

DISTRICT STRATEGIC PLAN: 2000-2005
ACCOUNTABILITY REPORT

2001

***Miami-Dade County
Public Schools***
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The School Board of Miami-Dade County, Florida

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February, 2002

Acknowledgments

The Research Services Department would like to thank all the M-DCPS staff that provided information contained in the first Accountability Report associated with the new five-year District Strategic Plan (2000-2005). The plan could not have been developed, implemented, and evaluated without the assistance from numerous M-DCPS professionals. This is truly the district's strategic plan. Gratitude is expressed to members of the Superintendent's Cabinet for their review of the draft and valuable contributions made by their staff. The names of the staff responsible for specific areas of the plan are listed in the Action Step sections of this report. A belated but special debt of gratitude is also extended to Dr. Marilyn Neff and Dr. William Werther from the University of Miami for their assistance in developing and implementing the Strategic Planning Workshop conducted at the University of Miami.

A Brief View of the Strategic Plan and the Accountability Process

Miami-Dade County Public Schools has consistently published a five-year strategic planning document and periodic accountability reports which have served to document data trends and progress on annual objectives. **This process is based on the notion that, statements regarding quality and effectiveness have minimal impact without documented evidence.** The purpose of the present report is to document baseline data and progress toward achieving the criterion measures and action steps contained in the *District Strategic Plan: 2000-2005*.

The goals and objectives contained in the plan were developed with the participation of various public school stakeholders including parents, Board members, local businesses, community representatives, school staff, and others. As a result of a District Strategic Planning Retreat and by its action in December 1999, the School Board established three Strategic Planning goals that provided the foundation for the 22 objectives and 128 staff-developed action steps which comprise the plan.

In June 2001, all responsible M-DCPS offices and departments were asked to submit updated information on an Action Step Progress Form. This form included the action steps initiated during the first year of the plan and a degree of completion rating. These steps or strategies answered the questions "who" will implement "what," "when," and "how" to accomplish the objective. The attainment status of the objectives however, can be determined only if at least two years of data are available for the criterion measure. Two years of data were available for only 34 of the 66, or 52 percent of the criterion measures included in the plan. Therefore, the progress made toward attaining each of the goals and objectives was not included in this first Accountability Report since a determination is premature at this time due to insufficient information. Future Accountability Reports will include an in-depth examination concerning the attainment status of goals and objectives.

Eight of the 29 or 28 percent of the action steps that were to be completed during the first year of the plan were actually completed. An additional 16 steps were completed ahead of schedule contributing to a total of 24 completed action steps during the first year of the plan. Progress was made on 21 of 34 or 62 percent of the criterion measures with at least two years of data. **An action step completion rate of 28 percent and progress attained on 62 percent of the criterion measures associated with the objectives, constitutes fair performance at best on the strategic plan during 2000-2001.**

However, the district did demonstrate a commitment to FCAT preparation during 2000-01. Considerable improvement was made in FCAT scores and in the resulting school grades reported by the state. Progress was made on six of seven or 86 percent of the criterion measures dealing with FCAT. The achievement gap between white and minority students decreased in FCAT Mathematics, Writing, and Reading. The gap in Reading scores however, decreased for grades four and eight but increased slightly in grade 10. In addition, progress was also observed on the criterion measure regarding school grades since "A" and "B" grades increased by six percent and "D" and "F" grades decreased by 11 percent from 1999-00 to 2000-01. **In the current climate, FCAT scores and school grades constitute the most important objectives contained in the plan and the district succeeded in achieving gains in these all-important areas during 2000-2001.**

In order to provide greater visibility, accomplishment, and adherence to the District Strategic Plan, the continuity between the District Strategic Plan and actions of the School Board should be considered. **It was recommended that School Board agenda items be designated under specific goals and objectives contained within the five-year strategic plan.**

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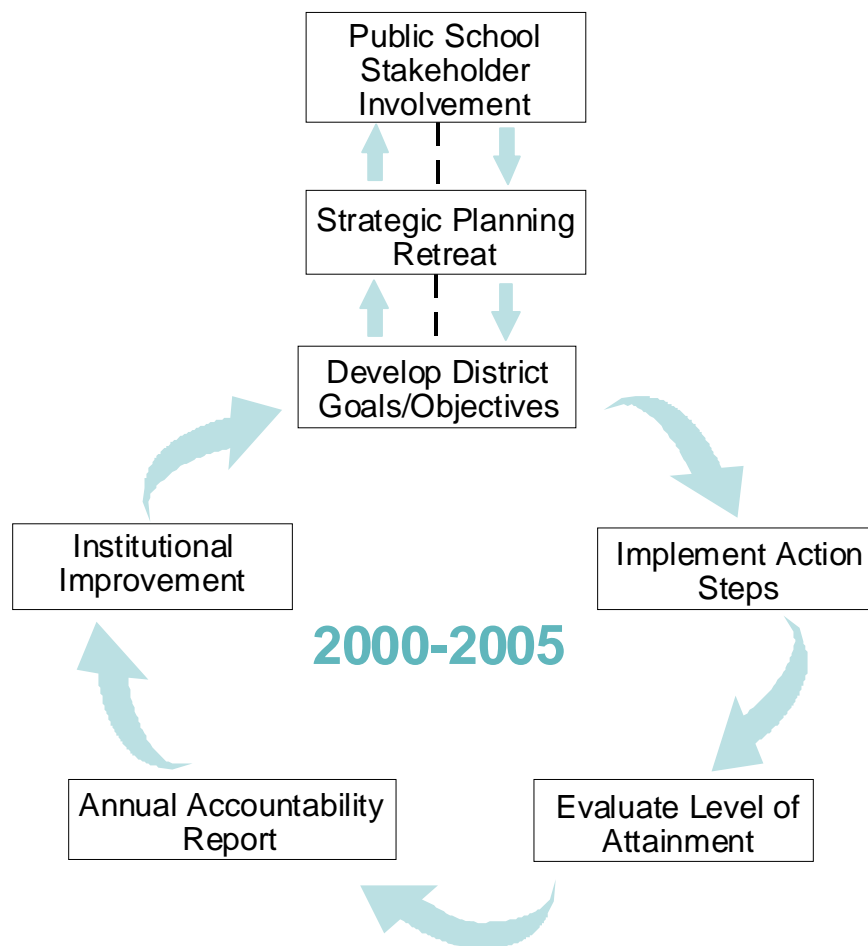
Introduction

The planning process at Miami-Dade County Public Schools (M-DCPS) continues to develop and reflect the national, state, and local emphasis on institutional effectiveness. Over the years, a five-year strategic planning document and periodic accountability reports have served to document data trends and progress on annual objectives.

Strategic Planning is a cyclical process beginning with input from public school stakeholders and culminating in institutional improvement. The process then begins all over again. The following figure illustrates the cyclical nature of the planning process.

Figure 1

District Strategic Planning Process



Statements regarding quality and effectiveness have minimal impact without documented evidence. Therefore, the purpose of the present report is to document baseline data and progress toward achieving the goals, objectives, and action steps contained in the *District Strategic Plan: 2000-2005*. This report will cover areas including background regarding how the plan was developed, implemented, and evaluated. However, it will begin with a discussion of the contemporary national and local societal trends that must be considered when developing a strategic plan for a large institution such as the Miami-Dade County Public Schools.

National Context

Strategic planning efforts are influenced by the overarching societal trends operating at the time. This context can either provide the district with opportunities or challenges. In their paper, *Why Quality Improvement in Higher Education: Meeting the Challenges of the Twenty-First Century*, Lewis and Smith (2001)¹, provided three general societal “mega-driving forces” which influence planning efforts in higher education. Although these authors discuss trends in terms of higher education, much of their work can be applied to public school education as well.

The first mega-driving force is “Information/Communication Technology” and concerns the recent technological developments which have changed how people communicate. This technology has reduced communication obstacles and permits immediate worldwide information exchange. This trend influences how we work and how we carry out our daily lives. Secondly, our “Information and Knowledge-based Economy and Society” demands a shift from our historical emphasis on an industrial economy to one involved with the collection, storage, and analysis of information or data. The demand for traditional American occupations has declined and new occupations are now in demand which emphasize skills important to an information age. The third societal mega-driving force involves the “Globalization” of our society and economy. Lewis and Smith contend that, this force encourages an interdependency of countries on one another and national boundaries are crossed for mutual economic and socio-political activities. Such important societal trends must be considered when developing the strategic plan for the fourth largest school district in the Nation.

Lewis and Smith did provide several mega forces they view as directly impacting higher education. The emphasis on the “information age” has placed more economic value on having some degree of post secondary education. As society places more emphasis on collecting, storing, and analyzing data and less emphasis on manufacturing or the industrial economy, there will be a greater reliance on and demand for persons trained to handle large amounts of information. This type of occupation is generally thought to require education both at the public school and university levels.

The second important driving force influencing higher education, is “Increased Competition” among the various training services vying for the student’s business. In higher education, this competition is mainly among the traditional institutions offering such instruction, corporate universities, and schools offering distance learning models. At the public school level, this increased competition is seen from voucher programs, private schools, parochial schools, charter schools, and from various private educational services provided by “for profit” entrepreneurial firms.

Additionally, these authors also discuss a trend which is likely to affect education in the future. There will be less money available for expenditure on human services which includes education. There will be an emphasis to do more with less. Administrators and teachers alike will be under increased demands. This anticipated event has already become a reality in Florida.

¹Lewis, R. G. and Smith, D. H. Florida International University, *Millennium Strategic Plan*, June 2001, www.fiu.edu/~pie/mega.htm.

Not appearing in Lewis and Smith, is an additional and very unfortunate “mega trend.” This trend was borne out of the horrific events taking place on September 11, 2001 in New York City, Washington, D.C., and Pennsylvania. The threat of terrorism hit the United States in devastating fashion. School districts around the nation must be cognizant of this ever-present danger and should include the possibility of such calamitous events in the planning process.

Local Context

In addition to national trends, local issues are also important to the planning process. A brief discussion of such local issues follows.

Characteristics of Miami-Dade County. During the 2000 Census, the population of Miami-Dade County was comprised of 2,253,362 persons or 14 percent of the state’s total population.² The county population has increased by 16.3 percent compared to a 23.5 percent increase statewide from 1990 to 2000. Forty-eight percent of Florida’s Hispanic population resides in Miami-Dade County. Approximately one-quarter of the county’s population is under 18 years of age. A 1997 estimate from the U.S. Census Bureau indicated that, 29.6 percent of the children residing in the county live in poverty. This exceeds the proportion of children living in poverty for the state (21.8%) and nation (19.9%).

Size of the District. In November 1998, Mayor Alex Penelas reported that Miami-Dade County was larger than four states.³ Actually, M-DCPS represents the fourth largest school district in the nation behind only New York, Los Angeles, and Chicago. Miami-Dade represents the largest school district in Florida, and accounts for 15.2 percent of all student enrollment in the state. The district is responsible for educating children in a county covering some 1,946 square miles and 302,697 households with persons under 18 years of age.

Foreign Students. Approximately, 61 percent of M-DCPS students report a home language other than English and 22 percent were born outside of the United States.⁴ Approximately, 90 languages other than English have been identified by M-DCPS students as their home language. Instructional support to limited English proficient students is provided in 14 languages other than English.

Changes in District Membership. In the last fifteen years (i.e., from 1986-87 to 2000-01), there has been a 102 percent increase in the number of Hispanic students and a 30 percent decrease in White, Non-Hispanic students enrolled in M-DCPS. Over the past ten years, (in comparison to private schools) M-DCPS’s share of school-age children in Miami-Dade County has actually increased from 86 percent to 88 percent.⁵

Student Enrollment Projections. By the year 2005, M-DCPS can anticipate an enrollment of approximately 395,000 students for grades PK to 12.⁶ The area west of the Turnpike Extension from County Line Road in the north to 184th Street in the south will absorb most of the projected increase of 35,000 students. The area of North Miami Beach and the area surrounding the Opa Locka Airport will also continue to grow at an accelerated rate. By the year 2015, Metro-Dade projects that there will be 431,000 students of which 64

²U. S. Census Bureau, State and County Quick Facts, www.quickfacts.gov.

³Mayor’s (Alex Penelas) Remarks for Leadership Miami Opening Conference Luncheon, Miami Florida, November 6, 1998.

⁴Miami-Dade County Public Schools, *Statistical Abstract: 2000-2001*, Management and Accountability, June 2001.

⁵Miami-Dade County Public Schools, *Statistical Abstract: 2000-2001*, Management and Accountability, June 2001.

⁶M-DCPS Department of Research Services, Report Summary on Student Enrollment Projections by the Metro-Dade Planning Department, *Research Brief*, January 2001.

percent will be Hispanic, 28 percent Black, and 8 percent White/Other. A total of 43 new schools and 3,700 teachers will be needed to serve students attending M-DCPS in 2015.

Student Achievement. The Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS) measures levels of student proficiency as they relate to SSS benchmarks in reading, writing, and mathematics for grades 4, 5, 8, and 10. Results for 2001 indicated that, improvement was seen for: grades 5, 8, and 10 in mathematics; grades 4, and 10 in reading; and grade 4 in writing. Performance declined very slightly for 8th grade in reading and scores remained the same (relatively high) as the previous year for grades 8 and 10 in writing.⁷

Grading of Schools. Based on student test performance and other student/school-related variables, a total of 17 more schools received “A” and “B” grades during 2000-01 comprising a total of 76 or 28 percent of all grades assigned. A total of 109 or 39 percent of the schools received “C” grades, and 91 or 33 percent received “D” grades. No schools were assigned “F” grades in 2000-01.⁸

Staffing Patterns. Staffing challenges facing the district include the large number of teachers and principals nearing retirement. The district has estimated that approximately 70 principals and assistant principals as well as about 1,000 teachers will retire within the year.⁹ Additionally, a considerable number of senior administrators are scheduled to retire in 2003, the first year of retirement for five-year DROP Program participants.

Budget Shortfall. The terrorist attacks on September 11 exacerbated an already poor outlook for educational funding in the state of Florida. The recent shortfall in state revenues has necessitated further reduction in the M-DCPS budget which places a challenge before the district.

Use of the District Strategic Plan in the Superintendent’s Evaluation. The Board is currently entertaining development of an evaluation process to be included in the Superintendent’s employment contract. A portion of this evaluation will include the extent to which the District Strategic Plan goals and objectives have been achieved.

It is important that this local context also be considered when developing and implementing the M-DCPS strategic plan.

Strategic Plan Development

The goals and objectives contained in the plan were developed with the participation of various public school stakeholders. These stakeholder groups included parents, Board members, local businesses, community representatives, school staff, and others. Stakeholders were given the opportunity to address strategic planning issues by reviewing results from various telephone and written surveys at a strategic planning retreat conducted in October 1999. As a result of the District Strategic Planning Retreat and by its action in December 1999, the School Board established three Strategic Planning goals that provided the foundation for the 22 objectives and 128 staff-developed action steps which comprise the plan. Figure 2 provides a breakdown of these goals, objectives, and action steps.

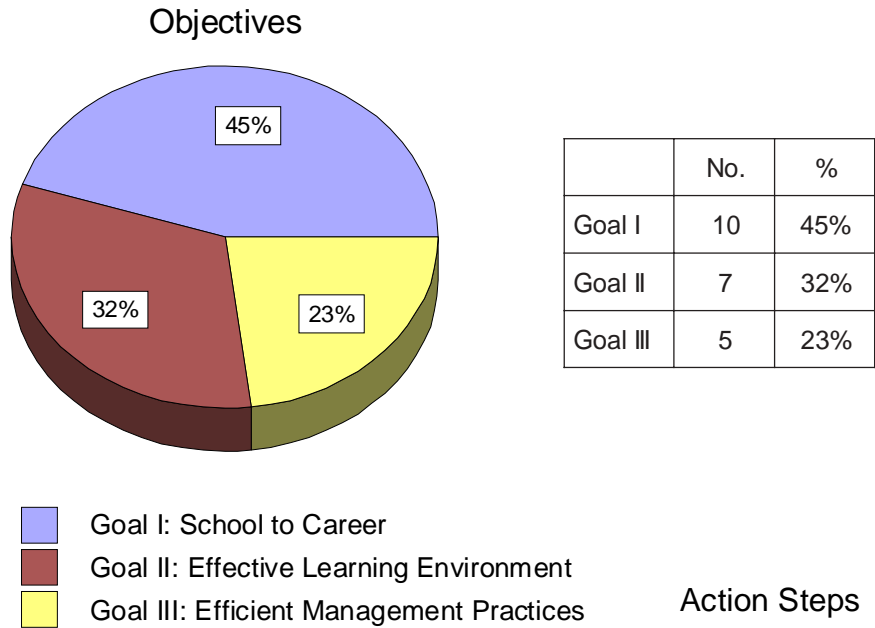
⁷Miami-Dade County Public Schools, *Statistical Abstract: 2000-2001*, Management and Accountability, June 2001.

