

ACCOUNTABILITY AND SYSTEM-WIDE PERFORMANCE

Overview

Accountability and System-wide Performance (ASP) designs accountability systems in support of the District's strategic goals and in compliance with local, state and federal guidelines.

Units

- *School Quality Improvement* - ensures effectiveness of School Improvement Plans and Educational Excellence School Advisory Councils and compliance with federal, state and Board requirements
- *Performance Improvement* - facilitates the creation and tracking of key performance indicators throughout the District, building capacity in support of the continuous improvement model



ACCOUNTABILITY AND SYSTEM-WIDE PERFORMANCE

**Key Strategies
For 2005 - 2008**

1. Design and implement accountability systems to improve effectiveness of instruction and efficiency of operations

**Expected Outcome
By 2008**

- Clear and effective processes for measuring organizational performance at the District-level and school-sites
- Effective and useful SIPs that are aligned with District's strategic plan
- Data-driven decision making by all staff
- District culture of continuous improvement

**Primary Focus for
2006 - 2007 School Year**

- Develop performance scorecards for all MEP
- Participate in cross-departmental groups to align SIPs with the District's strategic plan and initiatives
- Create and maintain a database of District metrics and key performance indicators aligned to the District's strategic plan
- Develop and coordinate a quarterly benchmark review process of District key performance indicators with senior staff
- Design and implement processes to integrate the CIM District-wide



INTERGOVERNMENTAL AFFAIRS, GRANTS ADMINISTRATION, AND COMMUNITY SERVICES

Overview

Intergovernmental Affairs, Grants Administration and Community Services maximizes Federal, State, local and private funding to achieve academic success for all students. This Department works with Congress, state officials, and community partners to lead the creation and dissemination and success of the School Board's legislative agenda. Additionally, it supports the engagement of community, business, and parent stakeholders to support academic excellence.

Units

- *Intergovernmental Affairs* - establishes and manages alliances with legislative bodies and community partners to forward the District's legislative agenda
- *Grants Administration* - maximizes grant funding and helps to ensure the alignment of grant funds to strategic priorities
- *Title I Administration* - allocates and administers Title I funds to supplement the educational program in the District's poorest schools
- *Community Services* - fosters community partnerships and volunteer services and manages The Parent Academy
- *Marketing* - promotes the brand marketing campaign for M-DCPS and provides marketing support for a variety of programs



**Key Strategies
For 2005 - 2008**

1. Establish greater alliance with legislative bodies

**Expected Outcome
By 2008**

- Increased District impact on State and Federal legislative issues
- Board's legislative agenda advocated by Miami-Dade community

**Primary Focus for
2006 - 2007 School Year**

- Identify and negotiate with additional municipalities to engage in education compacts
 - Implement a local governmental coordination plan designed to forward a legislative agenda that maximizes student achievement and equitably funds public education
 - Implement advocacy plan for outreach to community based organizations (CBO) and other stakeholders such as the League of Women Voters and the League of Cities, to disseminate the Board's legislative program and inform CBO's of educational issues that impact the Miami-Dade community
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- Continue to implement new Grant Development/Financial Reporting process to increase revenue from grant dollars
 - Continue to provide grant development/writing and financial training to build capacity within the District
 - Develop and implement a plan to increase grant funds to the District
 - Collaborate with ITS to redesign databases to enable information sharing with new District ERP system

2. Improve return on investment (ROI) of grant dollars

- Increase in grants dollars received
- Strategic and effective use of grants in all District departments and schools



Key Strategies For 2005 - 2008

3. Improve delivery of supplemental educational services (SES)

Expected Outcome By 2008

- System for monitoring progress of students receiving SES
- Maximize the number of students taking advantage of District-approved NCLB Choice Options
- Increased number of Title I teachers that meet "highly qualified" definition

Primary Focus for 2006 - 2007 School Year

- Collaborate with ITS and Program Evaluation to develop and implement an evaluation program for SES
- Collaborate with School Choice and Parental Options and Media Relations to conduct a coordinated enrollment program with an appropriate media campaign, numerous NCLB Choice Options Information Fairs and an earlier enrollment period
- Provide funding to PD to assist in the development of targeted PD opportunities leading to a "highly qualified" status for staff serving in Title I schools



INTERGOVERNMENTAL AFFAIRS, GRANTS ADMINISTRATION,
AND COMMUNITY SERVICES

**Key Strategies
For 2005 - 2008**

4. Work with Communications to educate and engage stakeholders on District initiatives and activities to promote transparency and meaningful relationships

