AIE) Charter School to allow the construction of a new classroom building at the former Curtiss Parkway Elementary School site in Miami Springs.
- c) Right-sized facilities slated for replacement to match actual needs by:
 - Replacing outdated facilities at Frederick Douglass and Bunche Park Elementary Schools with new state-of-the-art buildings.
- d) Offered underutilized space in schools to house businesses in exchange for internships and mentorships that can support industry certification within career pathways by:
 - Collaborating with the SEED School of Miami to provide residential programs for at-risk students at the former Westview Middle School site; and
 - Collaborating with United Way of Miami-Dade for use of facilities to provide early childhood education programs at three underutilized locations, which leads to students matriculating at District schools.

Significant Work on Pillar IV: Effective & Sustainable Business Practices

Priority 1 – Strengthen District’s Financial Position

- Workplace Safety Initiative (2015-2016)
- Wellness Education & Awareness (Well Way) (2015-2016)
- District-wide Telemedicine Program (2017-2018)
- Financial Wellness Campaign (2018-2019)

Priority 2 – Streamline and improve business operations

- Online School Card Payment System (2017-2018)
- SAP Mobile Maintenance (2016-2017)
- 21st Century Banking (2015-2016)

Priority 3 – Align community needs with District’s Capital Plan

- Senior High School Building Replacements – Miami Palmetto and Coral Gables (2019-2020)

Priority 4 – Implement renovation, replacement, or capacity amplification – GOB projects

- GOB Projects Replacement and Innovative Facilities:
 - Bunche Park, Frederick Douglass Elementary (2017-2018)
 - GOB Project – New Dr. Toni Bilbao Preparatory Academy (2017-2018)
 - GOB Project – New iPREP Academy at Dr. Michael M. Krop Senior High (2018-2019)
 - GOB Project – New Kendall Square K-8 (2018-2019)

Priority 5 – Promote efficiency and long-term sustainability

- Guaranteed Energy Performance Contracting (2018-2019)
- Eliminating Plastic Straws (2019-2020)



An aerial photograph of a city skyline at sunset, with a large graphic overlay. The graphic consists of the word "VISION" in blue, uppercase letters, positioned above the number "20/20" in black, bold, sans-serif font. The two zeros in "20/20" are stylized as circular lenses or magnifying glasses, each containing a reflection of the city skyline and the water below. The background shows a dense urban landscape with numerous skyscrapers and buildings, a body of water in the foreground, and a bridge structure. The sky is filled with soft, orange and pink clouds, and a small airplane is visible in the distance.

VISION
20/20

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.

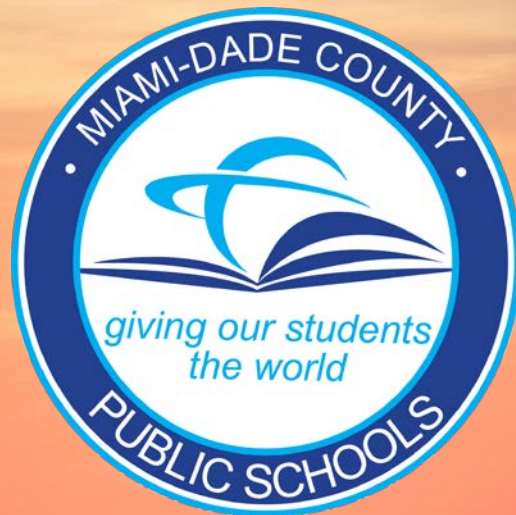
Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - prohibits discrimination against employees or applicants because of genetic information.

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.



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