⁸Cuevas, R. C. *2000-2001 School Performance Grades*, Memorandum, May 30, 2001, (Supplemented with updated information from M-DCPS Department of Data Quality Management).

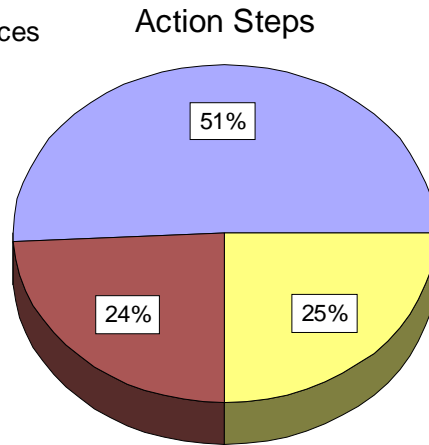
⁹Stepp, H. Cuevas’ Firing May Lead to Exodus, *Miami Herald*, October 8, 2001.

Figure 2

Proportion of Objectives and Action Steps Within Each Goal



	No.	%
Goal I	65	51%
Goal II	31	24%
Goal III	32	25%



Implementation of the plan is following the events schedule provided in Table 1. Although it is a “five-year plan,” it actually takes six years to develop, implement, and evaluate the plan. The first year of the plan (1999-2000) was used in developing and receiving approval for the goals, objectives, and action steps contained in the plan. As shown in Table 1, the first year of implementation occurred during 2000-2001 and the fifth or final year of implementation will occur in 2004-2005. A final accountability or evaluation report detailing the district’s performance on the entire “five-year plan” will be available at the beginning of the 2005-2006 school year. An annual accountability report determining efficacy of the previous year’s work on the plan will be available during the fall of each year. The process will recycle with a new five-year strategic plan (2005-2010) beginning during 2005-2006.

Table 1

Calendar of Strategic Planning Activities

Year	Activity
1999-2000	A. Develop and Gain Approval for Plan (Goals, Objectives, & Action Steps) B. Collect Baseline Data
2000-2001	A. Initiate Year 1 Action Steps B. Determine Progress of Year 1 Action Steps & Objectives C. Continue Collecting Baseline Data D. Submit First Accountability Report
2001-2002	A. Implement Year 2 Action Steps B. Determine Progress of Year 2 Action Steps & Objectives C. Submit Second Accountability Report
2002-2003	A. Implement Year 3 Action Steps B. Determine Progress of Year 3 Action Steps & Objectives C. Submit Third Accountability Report
2003-2004	A. Implement Year 4 Action Steps B. Determine Progress of Year 4 Action Steps & Objectives C. Submit Fourth Accountability Report
2004-2005	A. Implement Year 5 Action Steps B. Determine Progress of Year 5 Action Steps & Objectives C. Submit Fifth and Final Accountability Report
Fall 2005	A. Develop (new) <i>District Strategic Plan: 2005-2010</i> B. Initiate Collection of Baseline Data for New Plan

Accountability Process

The reporting process for this plan requires that action steps and criterion measures be implemented for each objective. The purpose of this first Accountability Report is to report on what has been accomplished regarding the action steps initiated during the first year of the plan and to collect the first year or baseline data for the criterion measures. These latter measures refer to the degree to which individual objectives contained in the plan have been achieved.

In February 2000, all responsible M-DCPS offices and departments were asked to develop action plans (see Appendix). A component of these action plans involved development of action steps which represented the building blocks, that once implemented, would bring about accomplishment of the various objectives. These

steps or strategies answered the questions “who” will implement “what,” “when,” and “how” to accomplish the objective. Action plans also included a “proof of completion” that functioned as an outcome indicator which could measure progress toward achieving each action step.

In June 2001, all responsible M-DCPS offices and departments were asked to submit updated information on an Action Step Progress Form (see Appendix). Information contained on this form included: 1) the action steps initiated during the first year of the plan; 2) a degree of completion rating; 3) an explanation concerning why an action step was not completed as anticipated; 4) a “proof of completion” which was to document the extent to which the action step had been completed; and 5) any revisions to action steps as needed. Staff were permitted to revise, add, or delete action steps given they provided adequate justification. Such revisions were encouraged if they allowed the district to better meet the needs of M-DCPS students.

Responsible parties were asked to present actual assessment and evaluation data (e.g., “proof of completion”) as evidence to document the level of achievement for each action step. Data were presented in narrative form or preferably in the form of tables where appropriate. A rating of the overall degree of accomplishment was also requested and is described below. Staff were also asked to assist in collecting data called for by the criterion measures which functioned as a check on the degree to which objectives had been accomplished.

Attainment Status

Attainment status refers to the degree to which outcomes were achieved within the first planning cycle. In order to compare subsequent years of the plan, the attainment status of each action step and that of each criterion measure had to be specified in concise, objective, and measurable terms. To facilitate comparisons and to summarize the attainment status relative to the action steps and objectives, a set of descriptive terms were used as described below.

Attainment Status of Action Steps. The following categories were used to indicate the level to which action steps were achieved.

Completed refers to action steps not requiring further activities by virtue of being fully implemented.

The category *more than 50% completed* denotes an action step that remains in progress although more than half of the scheduled activities or steps were completed.

The category *less than 50% completed* denotes an action step that remains in progress although less than half of the planned activities were completed.

Not applicable has been used to denote an action step which could not be implemented or an action step that was not scheduled to start in Year 1 of the plan.

Attainment Status of Objectives. The attainment status of an objective can be determined only if at least two years of data are available for the criterion measure. However, two years of data were available for only 33 of the 65 or 51 percent of the criterion measures. Therefore, the progress made toward attaining each of the objectives will not be included in this first Accountability Report since such a determination is premature at this time due to insufficient information. Future Accountability Reports will include an in-depth examination concerning the attainment status of objectives.

Attainment Status of Criterion Measures. The attainment status for criterion measures with two years of data and using a single data element will be depicted graphically as described below. For those criterion

measures with two years of data and involving more than one data element, an *Overall Attainment Status* was denoted by determining the performance on the majority of the data elements used in judging progress on the criterion measure. For example, if three data elements were used for one criterion measure and progress was made on two of the three, the *Overall Attainment Status* will reflect progress as denoted by an up arrow (↑).

The following graphic symbols were used to indicate the level of attainment status for criterion measures contained in the plan.

- ↑↑ Arrows which point upward indicate *progress* was made.
- ↓↓ Arrows which point downward indicate a *decline in performance*.
- ↔ Horizontal arrows indicate *no discernable change* in performance.

Attainment Status of Goals. As previously stated, attainment status was determined for a criterion measure whenever at least two years of data were available and two years of data were not available for the majority of the criterion measures. Therefore, a summary of the progress made toward attaining each of the three goals will not be included in this first Accountability Report since such a determination is not justified at this time due to insufficient information. Future Accountability Reports will include an in-depth examination concerning the attainment status of goals.

The remaining sections of this report are organized by the three goals (i.e., Goal I: School to Career, Goal II: Effective Learning Environment, and Goal III: Efficient Management Practices). Information under each goal will include a narrative summary of the attainment status for action steps and progress made on criterion measures. An individual listing of all action steps and objectives is also contained within each of the three goals. **Changes to the action steps subsumed under any of the goals as initiated by district staff, have been denoted by colored ink (e.g., additions = blue and deletions = red).**

Summary of Results

Action Steps. Data contained in Table 2, show that of the 29 action steps scheduled for completion during 2000-2001, only 8 or 28 percent were actually completed. However, an additional 13 steps were rated as more than 50% completed. Therefore, considerable progress was made on a total of 21 or 66 percent of the steps scheduled for completion during the first year of the plan. In addition, the completion rates for action steps contained within Goal III (Efficient Management Practices) was higher than for either Goal I (School to Career) or Goal II (Effective Learning Environment).

Table 2

Status of Action Steps Scheduled for Completion
During the First Year of the Plan (2000-2001)

Status	Goal I		Goal II		Goal III		Total	
	No.	%	No.	%	No.	%	No.	%
Completed	3	25	1	12	4	31	8	28
>50% Completed	9	75	1	12	3	33	13	45
< 50% Completed	0	0	3	38	0	0	3	10
Not Initiated	0	0	1	12	0	0	1	3
Status Not Provided	0	0	1	12	0	0	1	3
Completion Date Revised	0	0	1	12	1	11	2	7
Deleted From Plan	0	0	0	0	1	11	1	3
Total	12	---	8	---	9	---	29	100

Criterion Measures. Table 3, displays the status of accomplishment for the criterion measures aligned with the three goals making up the strategic plan. Progress was achieved on 21 of the 34 or 62 percent of the criterion measures where data were available for at least two years. No discernable change occurred for 5 or 15 percent, and a decline in performance was observed on 8 or 23 percent of the criterion measures.

Table 3

Status of Criterion Measures During the First Year of the Plan (2000-2001)

Status	Goal I		Goal II		Goal III		Total	
	No.	%	No.	%	No.	%	No.	%
Progress (↑)	18	69	2	50	1	25	21	62
No Change(↔)	3	12	0	0	2	50	5	15
Decline (↓)	5	19	2	50	1	25	8	23
Total	26	100	4	100	4	100	34	100

NOTE: The criterion measures shown above are those containing at least two years of data.

GOAL I: SCHOOL TO CAREER

SUMMARY OF ATTAINMENT STATUS

Goal I: School to Career

Summary of Attainment Status

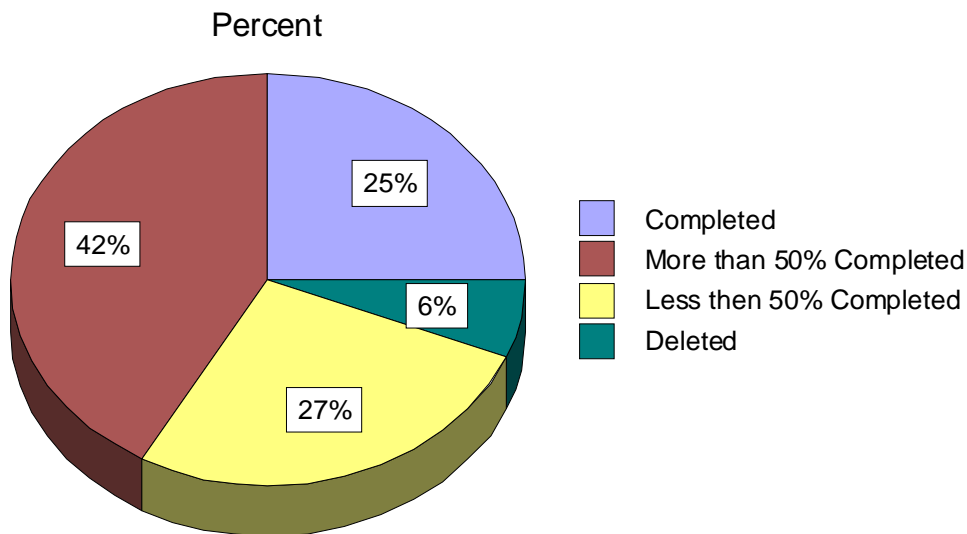
Action Steps

Staff developed a total of 65 action steps under Goal I: School to Career. Of these action steps, 52 or 80 percent were to start during 2000-01 and 13 or 20 percent were to be fully completed by the end of 2000-01. Aggregated results from the end-of-year *Action Step Progress Form* depicted in Table 4, indicate that 13 or 25 percent of the action steps were fully completed during 2000-01. Of the remaining action steps, 22 or 42 percent were rated as “more than 50% completed,” 14 or 27 percent were rated as “less than 50% completed,” and three or 6 percent were deleted from the plan. Of the 13 action steps projected to be completed during 2000-01, only four or 31 percent were actually completed. The other nine steps completed had completion dates after 2000-01 but were accomplished ahead of schedule. One additional action step was added to Goal I as revisions were allowed during completion of the *Action Step Progress Form*.

Table 4

Goal I: School to Career
Status of Action Steps

Degree of Completion	Number	Percent
Completed	13	25
More than 50% Completed	22	42
Less than 50% Completed	14	27
Deleted	3	6
Added	1	--



Objectives

The attainment status of an objective can be determined only if at least two years of data are available for the criterion measures used to measure attainment status for that objective. However, two years of data were available for only 26 of the 38 (or 68 percent) of the criterion measures used under Goal I. Therefore, the progress made toward attaining each of the Goal I objectives will not be included in this first Accountability Report since such a determination is premature at this time due to insufficient information. Considering the criterion measures that did have at least two years of data, progress (↑) was made on 18 or 69 percent, a decline in performance (↓) was observed in 5 or 19 percent, and no discernable change (↔) was determined for 3 or 12 percent (Table 5).

Table 5

Goal I: School to Career
Criterion Measures With at Least Two Years of Data

Attainment Status	Number	Percent
Progress (↑)	18	69
No Change (↔)	3	12
Decline in Performance (↓)	5	19

Goal I

The attainment status of a goal can be determined only if at least two years of data are available for the criterion measures used to judge attainment status of the objectives subsumed under that goal. However, two years of data were available for only 26 of the 38 or 68 percent of the criterion measures for the objectives under Goal I. Therefore, the progress made toward attaining this goal cannot be determined in this first Accountability Report since a determination of this nature is premature at this time due to insufficient information. Such a determination will be included in the 2001-2002 *Accountability Report*.

**GOAL I: SCHOOL TO CAREER
STATUS OF CRITERION MEASURES**

Criterion Measures: Status 2000-2001

Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

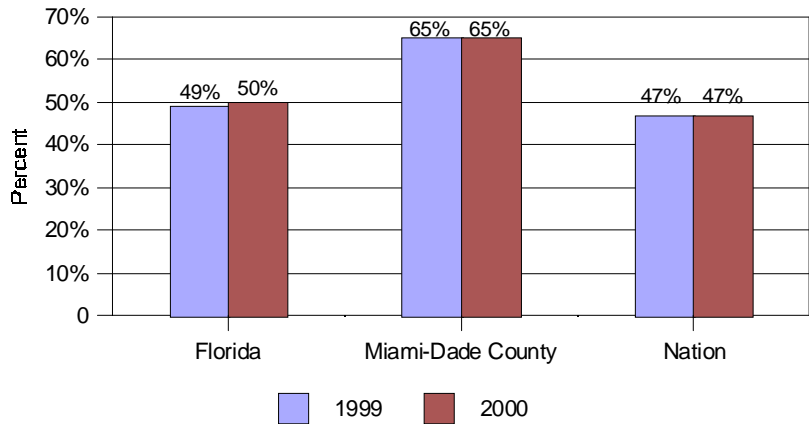
Objective Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.

SAT VERBAL

MEASURE DEFINED

The Scholastic Assessment Test (SAT I) measures skills necessary for success in college. The results are based on college-bound seniors and are provided at the state and national levels for comparison purposes.

Percent of SAT I Test-Takers at 500 or Below on Verbal Section



SAT VERBAL STATUS

	Baseline 1999-2000	2000-2001	Attainment Status
Percentage of SAT I Test-Takers Below 500: M-DCPS	65%	65%	↔

INTERPRETATION

The Scholastic Assessment Test (SAT I) Verbal subtest includes vocabulary, reading comprehension, and other language skills. M-DCPS scores on the Verbal portion of the test have remained stable.

CAVEAT

Although fewer test-takers at the national (47%) and state (50%) levels scored below 500 when compared to M-DCPS, such scores were stable from 1999-00 to 2000-01 as they were in Miami-Dade County.

Source: College Entrance Examination Board, compiled by the Department of Research Services

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

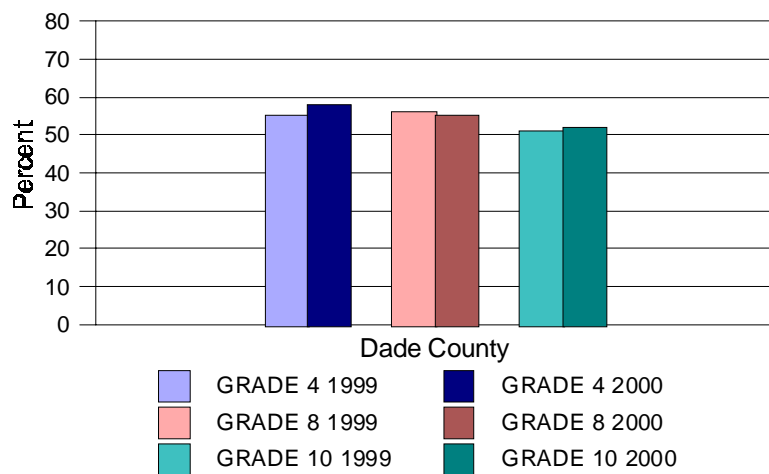
Objective Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.

FCAT READING*

MEASURE DEFINED

The Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS) measures levels of student proficiency as they relate to SSS benchmarks in Reading. The FCAT SSS contains test items and performance tasks that are challenging for all students at all levels of academic achievement. The FCAT SSS measures students' Reading skills in grades 4, 8, and 10.