**Expected Outcome
By 2008**

- Effective and systemic processes that ensure continuous input from external stakeholders to inform decision-making and address opportunities for improvement
- Meaningful engagement of external stakeholders in implementing strategic initiatives
- Increased financial and in-kind resources to target areas of critical need throughout the District
- Positive public perception of District

**Primary Focus for
2006 - 2007 School Year**

- Continue year 2 development of the new Business/Community portal/database and clearinghouse in cooperation with ITS
- Recruit companies to provide new internships for the 11 1st cohort schools and provide training on mentoring students
- Increase M-DCPS involvement in local Chambers of Commerce and other economic and civic business associations
- Increase District support of stakeholder groups by serving on local, state and national boards and commissions
- Create business and industry Advisory Boards aligned with Career Academies and Secondary School Reform
- Launch Phase 2 of The Parent Academy, including family learning events, Lunch & Learn Series and the Signature Lecture Series



<p>Key Strategies For 2005 - 2008</p> <p>5. Create and implement a brand marketing campaign for M-DCPS</p>	<p>Primary Focus for 2006 - 2007 School Year</p> <ul style="list-style-type: none"> • Develop and introduce the District's brand through kick-off events • Incorporate branding information into the District's existing Graphics Standards and Style Guide • Incorporate brand messages into promotional materials and existing initiatives, activities and ceremonies • Deliver marketing support to a variety of District programs (e.g., Schools of Choice, College Fair, The Parent Academy)
<p>Expected Outcome By 2008</p> <ul style="list-style-type: none"> • Adequate transparency in decision-making at the District and school-sites • Systemic processes for capturing achievements and an ingrained culture of celebrating them • Positive public perception of District 	<ul style="list-style-type: none"> • Establish an Education Council of International Cities to provide an environment for the exchange of ideas, the development of international achievement standards, best practices in professional development for teachers and pedagogical innovations • Develop a plan to identify and establish the M-DCPS framework for the international education model of excellence
<p>Key Strategies For 2005 - 2008</p> <p>6. Establish partnerships with foundations, corporations, and other funding sources to create and convene the Education Council of International Cities</p>	<ul style="list-style-type: none"> • World-class curriculum model • High-quality teaching corps • Internationally superior level of student achievement





Miami-Dade County
Public Schools

COMMUNICATIONS

Overview

Communications directs the District's communication with key stakeholders such as the media, parents, businesses, employees, and other organizations. This Department utilizes public relations, internal and external communications, and public broadcasting to inform and engage the public in the District's educational mission.

Units

- *WLRN* - provides radio and television support for Instructional Services
- *Media Relations*– fosters positive relationships between the school district and news media outlets and the community through print and electronic media
- *Public Relations* - informs and educates stakeholder groups to drive demand for quality education
- *Citizens Information* - provides information to all citizens in response to inquiries on policies, procedures, regulations, ongoing events and operations
- *Cultural Communications and Haitian Affairs* - improves the District's image through communication with non-English-speaking parents, residents and organizations in their own language



**Key Strategies
For 2005 - 2008**

1. Work with C&I and Intergovernmental Affairs, Grants Administration and Community Services to educate and engage stakeholders on District initiatives and activities to promote transparency and meaningful relationships

**Expected Outcome
By 2008**

- Effective and systemic processes that ensure continuous input from internal stakeholders to inform decision-making and address opportunities for improvement
- Adequate transparency at District and school-sites
- Positive public perception of District
- More informed and supportive postures from all segments of the County for school District initiatives to raise and broaden educational standards

**Primary Focus for
2006 - 2007 School Year**

- Expand outreach activities to CBOs to support the District's initiatives
- Collaborate with District staff to ensure opportunities for continuous input from stakeholders (e.g., Town Hall Meetings, focus groups)
- Launch community conversations on equity of education opportunities
- Coordinate Superintendent's Executive Parent roundtable and launch Alumni Hall of Fame to serve as advisory/ambassadors groups
- Improve responsiveness to public information requests to ensure transparency
- Mobilize faith-based leaders to articulate demand in least-served areas



COMMUNICATIONS

<p>Key Strategies For 2005 - 2008</p> <p>2. Improve internal and external communications throughout the District</p>	<p>Expected Outcome By 2008</p> <ul style="list-style-type: none"> Well-informed internal and external stakeholders that are knowledgeable about and advocate for M-DCPS Systemic process that captures internal success stories and achievement Positive public perception of District Community appreciation of the global thrust of M-DCPS educational strategy
<p>Primary Focus for 2006 - 2007 School Year</p> <ul style="list-style-type: none"> Ease public access to District Information through County's 311 system and informational kiosks Maximize use of Connect-Ed system to increase communication with parents Collaborate with ASP and the Office of Community Services to capture and share success stories and achievements Launch public affairs TV show Integrate brand identity into communications and customer service activities 	<ul style="list-style-type: none"> Coordinate development of customer service training Activate and operate Operation SCRUB procedures Recognize and reward exemplars of customer service in the District