Percent of Students at or Above Level 2 in Reading



INTERPRETATION

District percentage of students at or above Level 2 increased in grades 4 and 10, and declined in grade 8.

READING STATUS

PERCENTAGE OF STUDENTS AT OR ABOVE LEVEL 2

GRADE	Baseline 1999-2000	2000-2001	Attainment Status
4	55%	58%	↑↑
8	56%	55%	↓
10	51%	52%	↑↑

CAVEAT

Student scores are reported in terms of five "achievement levels." The highest performing level is Level 5 and the lowest is Level 1. Level 1 suggests that the student's academic progress is in question.

Overall Attainment Status ↑↑

* All curriculum groups including Gifted, Hospital/Homebound, Speech Impaired, and Limited English Proficient students more than two years.

Source: Office of Educational Planning and Quality Enhancement

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

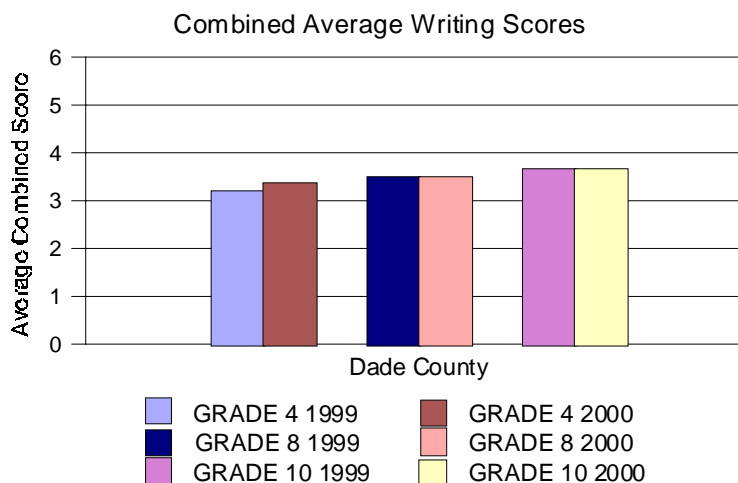
Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Objective Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.

FCAT WRITING*

MEASURE DEFINED

The FCAT Writing is administered in grades 4, 8, and 10. Students are required to plan and produce an essay on a topic or a prompt. The papers are scored in terms of overall quality on a scale from one through six. The graph and the status table depict mean scores for both types of writing combined into a single average score.



WRITING STATUS AVERAGE COMBINED SCORE

GRADE	Baseline 1999-2000	2000-2001	Attainment Status
4	3.2	3.4	↑
8	3.5	3.5	↔
10	3.7	3.7	↔

INTERPRETATION

District scores in grade 4 have increased over the past two years. In grades 8 and 10, scores have stabilized.

Overall Attainment Status ↔

* All curriculum groups including Gifted, Hospital/Homebound, Speech Impaired, and Limited English Proficient students more than two years.

Source: Office of Educational Planning and Quality Enhancement

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

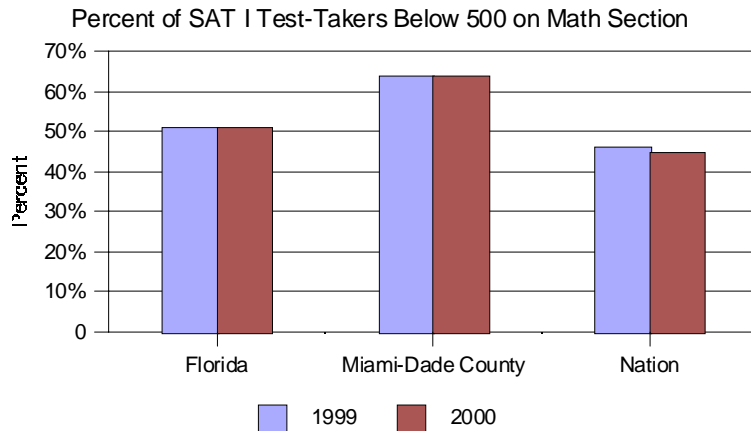
Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Objective Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.

SAT MATHEMATICS

MEASURE DEFINED

The Scholastic Assessment Test (SAT I) is a standardized norm-referenced multiple choice test. A decrease in the proportion of test-takers scoring 500 or below is the indicator of progress.



SAT MATH STATUS

Percentage of SAT I Test-Takers Below 500:	Baseline 1999	2000	Attainment Status
M-DCPS:	64%	64%	↔

INTERPRETATION

The percent of M-DCPS students scoring under 500 on the SAT I has remained stable over the past two years.

Source: College Entrance Examination Board, compiled by the Department of Research Services

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Objective Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.

PROFESSIONAL DEVELOPMENT AND STANDARDS FOR MATH AND SCIENCE

Criterion Measure: Survey relating the implementation of professional development and program standards for Math and Science.

NOTE: A survey regarding the implementation of professional development and standards for Math and Science was implemented. Principals, members of the Instructional Improvement Team (IIT), and teachers who were not members of IIT were surveyed at the end of the school year. Data are not available at this time.

Source: Division of Mathematics and Science

Criterion Measures: Status 2000-2001

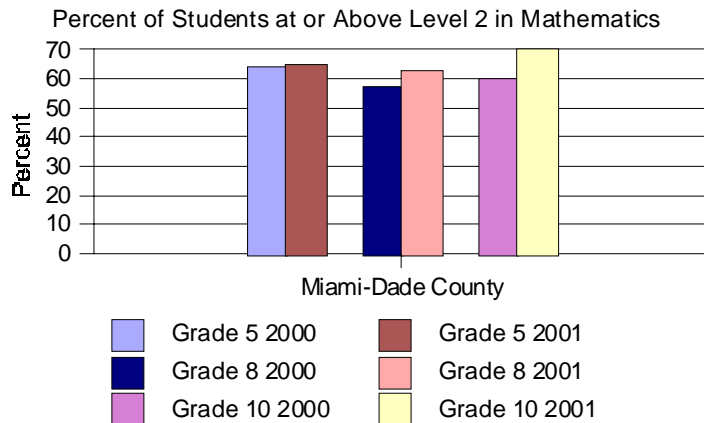
Goal I - School to Career: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Objective Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.

FCAT MATHEMATICS*

MEASURE DEFINED

The Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS) measures levels of student proficiency as they relate to SSS benchmarks in Mathematics. The FCAT SSS contains test items and performance tasks that are challenging for all students at all levels of academic achievement. The FCAT SSS measures students' Mathematics skills in grades 5, 8, and 10.



INTERPRETATION

District scores increased slightly in grade 5 and dramatically in grades 8 and 10.

MATHEMATICS STATUS PERCENTAGE OF STUDENTS AT OR ABOVE LEVEL 2

GRADE	Baseline 1999-2000	2000-2001	Attainment Status
4	64%	65%	↑↑
8	57%	63%	↑↑↑
10	60%	70%	↑↑

CAVEAT

Student scores are reported in terms of five "achievement levels." The highest performing level is Level 5 and the lowest is Level 1. Level 1 suggests the student's academic progress is in question.

Overall Attainment Status ↑↑

* All curriculum groups including Gifted, Hospital/Homebound, Speech Impaired, and Limited English Proficient students more than two years.

Source: Office of Educational Planning and Quality Enhancement

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

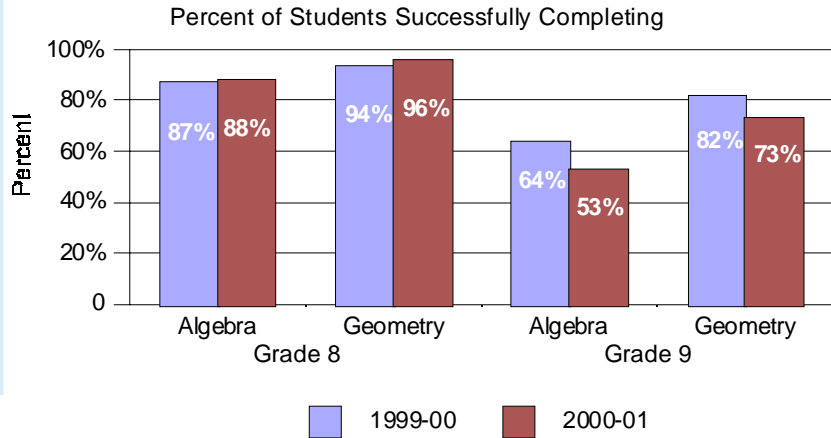
Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Objective Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.

ALGEBRA AND GEOMETRY

MEASURE DEFINED

Algebra and Geometry are considered by Mathematics educators the gateway courses to higher mathematics. An increase in the percentage of students (grades 8 and 9) successfully completing these two courses (grade "C" or higher) would reflect progress in Mathematics achievement.



ALGEBRA AND GEOMETRY STATUS

	Enrolled		Attainment Status	Successfully Completed		Attainment Status
	Baseline			Baseline		
	1999-00	2000-01		1999-00	2000-01	
8th Grade Algebra	23%	21%	↓	87%	88%	↕
8th Grade Geometry	5%	4%	↓	94%	96%	↕
9th Grade Algebra	68%	85%	↑	64%	53%	↕
9th Grade Geometry	19%	16%	↓	82%	73%	↕

Interpretation

During the past two years, enrollment in Algebra and Geometry declined in the eighth grade while the percent successfully completing (grade "C" or higher) increased. In ninth grade, the enrollment in Algebra increased, but completers decreased, while the enrollment and completers in Geometry decreased.

Overall Attainment Status ↓

Source: Office of Information Technology, compiled by Department of Research Services

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

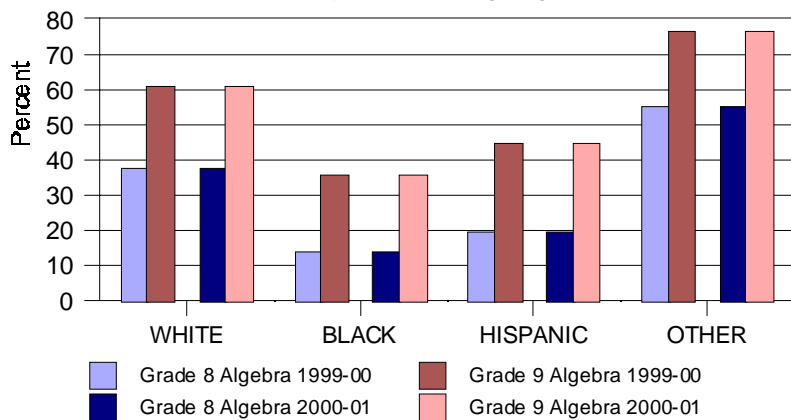
Objective Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.

MINORITY COMPLETION: ALGEBRA

MEASURE DEFINED

In order to narrow the achievement gap and prepare all students for higher mathematics, the criterion measure selected is the percent of minority students in grades 8 and 9 who have successfully completed Algebra (grade of "C" or higher).

Percent of Minority Students
Successfully Completing Algebra



MINORITY STUDENTS SUCCESSFULLY COMPLETING ALGEBRA

STUDENT GROUP	ALGEBRA GRADE 8		Attainment Status	ALGEBRA GRADE 9		Attainment Status
	Baseline 1999-00	2000-01		Baseline 1999-00	2000-01	
WHITE	37.4%	36.2%	↕	60.8%	58.1%	↕
BLACK	13.8%	13.5%	↕	35.4%	38.2%	↕↕
HISPANIC	19.3%	17.0%	↕	44.7%	45.8%	↕↕
OTHER	55.1%	54.5%	↕	76.3%	72.2%	↕

INTERPRETATION

Other than an increase in the completion rate for 9th grade Hispanic students in Algebra, all other groups have decreased their completion rate.

Overall Attainment Status ↕

Source: Office of Information Technology, compiled by the Department of Research Services

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

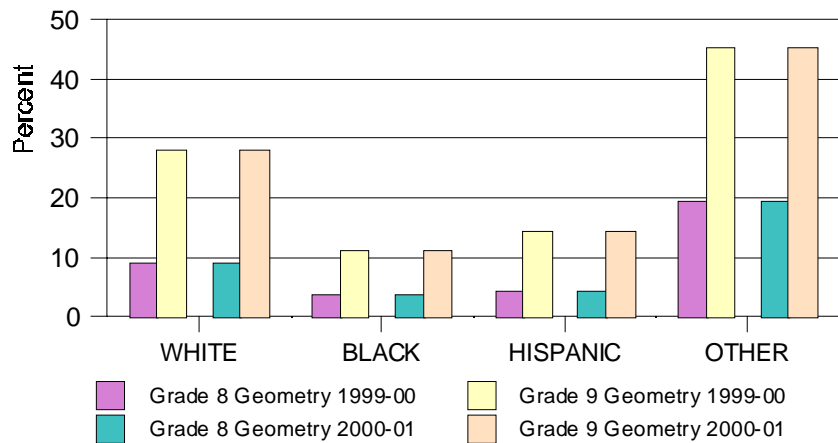
Criterion Measures: Status 2000-2001

Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Objective Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.

MINORITY STUDENT COMPLETION: GEOMETRY

Percent of Minority Students
Successfully Completing Geometry



MEASURE DEFINED

In order to narrow the achievement gap and prepare all students for higher mathematics, the criterion measure selected is the percent of minority students by grades 8 and 9 who successfully complete Geometry (grade of "C" or higher).

MINORITY STUDENTS SUCCESSFULLY COMPLETING GEOMETRY

STUDENT GROUP	GEOMETRY GRADE 8		Attainment Status	GEOMETRY GRADE 9		Attainment Status
	Baseline 1999-00	2000-01		Baseline 1999-00	2000-01	
WHITE	8.8%	7.0%	↓	28.1%	24.8%	↓
BLACK	3.2%	2.4%	↓	11.1%	8.5%	↓
HISPANIC	4.3%	3.0%	↓	14.3%	10.9%	↓
OTHER	19.5%	19.0%	↓	45.3%	39.3%	↓

INTERPRETATION

The proportion of students successfully completing Geometry has declined for all groups.

Overall Attainment Status ↓

Source: Office of Information Technology, compiled by the Department of Research Services

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

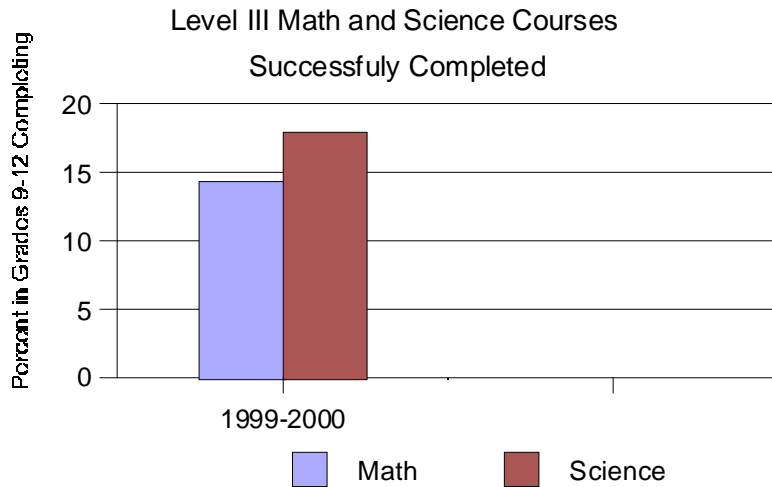
Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Objective Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.

LEVEL III MATH AND SCIENCE

MEASURE DEFINED

Level III Math and Science courses are Honors courses and represent the highest achievement level for these two subject areas. Successful completion is defined as a grade of "C" or higher.



LEVEL III MATH AND SCIENCE STATUS

GRADES 9-12	Baseline 1999-2000
% Enrolled in Level III Math	15.8%
% Completed Level III Math	14.3%
% Enrolled in Level III Science	19.1%
% Completed Level III Science	17.9%

NOTE: Comparison data will be available at a later date.

Source: Office of Information Technology, compiled by Department of Research Services

Criterion Measures: Status 2000-2001

Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Ib. Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.

MEASURE DEFINED

A survey was designed to evaluate progress in implementing student career development standards. The survey was distributed to all secondary schools. Completed surveys were received from 73 schools. The student services team at each school was assigned the task of measuring progress. Status was measured on four dimensions: "A" Ready to Share; "B" Doing Well; "C" Can Improve; and "D" Need to Start. The following domains were assessed by each school team:

Vision (items 1-3): The existence of a vision statement that is descriptive of student services at the school, assessing the existence of formal structures and procedures which support this vision, and whether the vision statement directly addressed the quality of services.

Goal I (item 4): Clear understanding of the district's School to Career goal.

Career Development Domain Standards (items 5-9): How students are helped to understand and develop the necessary skills and processes in developing career goals.

Educational Development Domain (items 10-12): How students are helped to understand the importance and benefits/value of educational achievement and lifelong learning.

Person/Social Development Domain (Items 13-17): How students are helped to develop positive and effective personal and social skills for a responsible and positive self-concept.

Assessment (items 18-22): Evaluate accurately, students' acquisition and application of personal/social skills, career development, and educational attainment.

Goal II (item 22): Clear understanding of the district's Effective Learning Environment goal.

School Environment (items 23-27): Effective use of facilities, technology, instructional materials, time, and budget.

Professional Development (items 28-30): Assess the needs of student services team members, training opportunities, and awareness of these opportunities.

Program Improvement (items 31-33): A collaborative and systematic process to evaluate, plan, and monitor how strategies are being implemented and how services can be improved. Innovative and proactive thinking is encouraged.

PERCENT OF STUDENT SERVICE TEAMS THAT ARE READY TO SHARE/DOING WELL

DOMAIN	Baseline 2000-01	
	Middle	Sr. High
Vision	77%	76%
Goal I	93%	94%
Career Development	59%	67%
Educational Development	90%	79%
Personal/Social Development	95%	77%
Assessment	57%	39%
Goal II	87%	79%
School Environment	75%	72%
Professional Development	70%	69%
Program Improvement	64%	52%
OVERALL	74%	68%

Source: Division of Student Services

NOTE: Comparison data will be available at a later date.

Criterion Measures: Status 2000-2001

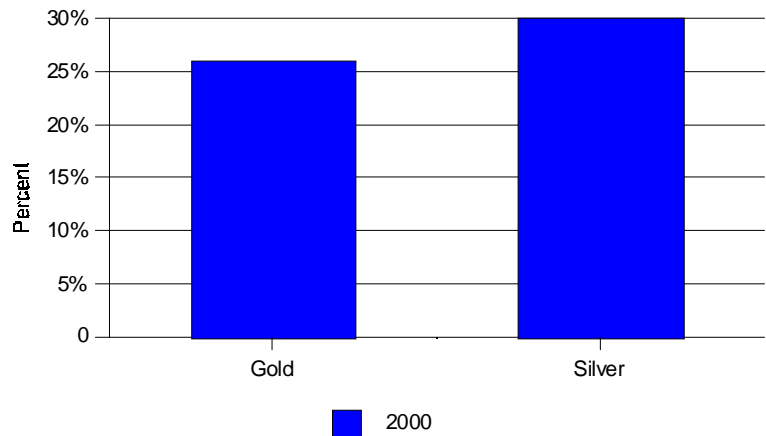
Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Ic. Expand opportunities for students to participate in cultural and physical fitness experiences.

PHYSICAL FITNESS AWARDS

MEASURE DEFINED

All students in grades 4 through 12 enrolled in a physical education class participate in the district's physical fitness testing program. The highest award associated with the five-item battery is the Gold or Superior Achievement Award. Progress on this objective is demonstrated by an increase in the percent of gold and silver awards from one year to another.



Physical Fitness Awards

Award Level	Baseline 1999-2000
Gold	26%
Silver	30%

NOTE: Comparison data will be available at a later date.

Source: District and School Profiles, as calculated by the Department of Research Services.

Criterion Measures: Status 2000-2001

Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Ic. Expand opportunities for students to participate in cultural and physical fitness experiences.

PARTICIPATION IN THE ARTS

MEASURE DEFINED

Participation in cultural/artistic activities broadens the scope of expression for the students presenting art at the cultural/artistic events. Therefore, the criteria measure for this objective includes exposure to art in the activities listed in the table below.

MEASURE	Baseline 2000-2001
Number of hits on the Arts for Learning website	12,000
Survey Results on Arts for Learning website	
Percent satisfied	100%
Number of students participating in artistic events (estimated)	375,000
Number of inservice opportunities for Art teachers	122
Number of free tickets	210,000
Number of field trips	833
Number of student exhibitions	13

NOTE: Comparison data will be available at a later date.

Source: Division of Life Skills

Criterion Measures: Status 2000-2001

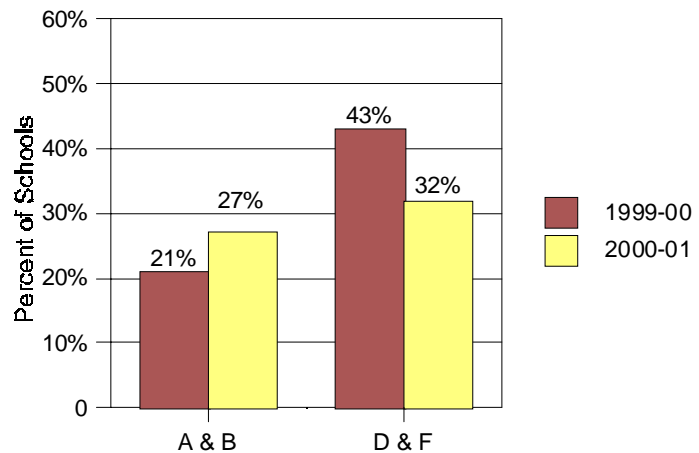
Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Id. Decrease the number of schools receiving “D” and “F” grades and increase the number of schools receiving “A” and “B” grades on the State’s School Accountability Report.

SCHOOL GRADES

MEASURE DEFINED

The school grading component is an important part of Florida’s standards-based system of accountability. The 1999 legislation required schools to be assigned a performance grade of “A” to “F” based primarily upon student achievement data from the FCAT. School grades communicate to the public how well a school is performing relative to state standards. School grades were first designated in the summer of 1999 using FCAT student achievement data from the 1998-99 school year. While FCAT performance data are the primary criteria used in calculating a school’s grade, other data include the percent of students tested, attendance and discipline data, and dropout rates.



INTERPRETATION

The number of schools receiving performance grades of “A” and “B” increased from 21% to 27% over the past two years. At the same time, the number of schools receiving performance grades of “D” and “F” decreased from 43% to 32%.

SCHOOL GRADES

Grades	Baseline 1999-2000	2000-01	Attainment Status
A & B	21%	27%	↑↑
D & F	43%	32%	↑↑

Overall Attainment Status



Source: Office of Educational Planning and Quality Enhancement

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

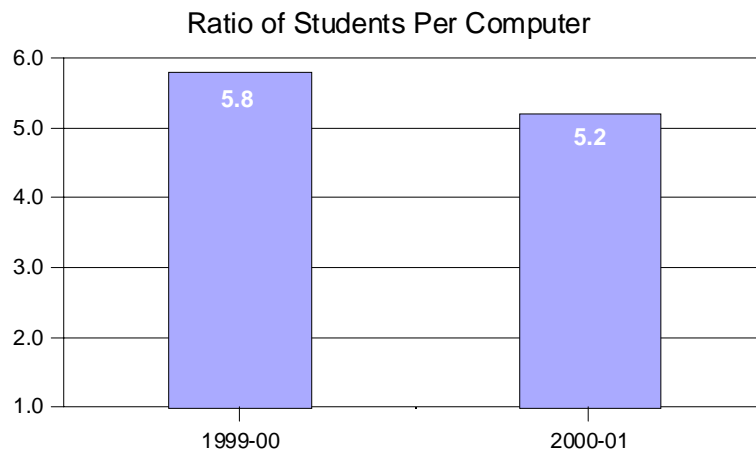
Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

le. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.

RATIO OF STUDENTS PER COMPUTER

MEASURE DEFINED

One way to assess the integration of technology into the instructional program is to observe the growth in the number of computers available to students. A convenient scale to represent this measure is the number of students per computer.



MEASURE	Baseline 1999-00	2000-01	Attainment Status
Number of Instructional Microcomputers	62,624	71,034	↑↑
Ratio of Students to Computers	5.8	5.2	↑↑

INTERPRETATION

The number of microcomputers available to students has increased over the last two years. Despite a 2.3% increase in enrollment, almost six students had to share a computer in 1999-00 compared to almost five students in 2000-01.

Overall Attainment Status



Source: Division of Instructional Technology and Media Support Services

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

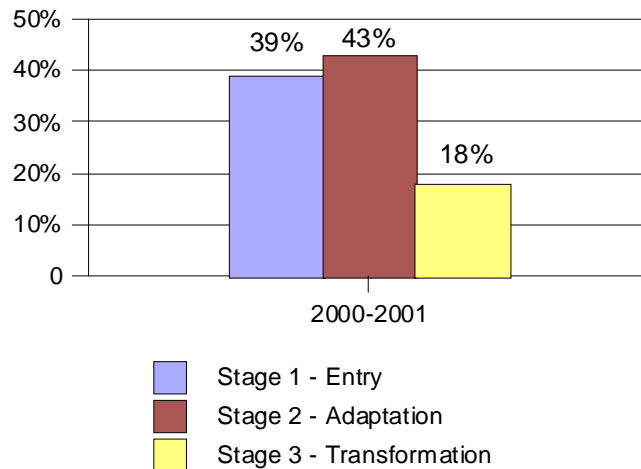
le. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.

TEACHER PROFICIENCY USING TECHNOLOGY

MEASURE DEFINED

An important aspect in the integration of technology for the school system is the development of proficiency by faculty. There are three stages in this approach. In Stage 1 - Entry, faculty members are able to operate the computer at a basic level, communications are mostly paper-based. In Stage 2 - Adaptation, technology is integrated into the classroom, faculty members are comfortable with various applications, and use e-mail successfully. In Stage 3 - Transformation, faculty members are adept at transferring skills from current to new technology tools and learn independently. At this stage educators often act as resources to others.

Percentage of Teachers in Implementation
Stages of Technology Proficiency



TEACHER PROFICIENCY USING TECHNOLOGY

Level	Baseline 2000-01
Stage 1 - Entry	39%
Stage 2 - Adaptation	43%
Stage 3 - Transformation	18%

NOTE: Comparison data will be available at a later date.

Source: Division of Instructional Technology and Media Support Services

Criterion Measures: Status 2000-2001

Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

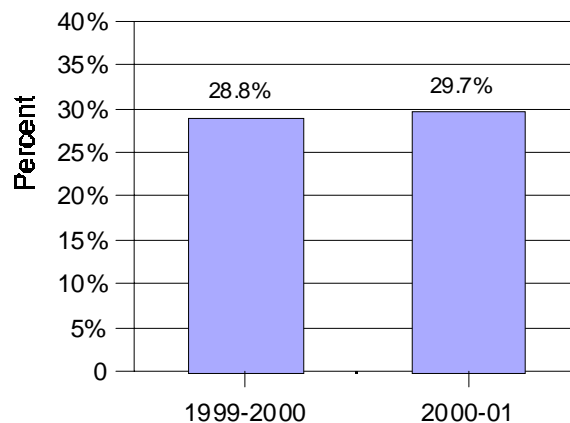
le. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.

STUDENT ENROLLMENT IN TECHNOLOGY RELATED COURSES

MEASURE DEFINED

Although students have access to computers in elementary grades, actual courses are offered beginning in the 6th grade. Technology courses include programming, applications, publishing, and networking.

Percent of Students Enrolled in Technology Related Courses



Student Enrollment in Technology Related Courses

Grades 6 - 12	Baseline 1999-2000	2000-2001	Attainment Status
Percent Enrolled	28.8%	29.7%	↑

INTERPRETATION

The percent of students enrolled in technology related courses has increased during the past two years.

Source: Division of Information Technology, compiled by Department of Research Services

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

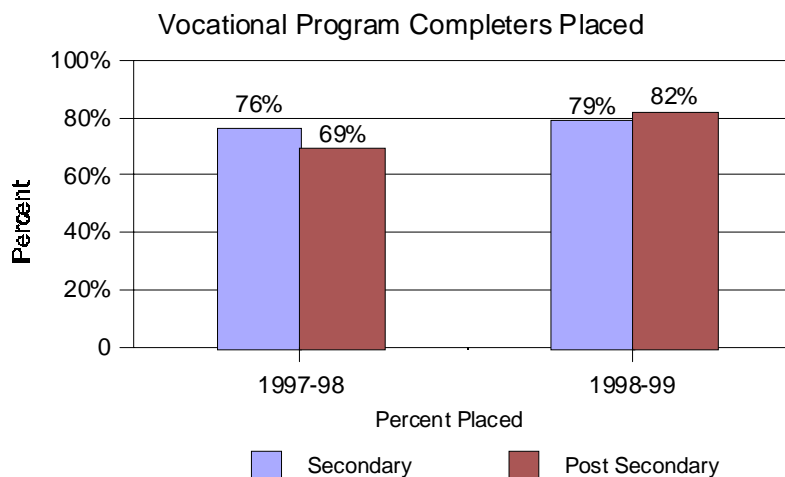
Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.

PLACEMENT OF STUDENTS COMPLETING JOB PREP VOCATIONAL COURSES

MEASURE DEFINED

The follow-up data on students who participated in an applied technology educational program at the secondary or post-secondary level shows the percent who gained employment, or pursued their education after participation. It should be noted that follow-up information cannot be obtained for all participants.



INTERPRETATION

Although enrollment decreased in both secondary and in post-secondary programs, a greater percentage of completers were placed in 1998-99 than were placed in 1997-98.

CAVEAT

The percent placed is the key criterion used by the state and therefore is used here. Since completers are tracked over a two year period, current data will not be available until 2002.

VOCATIONAL STUDENTS COMPLETING JOB PREP VOCATIONAL COURSES

MEASURE	Baseline 1997-98	1998-99	Attainment Status
Total for Secondary Programs	4,159	2,386	NA
Number of Completers	3,147	1,876	NA
Percent of Completers Placed	76%	79%	↑
Total for Post-Secondary Programs	3,902	3,545	NA
Number of Completers	3,243	2,918	NA
Percent of Completers Placed	69%	82%	↑

Overall Attainment Status ↑↑

Source: *Statistical Abstract*, 1999-00 and 2000-01

Attainment Status: Degree to which the objective was achieved in the allotted time period.

↑ Progress ↔ No Change ↓ Decline

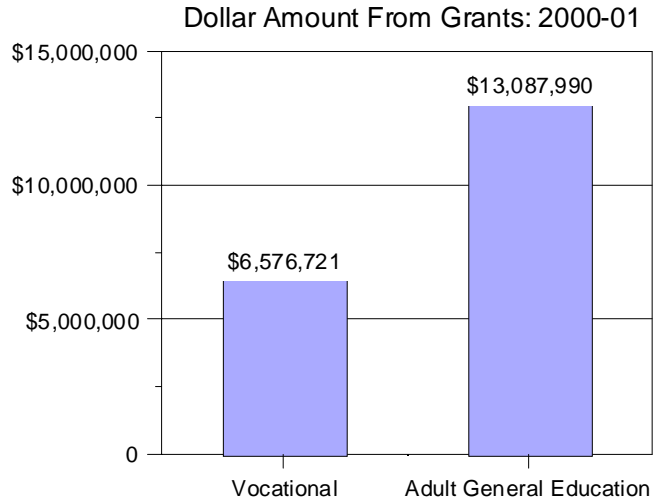
Criterion Measures: Status 2000-2001

Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.

MEASURE DEFINED

The number and dollar amount of grants received by vocational/technical programs and adult education programs was used as the criterion measure. During the 2000-01 year, two vocational grants and twelve general education grants were awarded. A comparison to 1999-00 performance was not possible since data were not tracked in this format.



Status of Grants

Grants	Number	Baseline
		2000-01 Amount
Vocational	2	\$ 6,576,721
Adult General Education	12	13,087,991
TOTAL:	14	\$19,664,712

NOTE: Comparison data will be available at a later date.

Source: Bureau of Adult/Vocational, Alternative Education & Dropout Prevention

Criterion Measures: Status 2000-2001

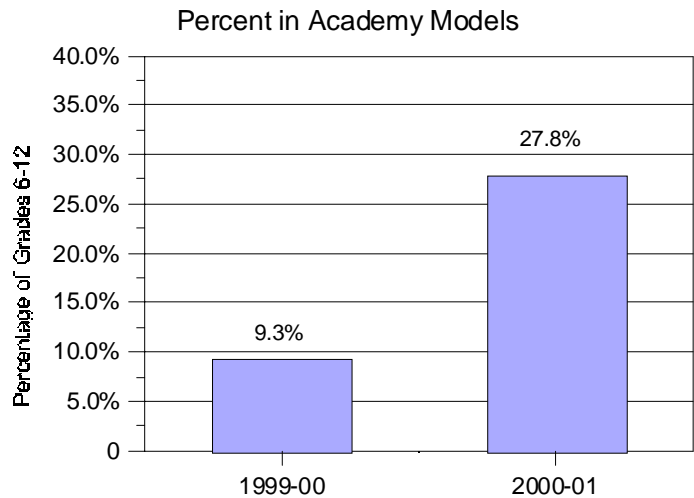
Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.

SCHOOL-TO-CAREER

MEASURE DEFINED

The School-To-Career initiative prepares students to gain the skills they need to secure and retain high skill jobs. The components of this initiative at the secondary level include job shadowing where students observe experienced employees at the work site, TECH Prep which links secondary and postsecondary programs of study and internships. A career portfolio at the middle school level, and two other components: Career Academies and High Schools That Work, both components link high school studies with college preparation.