<p>Key Strategies For 2005 - 2008</p> <p>3. Improve customer service at all levels of the District</p>	<ul style="list-style-type: none"> High level of customer service at all levels Greater stakeholder satisfaction Positive public perception of District Ubiquitous consciousness of Educare as a customer service in education based on human values
<p>Primary Focus for 2006 - 2007 School Year</p> <ul style="list-style-type: none"> Ease public access to District Information through County's 311 system and informational kiosks Maximize use of Connect-Ed system to increase communication with parents Collaborate with ASP and the Office of Community Services to capture and share success stories and achievements Launch public affairs TV show Integrate brand identity into communications and customer service activities 	<ul style="list-style-type: none"> Coordinate development of customer service training Activate and operate Operation SCRUB procedures Recognize and reward exemplars of customer service in the District





Miami-Dade County
Public Schools

POLICE AND DISTRICT SECURITY

REVISED

Overview

The Miami-Dade Schools Police Department (M-DSPD) provides law enforcement resources to students, school administrators, teachers, and parents. Through continued enhancement of multiple police and security services, they support the educational needs of the school system and promote an atmosphere of trust and safety throughout the community. Working hand-in-hand with local, county, state and federal agencies, M-DSPD strives to rid schools of violence, weapons, substance abuse, vandalism and other hazards.

Units

- *M-DSPD Police Operations* - provides police services to all District sites through the School Resource Officer Program and maintains a 24 hour communication and dispatch center
- *M-DSPD Administrative Division* - provides administrative services to the police department and supports the District by providing services in the area of training, fingerprinting, evidence room, criminal justice grants, procurement, budgeting and police accreditation standards
- *M-DSPD Investigative Unit* - provides criminal and administrative investigative services for the District
- *M-DSPD SBAB Security, Special Projects, and Patrol* - provides safety and protection for staff and administrative offices in the School Board Administration Building, coordinates and facilitates law related education programs for the District, and provides police services after hours for all District sites



Primary Focus for 2006 - 2007 School Year	Expected Outcome By 2008
<ul style="list-style-type: none"> • Collaborate with other law enforcement agencies to create a plan for improving the gathering and sharing of data and resources • Produce action plans for proactive investigations and enforcement activities to reduce serious incidents based on incident data • Allocate M-DSPD resources based on monthly statistical incident tracking reports • Fully staff secondary schools and K-8 Centers with uniformed School Resource Officers to improve safety • Conduct site screen surveys to ensure District sites are safe and secure 	<ul style="list-style-type: none"> • Improved safety throughout the District by: <ul style="list-style-type: none"> ○ Collaboration and sharing of resources and data with other agencies to reduce incidents ○ Effective case and records management ○ Systemic allocation of security resources to sites based on safety needs
<ul style="list-style-type: none"> • Integrate the use of Computer Aided Dispatching, Mobile Field Report system and the communications center to produce statistical incident tracking reports to inform monthly resource allocation • Provide dispatch and police communication in conjunction with District staff and other Law Enforcement Agencies on a 24 hour basis, 7 days a week 	<ul style="list-style-type: none"> • Improved safety throughout the District by: <ul style="list-style-type: none"> ○ Decreased response time to incidents ○ Improved overall efficiency of the M-DSPD operation

Key Strategies For 2005 - 2008	Expected Outcome By 2008
<ol style="list-style-type: none"> 1. Create systems and processes to ensure optimal allocation of resources and increase performance of M-DSPD 	<ul style="list-style-type: none"> • Improved safety throughout the District by: <ul style="list-style-type: none"> ○ Collaboration and sharing of resources and data with other agencies to reduce incidents ○ Effective case and records management ○ Systemic allocation of security resources to sites based on safety needs
<ol style="list-style-type: none"> 2. Improve technology infrastructure (hardware and software) to improve timeliness and responsiveness of M-DSPD 	<ul style="list-style-type: none"> • Improved safety throughout the District by: <ul style="list-style-type: none"> ○ Decreased response time to incidents ○ Improved overall efficiency of the M-DSPD operation



**Key Strategies
For 2005 - 2008**

3. Create Emergency Response Crisis Management (ERCM) teams to assist District in responding to emergency situations

**Expected Outcome
By 2008**

- Improved safety throughout the District by decreasing response time and increasing control of emergency situations

4. Create a system to anticipate, prepare for, and meet the changing security needs of the District

- Improved safety throughout the District by implementing preventative measures and educational programming

**Primary Focus for
2006 - 2007 School Year**

- Continue to provide training for District personnel in areas related to Critical Incident Response Plan (CIRP), Incident Command Systems (ICS), and emergency procedures
 - Conduct vulnerability assessments, identify security gaps, and implement improvements at all District sites
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- Continue to develop and deliver safety related presentations to students, staff, faculty and parents
 - Continue to implement prevention and intervention strategies to support District initiatives related to the reduction of gang violence
 - Expand collection of identification data from elementary students through Precious Hands presentations for identification/protection purposes
 - Collaborate with School Operations and State Attorney's Office to enforce implementation of TIP by ensuring safe and orderly meetings, impressing serious nature of repercussions and serving subpoenas to ensure guardian involvement, as necessary



POLICE AND DISTRICT SECURITY

**Key Strategies
For 2005 - 2008**

- 5. Implement new investigative process (General Investigative Unit), evaluate and adjust as needed

**Expected Outcome
By 2008**

- Systemic use of an efficient, fair, equitable, and effective process for investigating personnel
- Positive public perception of District

**Primary Focus for
2006 - 2007 School Year**

- Continue to conduct administrative and criminal follow-up investigations in a timely manner, identify areas for improvement, and adjust process as needed



INVESTIGATIONS AND DIVERSITY COMPLIANCE

Overview

The Department of Investigations and Diversity Compliance monitors the District's compliance with civil rights laws, investigates allegations of violations of civil laws and Board rules and develops strategies for increasing equity and diversity. Additionally, this area monitors the District's commitment to the Florida Educational Equity Act.

Units

- *Civil Investigation Unit (CIU)* - investigates serious non-criminal allegations which are not violations of Civil Rights, as specified by applicable state law and/or School Board rules
- *Office of Civil Rights Compliance (CRC)* - investigates complaints of discrimination/harassment as specified by applicable federal and state laws and/or School Board rules
- *Office of Diversity Compliance* - monitors the District's Post Unitary Status commitments to equity and diversity and The Florida Educational Equity Act



INVESTIGATIONS AND DIVERSITY COMPLIANCE

**Key Strategies
For 2005 - 2008**

1. Implement new Personnel Investigative Model (PIM), evaluate and adjust as needed

**Expected Outcome
By 2008**

- Systemic use of an efficient, fair, equitable, and effective process for investigating personnel
- Positive public perception of District

**Primary Focus for
2006 - 2007 School Year**

- Develop and implement plan for increasing the District's equity and diversity
- Conduct District-wide training to facilitate the effectiveness of the PIM
- Ensure the District's compliance with the PIM



KEY TERMS

Accountability - the obligation of government, public services or funded agencies to demonstrate that their work has been conducted in compliance with agreed rules and standards.

Adequate Yearly Progress (AYP) - the federal No Child Left Behind Act of 2001 mandates that all students be academically proficient, as defined by their individual states, by the 2013-2014 school year. The law requires that schools and districts make “Adequate Yearly Progress” towards this goal in reading, writing and math (see page 12). AYP must be reached by the entire school and all of the identified subgroups of students within the school as defined by race or ethnicity, socioeconomic status, disability, and English proficiency. If a school repeatedly fails to make AYP, all students, not just those in the subgroups whose performance falls short, must be offered additional pre-defined options such as tutoring.

Benchmark/Benchmarking - the study or comparative analysis of the “best” way to do something, usually based on effectiveness and efficiency. The study involves comparing measurable outputs for the same process across several systems or organizations. After comparison, the best output and process are considered the “benchmark” or “best practice,” against which all others compare themselves.

Best Practice - a technique or methodology that, through experience and research, has proven to be the most effective in reaching a desired result.

Continuous Improvement Model (CIM) - a continuous process in which data analysis determines classroom instruction.

Core Values - the fundamental principles of an organization. Core values are the standards that guide an organization’s operations and decision-making.

Curriculum - a description of the academic content students are to learn and the order in which they are to learn it.

District Cost Differential (DCD) - a factor used to adjust state funding to reflect each district's cost of living and associated personnel costs. The DCD for each district is computed annually based on a three-year average of the Florida Price Level Index (FPLI). The FPLI compares the cost of purchasing a specific list of 100 goods and services in each county. The DCD is applied to 80% of each district's funding, which is roughly the percentage devoted to salaries and benefits for district employees.



KEY TERMS

Department Plans - a sequence of activities and milestones that must be attained for an organization to achieve its mission and goals. Department plans are consolidated as part of an organization's strategic plan.