Secondary Vocational/Technical Programs Status

MEASURE	Baseline 1999-2000	2000-01	Attainment Status
Job Shadowing	2,893	2,377	⇩
TECH Prep	12,493	22,600	⇩
Career Development Portfolios*	26,225	N/A	⇩
Internships	1,411	1,510	⇩
High Schools That Work	19,639	32,500	⇩
Academy Models	16,987	53,147	⇩
Percent of Enrollment (Grades 6 - 12) in Academy Models	9.3%	27.8%	⇩

* Career Development Portfolios will begin in the 2001-02 school year through the Division of Student Services. The 1999-2000 figures are based upon the Job Application Portfolio.

CAVEAT

Although improvement was observed at the percent enrolled in academy models, a decline in performance was seen in four of the seven measures.

Overall Attainment Status ⇩

Source: *District and School Profiles: 1999-00 and 2000-01*

Attainment Status: Degree to which the objective was achieved in the allotted time period.

⇩ Progress ⇔ No Change ⇩ Decline

Criterion Measures: Status 2000-2001

Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.

ADULT EDUCATION

MEASURE DEFINED

There are a variety of reasons why adults reenter the classroom. They need to obtain good jobs, to play active roles in the education of their children, and to carry out the rights and responsibilities of citizenship. On the other hand, business and industry require a workforce with the skills and knowledge that will allow them to compete in a fluctuating economy. The box below presents enrollment data from various adult education courses.

MEASURE	Baseline 2000-01
Number of Adult High School Students	8,101
Percent Receiving High School Diploma	7.6%
Enrollment in GED Prep Courses	3,071
Percent Receiving GED Diploma	78.6%
Adults enrolled in Applied Technology Courses	24,101
Adults receiving Occupational Completion Points (OCP)	10,392
Percent of Adults with OCP's	41%
Total Number of Adults in Adult Education	120,818
Adults receiving Literacy Completion Points (LCP)	46,332
Percent of Adults with LCP's	36%
Grant Funds awarded in Adult Basic Education	\$7,100,000

NOTE

An Occupational Completion Point is achieved when a student has demonstrated all competencies which relate to a specific job title within an applied technology program.

NOTE: Comparison data will be available at a later date.

Source: Bureau of Adult/Vocational, Alternative Education & Dropout Prevention

Criterion Measures: Status 2000-2001

Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.

DEMANDS OF BUSINESS AND INDUSTRY

MEASURE DEFINED

To train vocational/technical students at the level of industry standards, a survey was designed to examine whether or not the curricula, facilities, and equipment of the schools involved in this type of training met these standards. The survey was also designed as a needs assessment for the schools.

SURVEY RESULTS

All schools responded to the survey. Results indicated that curricula were appropriately designed and approximately one-half of the equipment needs identified were fulfilled by purchasing the needed equipment. Facility needs identified by the survey have not been satisfied since a plan is not yet in place. These needs will be addressed through Qualified Zone Academy Boards (QZAB) Project Funds and the scope of the QZAB Project has yet to be determined

Source: Bureau of Adult/Vocational, Alternative Education & Support

Criterion Measures: Status 2000-2001

Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.

ENROLLMENT AND COMPLETION IN APPLIED TECHNOLOGY PROGRAMS

MEASURE DEFINED

Applied Technology courses are designed to prepare students for entry-level positions, advancement/upgrades in an existing occupation, or further study at the college level. Students can earn post-secondary hours/credits by taking these courses through M-DCPS. Applied Technology courses are offered to both secondary students and adults. The programs are reviewed annually and revised as needed, based upon changes in occupations, utilizing input from business and industry employers, licensing and credentialing agencies, professional associations, local advisory committees, and other representatives of the private sector. The following table presents the number of students enrolled and completing various Applied Technology courses.

Course	2000-01	
	Program Enrollment	OCP Completers
Agribusiness & Natural Resources Education	1,733	271
Business Technology Ed.	30,218	2,492
Diversified Education	6,858	617
Exceptional Student Education	2,684	---
Family & Consumer Sciences	18,698	747
Health Science Education	4,170	480
Industrial Education	4,228	562
Marketing Education	2,553	351
Public Service Education	3,733	390
Technology Education	21,052	---
Vocational Exploratory Wheel	10,068	---
DISTRICTWIDE TOTALS	105,995	5,910

NOTE

An Occupational Completion Point (OCP) is achieved when a student has demonstrated all competencies which relate to a specific job title within an applied technology program.

NOTE: Comparison data will be available at a later date.

Source: Bureau of Adult/Vocational, Alternative Education & Support

Criterion Measures: Status 2000-2001

Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

lg. Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.

PARTICIPATION IN CIVIC, LAW, AND CHARACTER EDUCATION PROGRAMS

(through the Division of Social Sciences)

MEASURE DEFINED

The number of teachers and/or students participating in a variety of activities supporting civic, law, and character education was taken. Academic Competitions involved a teacher-sponsor and a team consisting of students from a class, club, or multiple classes. Conferences and Meetings involved students and/or teachers as attendees. Teacher/Administrator inservices took place in multiple formats; some occurred at school sites, others took place at district office or non-school sites. Inservices were designed to expose participants to new instructional ideas or programs to support the curriculum. Special Projects encompassed activities or events that supported civic, law, and/or character education, but may not have taken place annually; e.g., mock election activities in an election year.

PARTICIPATION IN CIVIC, LAW, & CHARACTER EDUCATION PROGRAMS

Number of participants in each category

Category	Baseline 1999-00	2000-01	Attainment Status
Academic Competitions	3,475	3,525	↑↑
Conferences and Meetings Special Event*	1,163 750	1,119 395	↓↓
Teacher/Administrator Inservices	151	449	↑↑
Special Projects	10,632	125,916	↑↑

* Some of the events in this category were either one time only undertakings or participation data could not be confirmed. Therefore, although they are presented in the above table, these events cannot be used for baseline data.

Overall Attainment Status



Source: Division of Social Sciences

Attainment Status: Degree to which the objective was achieved in the allotted time period.



Progress



No Change



Decline

Criterion Measures: Status 2000-2001

Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

lg. Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.

PARTICIPATION IN CIVIC, LAW, AND CHARACTER EDUCATION PROGRAMS

(through the Division of Social Sciences)

MEASURE DEFINED

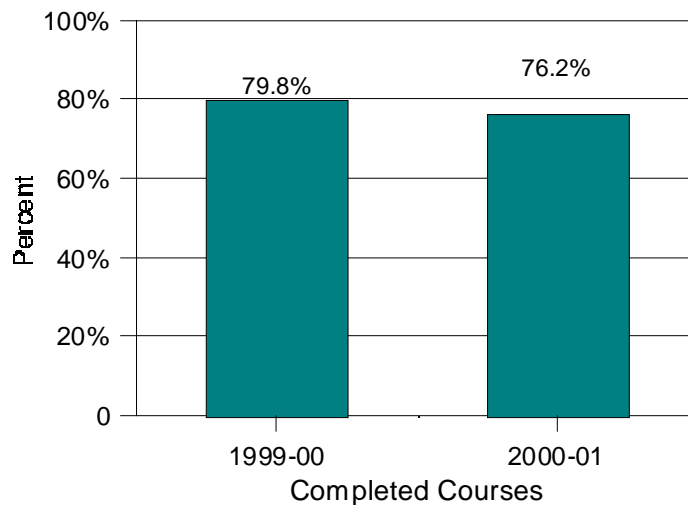
Passing rate of students enrolled in the required seventh grade Civics course.

INTERPRETATION

Social Science completion rates decreased in grade seven Civics.

NOTE: Beginning with the 2002-03 academic year, criterion measures will be expanded to include student passing rates in twelfth grade American Government courses and in Social Studies electives in grades 6-12 that are oriented toward civic/law education.

Seventh Grade Civics



PARTICIPATION IN SOCIAL SCIENCES Percentage Enrolled and Completed Successfully

Grade	Baseline 1999-00	2000-01	Attainment Status
7	79.8%	76.2%	↓

Overall Attainment Status ↓

Source: Office of Information Technology, compiled by Department of Research Services

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

lh. Narrow the achievement gap between minority and non-minority students.

FCAT SCORES: ACHIEVEMENT GAP IN READING PERCENT OF STUDENTS* SCORING AT LEVELS 3-5

MEASURE DEFINED

The Florida Comprehensive Assessment Test (FCAT) is part of Florida's overall plan to increase student achievement by implementing higher standards for public school students. Minority students have tended to score lower than White, non-Hispanic students on tests such as FCAT at both the local and national levels. The data presented here show the differences in the percent of all standard curriculum students scoring at performance levels 3 - 5 for the three major ethnic groups.

Student scores are reported in terms of five "achievement levels." The highest performing level is Level 5 and the lowest is Level 1. Level 1 suggests the student's academic progress is in question.

Grade 4

	Baseline 1999-00	2000-01	Change	Attainment Status***
Black	29	34		↑↑
Gap	41	39	-2	
White	70	73		
Gap	21	20	-1	↑↑
Hispanic	49	53		

Grade 8

	Baseline 1999-00	2000-01	Change	Attainment Status***
Black	17	20		↑↑
Gap	45	40	-5	
White	62	60		
Gap	25	23	-2	↑↑
Hispanic	37	37		

Grade 10

	Baseline 1999-00	2000-01	Change	Attainment Status***
Black	12	13		↓↓
Gap	34	39	+5	
White	46	52		
Gap	24	25	+1	↓↓
Hispanic	22	27		

INTERPRETATION

Although the percent of students scoring in the upper achievement levels has improved for all ethnic groups between the last two years, the gaps between the groups in FCAT Reading have decreased in grade levels four and eight. The achievement gaps have increased for grade ten.

Overall Attainment Status ↑↑

- * All standard curriculum students
- ** GAP refers to difference in percentage as compared to White
- *** Status refers to changes in GAP from 1999-00 to 2000-01

Source: Office of Educational Planning and Quality Enhancement

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Ih. Narrow the achievement gap between minority and non-minority students.

FCAT SCORES: ACHIEVEMENT GAP IN MATHEMATICS PERCENT OF STUDENTS* SCORING AT LEVELS 3-5

MEASURE DEFINED

The Florida Comprehensive Assessment Test (FCAT) is part of Florida's overall plan to increase student achievement by implementing higher standards for public school students. Minority students have tended to score lower than White, non-Hispanic students on tests such as FCAT at both the local and national levels. The data presented here show the differences in the percent of all standard curriculum students scoring at performance levels 3 - 5 for the three major ethnic groups.

Student scores are reported in terms of five "achievement levels." The highest performing level is Level 5 and the lowest is Level 1. Level 1 suggests the student's academic progress is in question.

Grade 5				
	Baseline			Attainment
	1999-00	2000-01	Change	Status***
Black	26	32		↑
Gap	38	37	-1	↑
White	64	69		
Gap	18	18	0	↔
Hispanic	46	51		

Grade 8				
	Baseline			Attainment
	1999-00	2000-01	Change	Status***
Black	25	28		↑
Gap	45	44	-1	↑
White	70	72		
Gap	24	22	-2	↑
Hispanic	46	50		

Grade 10				
	Baseline			Attainment
	1999-00	2000-01	Change	Status***
Black	22	34		↑
Gap	49	46	-3	↑
White	71	80		
Gap	29	23	-6	↑
Hispanic	42	57		

INTERPRETATION

For 2000-01, the percent of students scoring in the upper achievement levels has improved for all ethnic groups. Additionally, the gaps between the groups in FCAT Mathematics have decreased or stayed the same in all grade levels tested.

Overall Attainment Status ↑

- * All standard curriculum students
- ** GAP refers to difference in percentage as compared to White
- *** Status refers to changes in GAP from 1999-00 to 2000-01

Source: Office of Educational Planning and Quality Enhancement

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Ih. Narrow the achievement gap between minority and non-minority students.

FCAT SCORES: ACHIEVEMENT GAP IN WRITING PERCENT OF STUDENTS* SCORING 3 OR HIGHER

MEASURE DEFINED

The Florida Comprehensive Assessment Test (FCAT) is part of Florida's overall plan to increase student achievement by implementing higher standards for public school students. Minority students have tended to score lower than White, non-Hispanic students on tests such as FCAT at both the local and national levels. The data presented here show the differences in the percent of all standard curriculum students scoring 3 or higher in writing for the three major ethnic groups.

INTERPRETATION

Although the percent of students scoring in the upper achievement levels has improved for all ethnic groups for 2000-01, the gaps between the groups in FCAT Writing have decreased in grade levels four and ten. The achievement gaps have remained the same or increased for grade eight.

Grade 4

	Baseline		Change	Attainment Status***
	1999-00	2000-01		
Black	80	86		↑
Gap	12	9	-3	
White	92	95		↑
Gap	5	4	-1	
Hispanic	87	91		

Grade 8

	Baseline		Change	Attainment Status***
	1999-00	2000-01		
Black	89	89		↔
Gap	8	8	0	
White	97	97		
Gap	3	4	+1	↓
Hispanic	94	93		

Grade 10

	Baseline		Change	Attainment Status***
	1999-00	2000-01		
Black	86	88		↑
Gap	9	8	-1	
White	95	93		
Gap	7	5	-2	↑
Hispanic	88	91		

- * All standard curriculum students
- ** GAP refers to difference in percentage as compared to White
- *** Status refers to changes in GAP from 1999-00 to 2000-01

Overall Attainment Status ↑

Source: Office of Educational Planning and Quality Enhancement

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

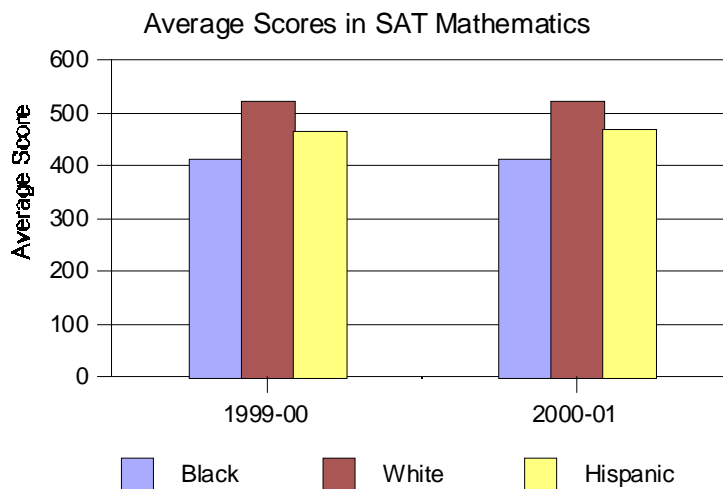
Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Ih. Narrow the achievement gap between minority and non-minority students.

ACHIEVEMENT GAP MINORITY STUDENTS AND SAT SCORES: MATH

MEASURE DEFINED

The SAT I: Reasoning Test (Math) is designed to assess many of the skills that are important to students' success in college. The mean scores presented here are based on "college-bound senior"; that is students who indicated they would graduate at the end of the year in which they were tested. It should be noted that not all high school seniors in Miami-Dade County take the test and the percentages representing each ethnic group can vary from year to year.



INTERPRETATION

Although the average scores for Whites have decreased slightly over the past two years, the apparent differences between the different ethnic groups has been reduced.

MATHEMATICS

	Baseline 1999-00	2000-01	Change	Attainment Status***
Black	411	413		↑
Gap	111	107	-4	
White	522	520		
Gap	57	50	-7	
Hispanic	465	470		↑

CAVEAT

With the changes in numbers of students taking these tests, the reductions in the achievement gaps shown here are not highly reliable.

* All students

** GAP refers to difference in average scores as compared to White

*** Status refers to GAP

Source: College Entrance Board

Overall Attainment Status ↑

Attainment Status: Degree to which the objective was achieved in the allotted time period.

↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

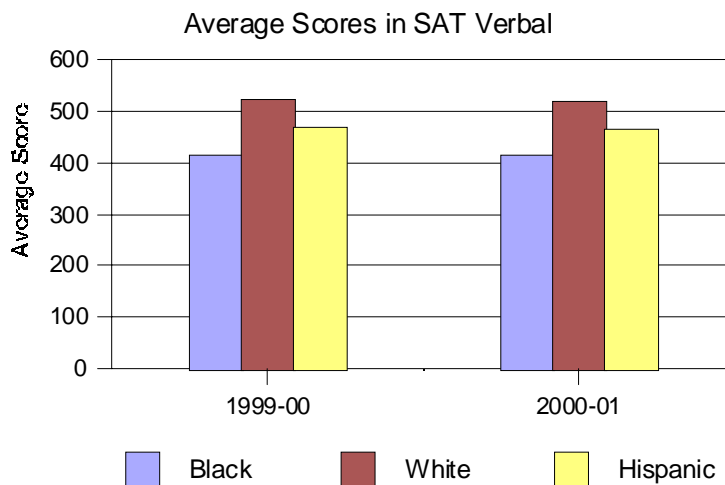
Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Ih. Narrow the achievement gap between minority and non-minority students.

ACHIEVEMENT GAP MINORITY STUDENTS AND SAT SCORES: VERBAL

MEASURE DEFINED

The SAT I: Reasoning Test (Verbal) is designed to assess many of the skills that are important to students' success in college. The mean scores presented here are based on "college-bound senior"; that is students who indicated that they would graduate at the end of the year in which they were tested. It should be noted that not all high school seniors in Miami-Dade County take the test and the percentages representing each ethnic group can vary from year to year.



INTERPRETATION

Although the average scores for Whites have decreased slightly over the past two years, the apparent differences between the different ethnic groups has been reduced.

	VERBAL			Attainment Status***
	Baseline 1999-00	2000-01	Change	
Black	414	414		↑
Gap	110	106	-4	↑
White	524	520		↑
Gap	56	54	-2	↑
Hispanic	468	466		

CAVEAT

With the changes in numbers of students taking these tests, the reductions in the achievement gaps shown here are not highly reliable.

- * All students
- ** GAP refers to difference in average scores as compared to White
- *** Status refers to GAP

Source: College Entrance Board

Overall Attainment Status ↑

Attainment Status: Degree to which the objective was achieved in the allotted time period.

↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

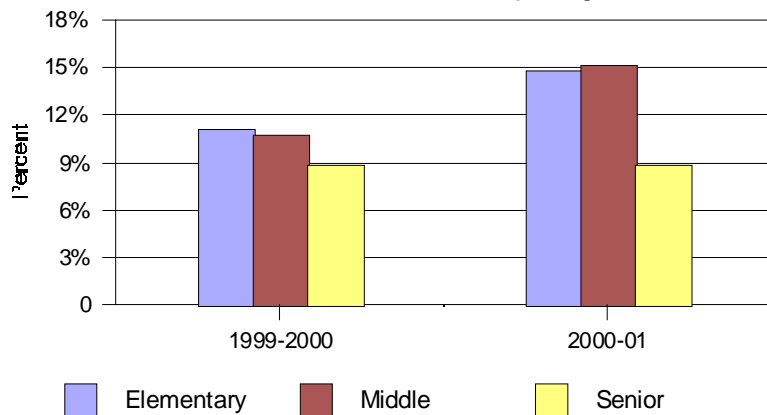
ii. Increase the number of students and adults who are bilingual and biliterate.

PARTICIPATION IN EXTENDED FOREIGN LANGUAGE PROGRAM

MEASURE DEFINED

Extended Foreign Language (EFL) refers to a program delivery system which follows the same organization as Bilingual School Organization (BISO) except that it is only offered in two classes per grade level. The EFL program emphasizes the teaching of language arts and curriculum content in both English and another language (e.g., Spanish). The schools following the extended foreign language model have developed "school-within-a-school" variations to serve those students who are especially interested in that type of program. Both the BISO and the EFL programs have aimed toward a 60%/40% (English/Spanish) distribution of time between the two languages of instruction.

Percent of Schools Participating



PARTICIPATION IN EXTENDED FOREIGN LANGUAGE PROGRAM

	Baseline 1999-2000		2000-01		Attainment Status
	Number	Percent	Number	Percent	
Elementary	23	11.1%	30	14.8%	↑↑
Middle	6	10.7%	8	15.1%	↑↑
Senior	3	8.8%	3	8.8%	↔

INTERPRETATION

The number of schools participating in the Extended Foreign Language Program increased at the elementary and middle school levels over the past two years

Overall Attainment Status ↑↑

CAVEAT

Although most schools offer English/Spanish programs, two schools also offer English/Italian programs.

Source: Division of Bilingual Skills Education and World Languages

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

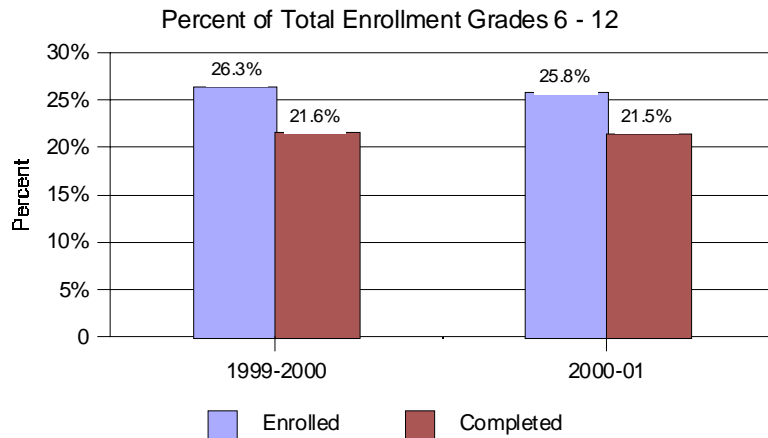
Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

ii. Increase the number of students and adults who are bilingual and biliterate.

ENROLLMENT AND COMPLETION OF FOREIGN LANGUAGE COURSES

MEASURE DEFINED

A bilingual and biliterate student population requires vigorous and consistent coursework in foreign languages. The enrollment and completion of foreign language courses at the secondary level, where it is considered an elective, is a particularly relevant criterion measure.



Grade	FOREIGN LANGUAGE STATUS Percent Successfully Completing		Attainment Status
	Baseline 1999-2000	2000-2001	
6	20.3%	20.6%	↕
7	14.4%	14.1%	↕
8	14.3%	14.2%	↕
9	16.2%	14.6%	↕
10	29.8%	33.4%	↕
11	35.1%	34.1%	↕
12	25.8%	26.1%	↕
TOTAL	21.6%	21.5%	↕

INTERPRETATION

During the past two years, there has been an overall decline in the number of secondary students enrolling and successfully completing (C or higher) foreign language courses. There are two exceptions to this trend, grade 10 and grade 12 students.

Overall Attainment Status ↓

Source: Office of Information Technology, compiled by the Department of Research Services

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

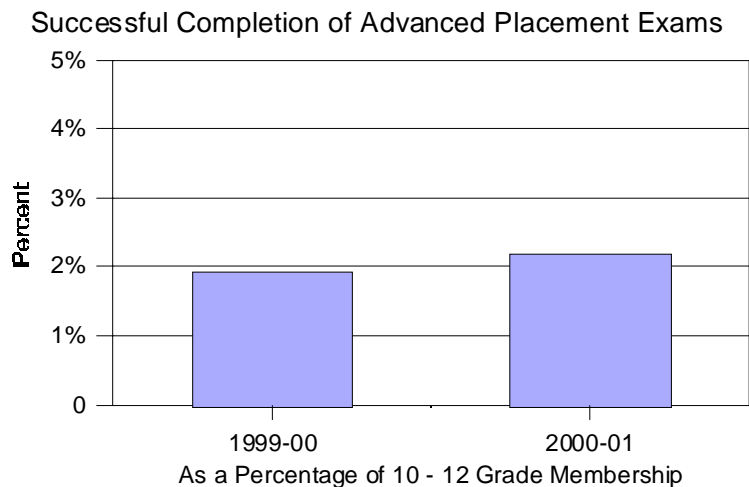
Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

ii. Increase the number of students and adults who are bilingual and biliterate.

ADVANCED PLACEMENT IN FOREIGN LANGUAGES

MEASURE DEFINED

The Advanced Placement Program provides college-level courses for senior high school students. Students who successfully complete the Advanced Placement Examinations are awarded credit and/or advanced standing in over 2,000 participating colleges and universities.



ADVANCED PLACEMENT STATUS

MEASURE	Baseline		Attainment Status
	1999-00	2000-01	
Total Exams	1,415	1,718	↑↑
Number Scoring 3 or Above	1,308	1,552	↑↑
Percent of Exams at 3 or Above	92.4%	90.3%	↓↓
Total Exams 3 or Above as a Percent of 10-12 Membership	1.92%	2.2%	↑↑

INTERPRETATION

The number of foreign language exams taken and successfully passed has increased over the past two years. Although the percent of exams with a score of 3 or above has declined, as a percent of the exams taken, there has been an increase in successfully completed exams as a percentage of 10 - 12 grade membership.

Overall Attainment Status ↑↑

Source: Division of Data Quality Management, compiled by Department of Research Services

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

ii. Increase the number of students and adults who are bilingual and biliterate.

FCAT PERFORMANCE OF LEP STUDENTS

MEASURE DEFINED

The Florida Comprehensive Assessment Test (FCAT) is part of Florida's overall plan to increase student achievement by implementing higher standards for public school students. The data presented here show the differences in the percent of all students in the curriculum group referred to as Limited English Proficient (LEP two years or less) scoring at performance levels 2 and above.

READING

Percent of LEP Students Level 2 and Above

	Baseline 1999-00*	2000-01**	Change	Attainment Status
Grade 4	9	14	+5	↑↑
Grade 8	10	14	+4	↑↑
Grade 10	9	7	-2	↓↓

MATHEMATICS

Percent of LEP Students Level 2 and Above

Grade	Baseline 1999-00*	2000-01**	Change	Attainment Status
4	30	35	+5	↑↑
8	32	41	+9	↑↑
10	35	53	+18	↑↑

INTERPRETATION

The percent of LEP students scoring at performance levels 2 and above has increased for all grade levels on both the Reading and Mathematics FCAT tests except grade 10 Reading.

Overall Attainment Status ↑↑

* Optional testing of LEP students 2 years or less

** Beginning with the 2000 administration of the FCAT, all LEP students 2 years or less were tested.

Source: Office of Educational Planning and Quality Enhancement

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

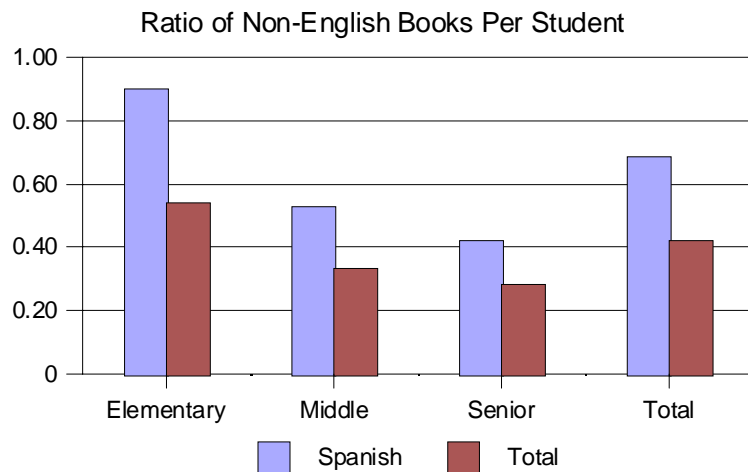
Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

ii. Increase the number of students and adults who are bilingual and biliterate.

MATERIALS IN LANGUAGES OTHER THAN ENGLISH

MEASURE DEFINED

In 2000-2001, Miami-Dade County Public Schools offered 441 classes from 42 subject areas in a foreign language. An essential component of biliteracy is the availability of reading materials in languages other than English. Currently, 22.4% of the district's students are foreign-born and in total, 60.9% of students have a home language other than English. The graph on the right and the status box below depict the district's holdings in foreign language books.



FOREIGN LANGUAGE BOOKS PER PUPIL

	Membership	Baseline 1999-2000 Books	Ratio
Elementary			
Spanish	97,597	87,941	.90
Total	170,094	91,826	.54
Middle			
Spanish	42,019	22,308	.53
Total	77,797	25,287	.33
Senior			
Spanish	48,523	20,242	.42
Total	90,870	25,614	.28
District			
Spanish	188,139	130,491	.69
Total	338,761	142,727	.42

NOTE: Comparison data will be available at a later date.

Source: Library Media Services

Criterion Measures: Status 2000-2001

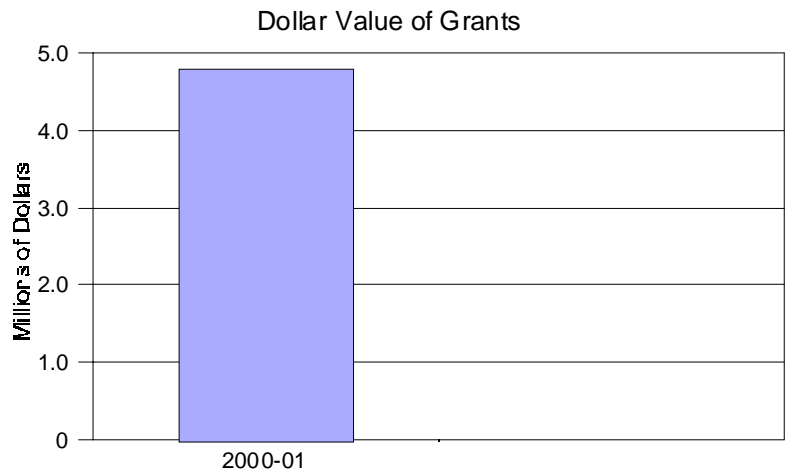
Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

lj. Increase public educational choice options.

GRANTS RECEIVED TO PROMOTE CHOICE OPTIONS

MEASURE DEFINED

Grant monies received to promote choice options was used as a criterion measure. In 2000-2001, two grants were submitted. The Controlled Open Enrollment Grant was awarded to the district in the amount of \$1,100,000. The Magnet Schools Assistance Program Grant was also awarded to the district in the amount of \$3,776,145.



	Baseline 2000-01
GRANTS	
Number	2
Dollar Amount	\$4,876,145

NOTE: Comparison data will be available at a later date.

Source: Division of Schools of Choice

Criterion Measures: Status 2000-2001

Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

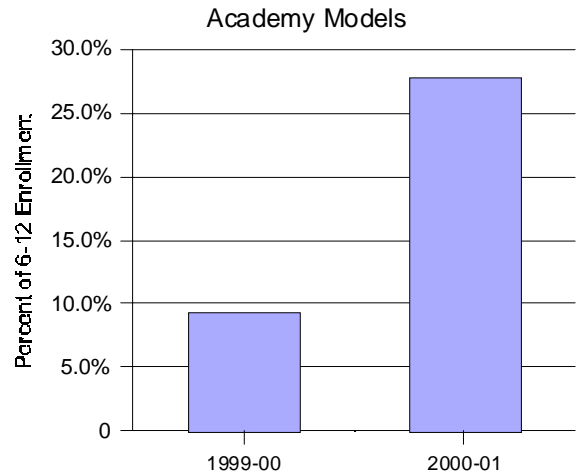
Ij. Increase public educational choice options.

SCHOOL OPTIONS

MEASURE DEFINED

Academies are schools-within-schools or small learning communities within a larger school. Students attend several academy-only courses (college prep curriculum) for two to four years with a team of teacher-managers, an administrator, and counselor support. Other courses and activities are attended outside the academy. Academies must have partnerships with the community, employers, and higher education.

Magnet school programs attract students from diverse backgrounds to six different magnet themes at 78 program locations. Each magnet offers specialized curricula related to the themes designed to cultivate different talents and abilities, foster academic excellence, and provide school-to-career pathways. Students interested in magnet opportunities may apply October 1 through January 31 each year.



SCHOOL OPTIONS

MEASURE	Number of Students		Attainment Status
	Baseline 1999-00	2000-01	
Academy Models	16,987	53,147	↑↑
Percent of 6-12 Enrollment	9.3%	27.8%	↑↑
Magnet Programs	26,991	29,147	↑↓
Controlled Choice Schools	9,145	9,031	↓
Satellite Learning Centers	520	515	↓
Total:	53,643	91,840	↑↑

INTERPRETATION

There has been an increase in educational choice options, particularly in the Academy Models. Overall, there has been a 71% increase in enrollment.

Overall Attainment Status ↑↑

Source: Division of Schools of Choice and Office of School Reform

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

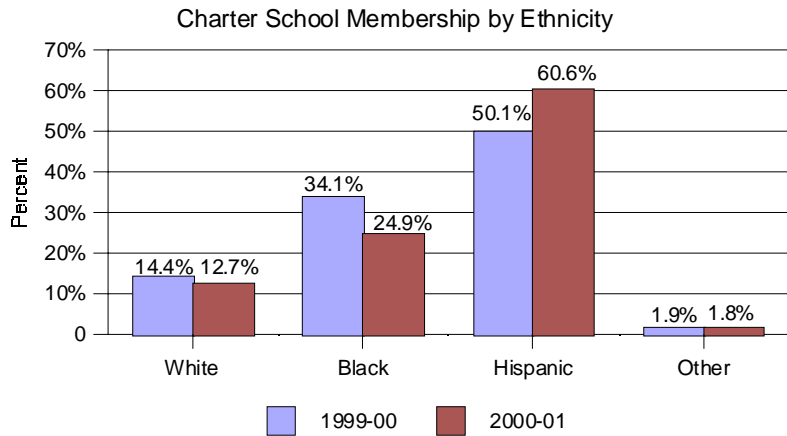
Goal I - *School to Career*: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Ij. Increase public educational choice options.

STUDENTS IN CHARTER SCHOOLS

MEASURE DEFINED

The Florida Opportunity Scholarship is part of the State's "A+ Plan." Schools are graded by the State on specific criteria. Students enrolled in or assigned to a school designated as failing for any two years in a four year period are eligible for opportunity scholarships. Enrollment in charter schools is used here as a substitute criterion measure since there has not been any school designated as failed for two of the last four years.