Educational Excellence School Advisory Councils (EESACs) - a decision-making body at each school responsible, under Florida State law, for the implementation of the State's school improvement and accountability system, to facilitate the preparation and evaluation of the SIP, and to assist in the preparation of the school's annual budget.

Environmental Scan - a review of the conditions and trends that may impact the District and its future, with regard to external (outside the control of the District) and internal (within the control of the District) environments.

Exceptional Student Education (ESE) - a set of programs designed to help each child with special needs progress in school and prepare for life after school. ESE services may include special teaching methods and materials. Services may also include but are not limited to differentiated curriculum, acceleration and enrichment for the gifted, technology, therapy, special transportation, and/or related services and supports. There is no charge to the parent or guardian for the provision of these special services.

English for Speakers of Other Languages (ESOL) or English As a Second Language (ESL) - programs that provide instruction in English Language Arts to students whose first language is not English. In Florida, ESOL is the most frequently used term. ESL is more commonly used nationwide.

Expected Outcome - the desired result or effect of an event or activity.

Florida Education Finance Program (FEFP) - a mathematical equation designed to determine funding in public education in the state of Florida. Each component of the equation attempts to adjust education funding to meet the particular needs and conditions of each of Florida's 67 counties. During each legislative session, every component of the equation is subject to debate and adjustment by legislators.

Free and Reduced Priced Lunch (FRL) - a federally-funded program to provide nutritious meals to economically disadvantaged students. Participation requires the submission of an application demonstrating need based on Federal guidelines. The designation of FRL is used as a measure of socioeconomic status by the Florida Department of Education and the Federal government in determining the percentage of FRL eligible students at a particular school and eligibility for Title I funds.



KEY TERMS

Full Time Equivalent (FTE) - a common standard for measuring enrollment in K-12 and higher education. State departments of education and accrediting agencies have developed their own definitions of how many student hours/credit hours/days represent one FTE student. Part-time students are counted as fractional FTEs, then summed to provide a total enrollment figure. In other words, two half-time students add up to a single FTE. The FTE is equivalent to the total enrollment of a school and is used to allocate funding. Allocations do not include food or transportation costs.

Goals - statements that provide direction to an organization. Goals delineate areas of focus by outlining what must be accomplished for an organization to achieve its mission.

Inclusion - providing students with disabilities access to general education curriculum in the least restrictive environment, while utilizing the appropriate support and services. The general education classroom is typically considered to be the least restrictive environment.

Limited English Proficient (LEP) - a title given to students who are in the process of acquiring English language skills to fully function in a school setting without ESOL instructional modifications.

Metrics - quantifiable measures used to determine if a particular project or activity is accomplishing a pre-determined goal or objective.

Milestone - a specific point in time used to measure progress made on an activity.

Mission - a declaration of an organization's purpose; its reason for being. It provides direction and focus, helps shape all goals and guide all decision making. The mission is specific and tells the audience what defines the organization, the primary products and services it provides, who the primary customers are, and the basic social needs it meets.

Objectives - statements of the District's desired achievements. They serve as a measurable means of accomplishing the stated goals.

Professional Development - training and inservices provided to personnel to keep staff current with the latest research and best practices in their area of focus.

Return on Investment (ROI) - the amount of monetary benefit received as a result of an investment in time or money.

Rollout - the implementation of a strategy or activity.



KEY TERMS

School Improvement Plan (SIP) - a school-based document created with input from all stakeholders through the EESAC that defines activities a school must undertake to reach its annual goals. SIPs are submitted to the State annually.

Strategic Plan - the blueprint that guides all of the work of the District. The plan provides strategic direction for all Departments by defining the District's goals, specifying expected outcomes within a certain timeframe and identifying strategies and activities necessary to achieve those goals and outcomes.

Strategies - steps or actions that are implemented to reach a goal or an objective.

Title I Schools - schools where a significant percentage of the students are economically disadvantaged and qualify for Federal funding to improve the academic achievement of those students.

Vision - a description of the ideal, future state of the organization that represents an overall picture of where an organization wants to be.



NON-DISCRIMINATION POLICY

The School Board of Miami-Dade County, Florida, adheres to a policy of nondiscrimination in employment and educational programs/activities and programs/activities receiving Federal financial assistance from the Department of Education, and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin, for programs or activities receiving Federal financial assistance from the Department of Education.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963, as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

School Board Rules 6Gx13-4A-1.01, 6Gx13-4A-1.32, and 6Gx13-5D-1.10 - prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 205.07 (Florida Statutes), which stipulate categorical preferences for employment.