CHARTER SCHOOLS

MEASURE	Baseline 1999-00	2000-01	Attainment Status
Number of Schools	12	14	↑↑
Percent of District's Enrollment	0.54	0.96	↑↑

INTERPRETATION

The number of charter schools and the percentage of the district membership represented by the students attending these schools has increased over the past two years.

Overall Attainment Status ↑↑

Source: *Statistical Abstract*. 2000-01, Department of Research Services

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

**GOAL I: SCHOOL TO CAREER
STATUS OF ACTION STEPS**

Goal I: School to Career

Focus: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Objectives:

la.	Improve student achievement emphasizing reading, writing skills, mathematics, and science.	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	Action Step:					
	1. A. Effective implementation of the Comprehensive Reading Plan. B. Delivery of staff development activities. C. Evaluation and supervision of the Comprehensive Reading Plan. Proof of Completion: There will be an increase in the percentage of students at the 4 th , 8 th , and 10 th grade scoring at Level 2 or above on the FCAT reading.	Dr. Alicia Moreyra Division of Language Arts/Reading	07/00	06/04	No	Less than 50% completed
<p>Progress: The primary goal of the Miami-Dade County Public Schools Comprehensive Reading Plan (CRP) is to implement the developmental, accelerated, and preventive reading program requirements, ensuring that students can read on grade level before entering Grade 3. The analysis of the data reveals that this goal has been achieved since in the three years that the plan has been in place, the scores of fourth graders have improved (see Criterion Measures). The impact of the Comprehensive Reading Plan (CRP) has yet to be revealed in the improvement of test results for secondary schools since the targeted population, K-3, has not been tested yet in eighth and tenth grade. While maintaining the goal of having all students read at grade level by Grade 3, the Division is intensifying the services provided to secondary schools by allocating more resources and systematizing more the delivery of professional development. The proposed 2001-02 Comprehensive Reading Plan budget allocates funds to continue the effective operations of the plan. Nevertheless, additional funds would contribute to the enhancement of the quality of services and resources currently allocated by reducing the ratio of schools to educational specialistS and increasing the number of classroom libraries.</p>						
	Revised 2. A. Effective implementation of the Comprehensive Writing Plan. B. Delivery of staff development activities. C. Evaluation and supervision of the Comprehensive Writing Plan. Proof of Completion: There will be an increase in the percentage of students at the 4 th , 8 th , and 10 th grade scoring at Level 2 3.0 or above on the FCAT writing.	Dr. Alicia Moreyra Division of Language Arts/Reading	07/00	06/04	No	More than 50% completed

la.	Improve student achievement emphasizing reading, writing skills, mathematics, and science. (Continued)	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
<p>Progress: In order to achieve the effective implementation of the Comprehensive Writing Plan, the Division of Language Arts/Reading devised an action plan to provide resources and services needed to assist schools in improving writing performance as measures by the Florida Comprehensive Assessment Writing Test (FCAT Writing). The components of this action plan included assigning educational specialists to provide professional development at the school sites, generating district in-services focusing on strategies for the improvement of writing, and producing supportive instructional documents. At least eighty percent on the students in the district are receiving a score of 3.0 or higher in all grades. This indicated a high level of writing achievement, which is a challenge to maintain. Nevertheless, students in grades 4 and 10 continued to improve their writing performance as shown in the Criterion Measures under la. The Division of Language Arts/Reading will continue its efforts to improve their writing performance in all grades.</p>						
3.	<p>Revise curriculum content, the depth of topics covered, and the sequence of topics in mathematics, based on analysis of data from the TIMSS-R study.</p> <p>Proof of Completion: Written reports by district data analysis teams. Written reports by the Michigan State University team. Final curriculum revision products.</p>	Constance Thornton Division of Mathematics & Science	10/00	08/02	No	Less than 50% completed
<p>Progress: Staff has conducted a curriculum mapping project that compared the District's mathematics and science curriculum to curriculum of the highest performing countries. The School Board recently approved an extension of the District's contract with Michigan State University. Currently, Division is waiting for the various analyses being conducted by Michigan State University. Michigan State is still analyzing the content results for the TIMSS-R and the mathematics textbooks used in the District. The end result will be a revised draft that will be submitted.</p>						
4.	<p>Develop an infrastructure for continuous improvement in teaching practice of mathematics related to content, instruction and assessment.</p> <p>S Establish instructional improvement teams in mathematics at each school-site (District Comprehensive Plan).</p> <p>S Establish feeder pattern support teams of content experts in mathematics to work directly with school-site teams on content, instruction, and assessment (District Comprehensive Plan).</p> <p>Proof of Completion: Surveys measuring the implementation of professional development standards and program standards for mathematics and science. Data from the surveys have been analyzed.</p>	Constance Thornton Division of Mathematics & Science	08/00	11/00	No	More than 50% completed

la.	Improve student achievement emphasizing reading, writing skills, mathematics, and science. (Continued)	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
<p>Progress: Principals, members of Instructional Improvement Team (IIT), and teachers who were not members of IIT were surveyed at the end of school year. Data will be analyzed in early Fall.</p>						
5.	<p>Establish a summer mathematics academy for middle school students. The academy will target middle school students who pass their mathematics courses, but indicate weakness in understanding mathematics. Intent is to serve 100 students from each middle school (a total of 5,200 students) in a four week intensive program on Algebraic Thinking, Geometry and Spatial Sense, and Measurement.</p> <p>Proof of Completion: Improved student performance on FCAT Mathematics (grades 8 and 10). Improved percentage of students successfully completing Algebra in grade 9.</p>	Constance Thornton Division of Mathematics & Science	08/00	08/02	\$ 700,000/ yr.	Less than 50% completed
<p>Progress: The Superintendent's Academy was implemented during the 2001 summer program. FCAT scores for students who have completed the Academy will not be available until summer 2002. The percent of these students who successfully complete Algebra will be available during the summer of 2002 or 2003, depending on whether or not they enroll in 8th grade Algebra I Honors or Algebra I Regular, as a ninth grader.</p>						
6.	<p>Pilot the use of Cognitive Tutor Algebra in three senior high schools. Pilot the use of Cognitive Tutor Geometry in three senior high schools. Pilot the use of River Deep Mathematics software in three middle schools.</p> <p>Proof of Completion: Increased percent of students successfully completing Algebra. Increased percent of students successfully completing Geometry. Increased percent of minority students successfully completing Algebra. Increased percent of minority students successfully completing Geometry.</p>	Constance Thornton Division of Mathematics & Science	08/00	06/02	No	Less than 50% completed
<p>Progress: The passing rates for Algebra and Geometry will not be available until mid to late summer 2001(see Criterion Measures). At the District level, 67% of students enrolled in Algebra I passed in 2001, this compares to 66% of the students who participated in the Cognitive Tutor Algebra program. At the District level, 63% of the Black students passed Algebra I, while 53% of the program Black students passed. In addition, 67% of Hispanic students in the District passed Algebra I, compared to 73% of the Hispanic students who participated in the program.</p>						

la.	Improve student achievement emphasizing reading, writing skills, mathematics, and science. (Continued)	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	<p>7. Revise curriculum content, the depth of topics covered, and the sequence of topics in science, based on analysis of data from the TIMSS-R study.</p> <p>Proof of Completion: Written reports by district data analysis teams and written reports by the Michigan State University team.</p>	Constance Thornton Division of Mathematics & Science	10/00	08/02	No	Less than 50% completed
<p>Progress: Staff has conducted a curriculum mapping project that compared the District's mathematics and science curriculum to curriculum of the highest performing countries. Currently, Division is waiting for the various analyses being conducted by Michigan State University. Michigan State is still analyzing the content results for the TIMSS-R and the science textbooks used in the District. The end result will be a revised draft that will be submitted.</p>						
	<p>8. Develop an infrastructure for continuous improvement in teaching practice of science related to content, instruction and assessment.</p> <p>S Establish instructional improvement teams in science at each school-site (District Comprehensive Plan).</p> <p>S Establish feeder pattern support teams of content experts in science to work directly with school-site teams on content, instruction and assessment (District Comprehensive Plan).</p> <p>Proof of Completion: Surveys measuring the implementation of professional development standards and program standards for mathematics and science.</p>	Constance Thornton Division of Mathematics & Science	08/00	11/00	No	More than 50% completed
<p>Progress: Principals, members of Instructional Improvement Team (IIT), and teachers who were not members of IIT were surveyed at end of school year. Data from the surveys have been analyzed.</p>						
	<p>9. Produce educational programs to enhance student achievement in the areas of reading, math, and science.</p> <p>Proof of Completion: Production log that will measure the implementation of the project.</p>	Adiba Ash Office of Integrated Media Services	09/01	06/04	\$400,000	N/A
<p>Progress: Not applicable - Action Step begins in second year (2001-2002).</p>						

la.	Improve student achievement emphasizing reading, writing skills, mathematics, and science. (Continued)	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	<p>10. Identify and acquire new digital technology to improve and increase students' and teachers' accessibility to the WLRN Distance Learning and Video on Demand systems.</p> <p>Proof of Completion: Purchase of equipment</p>	Adiba Ash Office of Integrated Media Services	09/01	06/04	\$500,000	N/A
Progress: Not Applicable - Action Step was incorrectly written for 09/00 instead of 09/01.						
	<p>11. Increase student performance by the integration of videos in classroom instruction.</p> <p>Proof of Completion: A. Statistical data will indicate increased usage in circulation of the video collection that has been correlated to the basic skills curriculum content areas; B. Correlations will be posted on the M-DCPS Video & Library web site.</p>	Adiba Ash Office of Integrated Media Services	09/01	09/04	\$48,000	N/A
Progress: Not applicable - Action Step begins in second year (2001-2002).						
	<p>12. Correlate lesson plans with the writing Competency Based Curriculum and Sunshine State Standards using web based/ ITV technology.</p> <p>Proof of Completion: The increase in the number of teachers using instructional videos with lesson plans will be monitored and tabulated.</p>	Adiba Ash Office of Integrated Media Services	05/02	04/04	\$24,000	N/A
Progress: Not applicable - Action Step begins in third year (2002-2003).						
	<p>13. Increase parent engagement by implementing a virtual resource center to disseminate information to parents and care givers districtwide.</p> <p>Proof of Completion: Records will be maintained for on-site workshops, including attendance, dates of televised workshops, number of hits on the WLRN Ready to Learn web site, requests received in Teachers Choice programming and survey of teacher use and satisfaction.</p>	Adiba Ash Office of Integrated Media Services	09/01	06/04	\$188,000	N/A
Progress: Not applicable - Action Step begins in second year (2001-2002).						

la.	Improve student achievement emphasizing reading, writing skills, mathematics, and science. (Continued)	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	<p>14. <i>All schools required to write a School Performance Excellence Plan will incorporate the Miami-Dade County Public Schools Performance Excellence Paradigm quality principles into the School Foundation and the Needs Assessment sections of the Plan.</i></p> <p>Proof of Completion: <i>All schools required to write a School Performance Excellence Plan will address the Miami-Dade County Public Schools Performance Excellence Paradigm quality principles via the School Foundation and the Needs Assessment sections of the plan.</i></p>	Dr. Eduardo R. Rivas Office of Educational Planning and Quality Enhancement	07/01	06/05	None	N/A
Progress: Not applicable - Action Step begins in second year.						

lb.	Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.					
	Action Step:	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	<p>1. Student services personnel will annually review existing programs to identify those activities which assist students in meeting the standards. Staff development will be conducted to develop awareness of the skills related to each standard.</p> <p>Proof of Completion: A survey of existing programs will be completed by all school sites. The survey will identify those standards currently included in the program.</p>	Phyllis Hallberg Division of Student Services	09/00	06/04	\$145,000	Less than 50% completed
	<p>Progress: A survey instrument was designed and distributed to all secondary schools. Completed surveys were received from 81 schools. Surveys will be distributed to and collected from all schools for each of the remaining years. Inservice sessions were conducted for all secondary student services personnel during October 2000 and April 2001.</p>					
	<p>2. Secondary level student services teams will participate in inservice activities that will facilitate team building, group planning, and resource allocation for the effective implementation of a standard-based student career development program.</p> <p>Proof of Completion: Secondary student services teams will submit an action plan for program enhancement and changes to be implemented during the 2001-2002 school year.</p>	Phyllis Hallberg Division of Student Services	09/00	06/01	No \$6,963	Completed
	<p>Progress: Workshops for all secondary personnel in school site student services job titles were conducted in October 2000 and April 2001 to collaboratively identify the needs of the students and plan to meet those needs. Two leadership training sessions were conducted in March and June for student services chairpersons.</p>					
	<p>3. Student services personnel in feeder patterns will plan collaboratively to implement an articulated comprehensive student services program.</p> <p>Proof of Completion: Program plans will be developed by feeder pattern identifying the sequence of skill development for each standard.</p>	Phyllis Hallberg Division of Student Services	09/01	09/03	No	N/A
	<p>Progress: Not Applicable - Action Step begins in second year (2001-2002).</p>					

lb.	Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development. (Continued)	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	4. Student services personnel in feeder patterns will design evaluation tools to measure skill attainment by students. Proof of Completion: Evaluations will be identified, described, and implemented.	Phyllis Hallberg Division of Student Services	09/03	06/04	No	N/A
Progress: Not Applicable - Action Step begins in fourth year (2003-2004).						

lc.	Expand opportunities for students to participate in cultural and physical fitness experiences.	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	Action Step:					
	<p>1. Opportunities for students to participate in cultural experiences will be expanded through the establishment of the Arts4Learning program. Arts4Learning is an Internet-based hybrid technology program with CD-ROM enhancement. The program will greatly increase information about cultural experiences, learning materials, and community resources available to a broader audience in the district.</p> <p>Proof of Completion: The number of individual "hits" (or times that the site is accessed) will provide a system of tracking use. Surveys will be utilized to calculate levels of teacher use and satisfaction with the program.</p>	Lilia Garcia Division of Life Skills and Special Projects	07/00	06/04	No	More than 50% completed
	Progress: This program is in the "pilot" phase. Over 12,000 hits have been tracked by teachers in pilot program and by those being trained or exposed to program.					
	<p>2. The Olympikids Educational Fitness program will be introduced to teachers and students in an effort to increase participation in fitness related activities.</p> <p>Proof of Completion: Student fitness logs will be monitored portfolio for comparative data.</p>	Lilia Garcia Division of Life Skills and Special Projects	07/00	07/02	No	Completed
	Progress: An inservice workshop for all middle school physical education department chairpersons was conducted on March 27, 2001. Copies of the Olympikids Instructor Manual and Student Handbook were distributed to all department chairpersons.					
	<p>3. The Division of Life Skills and Special Projects will pursue additional partnerships throughout the Miami-Dade artistic community in order to increase cultural and physical fitness activities for our students. The Division of Life Skills and Special Projects will increase/enhance the communication process so that all teachers will be aware of cultural agencies and partnerships in our community.</p> <p>Proof of Completion: Comparison study will be conducted yearly to determine how well this action step was accomplished. A yearly log will be kept to document how information was disseminated.</p>	Lilia Garcia Division of Life Skills and Special Projects	09/00	04/04	No	Completed

lc.	Expand opportunities for students to participate in cultural and physical fitness experiences. (Continued)	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	Progress: Cultural organizations were contacted or we were contacted to partner in a variety of programs. Newsletters to teachers were developed, the district E-Mail system was used, memoranda was distributed.					
4.	The Division of Life Skills and Special Projects will incorporate information regarding current cultural and physical fitness opportunities for students in all inservices provided by the division. Proof of Completion: Teachers will forward to the Division of Life Skills and Special Projects the record of their participation in these cultural and physical fitness events.	Lilia Garcia Division of Life Skills and Special Projects	07/00	06/04	No	Completed
	Progress: Teachers/principals were notified and informed of current cultural and physical opportunities for students in all inservices.					
5.	We will expand opportunities for students to participate in cultural experiences through our existing Museum Education Program. Recognized by the National School Boards Association as one of the outstanding curriculum ideas in the United States, this highly successful program features a total experience for M-DCPS students in grades 2-12: advance resource materials that include art, reading and writing follow-up activities; curriculum-specific tours; and hands-on workshops. Proof of Completion: Numerical data for each year will be collected for each of the accomplishments identified in item #2 of the action step.	Lilia Garcia Division of Life Skills and Special Projects	07/00	06/04	No	Completed
	Progress: Museum program was expanded by adding one more site. Calendar of opportunities was provided to all teachers.					

Id.	Decrease the number of schools receiving “D” and “F” grades and increase the number of schools receiving “A” and “B” grades on the State’s School Accountability Report.					
	Action Step:	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	<p>1. A. Teachers will continue to implement the FCAT Enhancement Program, supported by the Comprehensive Reading Plan. They will receive ongoing training to be able to effectively deliver the components of the project.</p> <p><i>B. Mathematics and Science Literacy Bridges to Careers</i>, pending School Board approval in March, is proposed for implementation during the 2000-2001 school year, with training to occur during the summer of 2000. Use of this material will assist teachers to target instruction to students' needs.</p> <p>Proof of Completion: The number of “D” and “F” schools will decrease; the number of “A” and “B” schools will increase.</p>	<p>Ms. Barbara A. Silver Bureau of Elementary, Secondary, & Workforce Development Education</p> <p>Mrs. Nereida I. Santa-Cruz Office Of Curriculum Support Services</p> <p>Dr. Alicia G. Moreyra Division of Language Arts/Reading</p> <p>Constance Thornton Division of USI Mathematics & Science</p>	07/00	06/05	\$13,787,962	<p>More than 50% completed</p> <p>Completed</p>
	<p>Progress: A. School sites developed FCAT Enhancement Plans approved by the EESACs, outlining professional development opportunities for teachers as well as services to students. Districts and Regions have provided inservices for teachers utilizing FCAT Enhancement funds.</p> <p>B. - Feeder Pattern Educational Specialists (FPES) now hired and participated in extensive professional development. - FPES assisted with the implementation of the Instructional Improvement Team in all schools (excluding Charter Schools).</p> <p>NOTE: School grades have improved, see Criterion Measures.</p>					

Id.	Decrease the number of schools receiving “D” and “F” grades and increase the number of schools receiving “A” and “B” grades on the State’s School Accountability Report.	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
2.	<p><i>Revised</i> All stakeholders (students, parents, educators, and business, governmental, and community individuals/groups) will be informed of the requirements for each state grade, "A" -- "F," including the specifics that enable a school to move from one grade designation to another. All individuals will work cooperatively to provide the conditions that will result in high achievement. <i>Work will continue for each year of the plan.</i></p> <p>Proof of Completion: The number of “D” and “F” schools will decrease; the number of “A” and “B” schools will increase.</p>	<p>Ms. Barbara A. Silver Bureau of Elementary, Secondary, & Workforce Development Education</p> <p>Mrs. Nereida I. Santa-Cruz Office of Curriculum Support Services</p> <p>Dr. Eduardo R. Rivas Office of Educational Planning and Quality Enhancement</p>	07/00	06/05	No	More than 50% Completed
<p>Progress: Principal's Seminars were conducted with FDOE staff, the Office of Curriculum Support Services, and the Office of Educational Planning and Quality Enhancement to review the requirements for each State grade “A-F”, including the specifics that enable a school to move from one grade designation to another. The Office of Curriculum Support Services in collaboration with the Office of Educational Planning and Quality Enhancement provided presentations to parent and advisory groups on the requirements of the grading criteria of Florida’s High-Quality Education System.</p> <p>One hundred nineteen workshops, presentations, and inservice activities were provided to District and Region administrators, site administrators, teachers, Educational Excellence School Advisory councils, parents, students, PTA groups, and Citizen Advisory councils regarding the procedures for grading schools.</p> <p>NOTE: School grades have improved, see Criterion Measures.</p>						
3.	<p><i>Revised</i> The district will focus its staff development efforts on training designed to (1) assist district, region, and school personnel to understand the state's grading process and its requirements and (2) ensure that all instructional staff have the knowledge and the expertise (e.g., appropriate delivery strategies) that they need to provide quality instruction to ALL students. <i>Work will continue for each year of the plan.</i></p> <p>Proof of Completion: The number of “D” and “F” schools will decrease; the number of “A” and “B” schools will increase.</p>	<p>Ms. Barbara A. Silver Bureau of Elementary, Secondary, & Workforce Development Education</p> <p>Dr. Eduardo R. Rivas Office of Educational Planning and Quality Enhancement</p>	07/00	06/05	No	Completed

Id.	Decrease the number of schools receiving “D” and “F” grades and increase the number of schools receiving “A” and “B” grades on the State’s School Accountability Report.	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
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Progress: Two hundred fifty-one workshops, presentations, and inservice activities were provided to District and region administrators, site administrators, teachers, EESACs, parents, students, PTA groups, and Citizen Advisory Councils regarding the procedures for the grading of schools.

NOTE: School grades have improved, see Criterion Measures.

<i>Revised</i>	<p>4. Teachers and Educational Excellence School Advisory Committee (EESAC) members will be provided with the skills and strategies necessary to enable them to use needs assessments, data gathering, and analyses of student gains data from multiple sources as a basis for quality decisions. <i>Work will continue for each year of the plan.</i></p> <p>Proof of Completion: The number of “D” and “F” schools will decrease; the number of “A” and “B” schools will increase.</p>	<p>Ms. Barbara A. Silver Bureau of Elementary Secondary & Workforce Development Education</p> <p>Dr. Eduardo R. Rivas Office of Educational Planning and Quality Enhancement</p>	07/00	06/05	No	Complete
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Progress: Fifty-five workshops, presentations, and inservice activities were provided to District and region administrators, site administrators, teachers, EESACs, parents, students, PTA groups, and Citizen Advisory Councils regarding the procedures for the grading of schools.

NOTE: School grades have improved, see Criterion Measures.

5.	<p>In order to improve student performance and thus decrease the number of schools receiving "D" and "F", class size will be reduced in grades 1, 2, and 3 for schools performing under state standards. The teacher/student ratio will be 1:18.</p> <p>Proof of Completion: Teacher/student ratio will be monitored in grades 1, 2, and 3 in Level 1 schools.</p>	<p>Mrs. Nereida I. Santa-Cruz Office of Curriculum Support Services</p>	09/00	06/01	No	More than 50% completed
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NOTE: Class Size Reduction Grant: \$11,645,674

Progress: The Class Size Reduction Grant has been fully funded and implemented for the 1999-2000, 2000-2001 school years. The grant has been extended for the 2001-2002 school year. The grant has been expanded from the 24 initial elementary schools to 27 school for the 2001-2002 school years. Two hundred fifty-four teacher positions have been created as a result of the grant. Ninety-five percent of the teachers are hired and in the schools. Leadership seminars have been conducted for two consecutive years for the principals of schools in the grant. A cadre of FCAT Specialists (14) have provided on-going support at school sites. This model will continue as part of the 2001-2002 implementation.

Id.	Decrease the number of schools receiving “D” and “F” grades and increase the number of schools receiving “A” and “B” grades on the State’s School Accountability Report.	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
6.	<p>In order to decrease the number of schools receiving "D" and "F" grades and increase the numbers of schools receiving "A" and "B" grades, district funds will be redirected to provide all schools with options and resources to launch new strategies to improve student achievement.</p> <p>Proof of Completion: Regions will monitor the implementation of the plan and the district will monitor the expenditures of the funds.</p>	<p>Nereida I. Santa-Cruz Office of Curriculum Support Services</p> <p>Marjorie Figueroa Office of Curriculum Support Services</p>	09/00	06/01	\$11,320,000	<p>More than 50% completed</p> <p>NOTE: 2000-01 Allocation: \$6,654,583</p>
<p>Progress: The FCAT Enhancement Program is an ongoing District initiative funded for 1999-2000, 2000-2001, and 2001-2002 under the General Fund, Program 8947. The Student Achievement and FCAT Enhancement Plan provides funding for all schools to use effective methods to assist students to meet State standards and bring students requiring remedial instruction up to standards.</p>						
7.	<p>Redirecting of existing personnel and program focus to improve student achievement.</p> <p>Proof of Completion: Principals will monitor the relationship of the services provided by the Elementary Instruction Management System specialist and the Elementary Dropout Prevention paraprofessionals to the instructional program.</p>	<p>Nereida I. Santa-Cruz Office of Curriculum Support Services</p>	09/00	06/01	\$13,787,962	<p>More than 50% completed</p>
<p>Progress: The redirection of existing personnel and program focus is a school level function. Principals have redirected the role of these paraprofessionals to meet the needs of the FCAT Enhancement School Plans.</p>						
8.	<p>To reduce class size, educational specialists will provide professional development and technical assistance in implementing the Florida Sunshine Standards and the Florida Curriculum Frameworks in low performing schools.</p> <p>Proof of Completion: Weekly logs will be developed outlining the different activities addressing the needs of the schools.</p>	<p>Nereida I. Santa-Cruz Office of Curriculum Support Services</p>	09/00	06/01	No	<p>More than 50% completed</p>
<p>Progress: The Class Size Reduction Grant has been funded and implemented for the 1999-2000, 2000-2001 school years. The grant has been extended for the 2001-2002 school year and expanded from the 24 initial elementary schools to 27 schools. A cadre of FCAT Specialists (14) continue to provide support at school sites.</p>						

Id.	<i>Decrease the number of schools receiving “D” and “F” grades and increase the number of schools receiving “A” and “B” grades on the State’s School Accountability Report.</i>	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
9.	<p>Beginning teachers in low performing schools will be equipped with instructional strategies and materials that extensively cover Sunshine State Standards, Grade Level Expectations, and strategies for effective authentic assessment of students to increase student achievement.</p> <p>Proof of Completion: Logs of teacher participation will be maintained.</p>	<p>Nereida I. Santa-Cruz Office of Curriculum Support Services</p>	09/00	06/01	\$ 200,000	More than 50% completed
<p>Progress: Beginning teachers have been paired with veteran teachers in a Co-Teaching Model. Ongoing inservice opportunities have been provided during the 1999-2000, 2000-2001 school years by local and national experts. The Class Size Reduction Grant has been funded and implemented for the 1999-2000, 2000-2001 school years. The grant had been funded for the 2001-2002 school years. The grant has been expanded from the 24 initial elementary schools to 27 schools for the 2001-2002 school year and it will continue to focus on increased student achievement.</p>						
10.	<p>Produce a professional development program that will disseminate FCAT teaching strategies to help teachers to improve student achievement.</p> <p>Proof of Completion: WLRN will compare the rise in FCAT scores in the State’s School Accountability Report between the schools that viewed the video and the schools that did not order the video.</p>	<p>Adiba Ash Office of Integrated Media Services</p>	08/01	01/02	\$ 9,000	N/A
<p>Progress: Not Applicable - Will begin in second year.</p>						

le.	<i>Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.</i>					
	Action Step:	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	1. All schools in the district will be retrofitted, connected to the Wide Area Network, and have a student to computer ratio of 5:1 with a minimum of one computer with Internet access in each classroom. Proof of Completion: Based on the results of the District's <i>Annual Instructional Technology Survey</i> .	Christine Master Division of Instructional Technology & Media Support Services	09/00	08/04	No	More than 50% completed
<p>Progress: This Action Step has been partially completed.</p> <ul style="list-style-type: none"> • Currently all schools are connected to the Wide Area Network. • The overall District student to computer ratio is 5:1. However, only slightly more than half the schools have the 5:1 student to computer ratio. Schools in greatest need of computers will receive additional computers through Qualified Zone Academy Bonds. In addition, matching funds are available for schools to purchase computers. • Approximately 70% of classrooms have Internet access. Additional wiring is needed for network drops in some classrooms to allow for internet access. 						
	2. Schools connected to the Wide Area Network will have the necessary technical support. Proof of Completion: Based on the results of the District's <i>Annual Instructional Technology Survey</i> .	Christine Master Division of Instructional Technology & Media Support Services	09/00	08/04	Yes To be determined at a later date	More than 50% completed
<p>Progress: There are 67 technicians serving elementary schools and 70 in secondary schools. Most secondary schools have one technician on-site. Each elementary technician is assigned to serve between 3-5 schools. To provide full support, additional technicians will be required for elementary schools. Additional funding will be required to complete this task.</p>						

le.	<i>Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates. (Continued)</i>	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
Revised	<p>3. Teachers will <i>continue</i> to engage in a minimum of three technology-based professional development activities, face-to-face or online, per each school year. <i>The number of teachers participating in technology-based professional development activities will increase.</i></p> <p>Rationale: This Action Step was part of the Technology Proficiency Plan that was developed to encourage teacher professional development in technology. The Technology Proficiency Plan was not adopted for District-wide acceptance.</p> <p>Proof of Completion: Based on the results of the District's Annual Instructional Technology Survey.</p>	Christine Master Division of Instructional Technology & Media Support Services	09/00	08/04	No	Less than 50% completed
	<p>Progress: This Action Step was part of the Technology Proficiency Plan that was developed to encourage teacher professional development in technology. However, the Technology Proficiency Plan did not receive approval for district-wide acceptance. There is a request to amend this Action Plan. Under the proposed amended Action Plan, teachers will continue to engage in technology related inservices. Through Instructional Technology and the Internet and Technology Training Services, there were 9,088 teachers that were trained during the 2000-01 school year. Both departments will continue to offer training in technology. In addition, online classes are offered to accommodate teachers who are unable to register for face-to-face courses.</p>					
	<p>4. Teachers will have email accounts provided through Miami-Dade County Public Schools.</p> <p>Proof of Completion: Based on the results of the District's Annual Instructional Technology Survey.</p>	Christine Master Division of Instructional Technology & Media Support Services	09/00	08/04	No	More than 50% completed
	<p>Progress: There are currently 6,000 e-mail accounts through dadeschools.net. In addition, approximately 70% of schools have their own mail servers. There are plans for increased awareness of the availability of free e-mail for all District employees.</p>					
	<p>5. The number of students enrolled in technology-related courses, as offered through Computer Education and Workforce Development, will increase.</p> <p>Proof of Completion: Based on the enrollment statistics for technology-related courses.</p>	Christine Master Division of Instructional Technology & Media Support Services	09/00	08/04	No	More than 50% completed
	<p>Note: This Action Step examines the trend in the number of students enrolled over a four-year period (See Criterion Measures).</p>					

le.	<i>Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates. (Continued)</i>	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
<p>Progress: Figures from the 2000-2001 and the 2001-2002 Curriculum Bulletin - I indicate enrollment in technology-related courses increased from 52,304 to 56,785, an increase of 4,081 students. In the upcoming school year, students will have the option of registering for more technology-related courses in high schools that have added Cisci, Oracle, or Apple Web Design Academies.</p>						
6.	<p>Students will be actively engaged in the learning process using technology as a tool.</p> <p>Proof of Completion: Based on the results of the District's <i>Annual Instructional Technology Survey</i>.</p>	Christine Master Division of Instructional Technology & Media Support Services	09/00	08/04	No	More than 50% completed
<p>Progress: Statistics from the District's <i>Annual Instructional Technology Survey</i> indicate that students are using technology as part of their learning process. All schools have Internet access that allows students to use technology for research, communication, and producing multimedia projects. In many schools, teachers and students have access to technology after school hours. Statistics indicate that technology is distributed across the District and is widely available in schools. The number of teachers trained in technology indicates that they are better prepared to bring technology-integrated lessons into the classroom. Technology training for teachers will continue so that teachers become more capable in integrating technology in their lessons. Although there is no one specific statistic that students are using technology effectively, the combination of the information above indicates that technology is being used as part of the learning process.</p>						
7.	<p>Teachers will develop skills in integrating technology into the instructional program of each career academy in the five key industries as part of the curriculum of the One Community One Goal® Annenberg grant.</p> <p>Proof of Completion: A minimum of six lesson plans for each of the five Annenberg One Community One Goal® grants will be written using integrated academic and applied technology, in each of the career related areas.</p>	Particia F. Vegnani One Community One Goal® Geneva K. Woodard Office of School Reform	07/00	07/03	No	Less than 50% completed
<p>Progress: Several workshops have been held regarding Integration and One Community One Goal® (OCOG). Staff has attended professional development activities for integration.</p> <p>May 18 - retreat, School-To-Career/Office of School Reform conference, Integration Conference, Colorado.</p> <p>Ten lesson plans for each of the five key industries will be completed by September. Additional products are being developed at school sites.</p>						

le.	<i>Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates. (Continued)</i>	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	<p>8. Teachers will participate in an internship in the Information Technology Industry as outlined in the One Community One Goal® Annenberg grant for Information Technology and Telecommunications.</p> <p>Proof of Completion: A minimum of 10 teachers will be recorded by the School-To-Career office as having participated in an internship through the Educator-In-Industry program.</p>	<p>Particia F. Vegnani One Community One Goal®</p> <p>Geneva K. Woodard Office of School Reform</p>	07/01	07/02	No	N/A
	Progress: Not Applicable - Action Step begins in second year.					
	<p>9. Extend access to students and parents to the M-DCPS Video & Film Library Instructional video collection.</p> <p>Proof of Completion: Based on the circulation statistics generated by the application software, an overall increase in borrowing activity [discernable usage] by parents and students will result.</p>	Adiba Ash Office of Integrated Media Services	06/01	06/04	\$ 70,000	Less than 50% complete
	Progress: Funding for this Action Step has not been provided as of this date. Therefore, only initial planning has taken place. Preliminary investigation into needed space and equipment for hosting the project has begun.					

lf.	Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	Action Step:					
	<p>1. Administrators and teachers at selected school sites will develop specific career academies according to the national definition, in each of the five key industries as outlined in the One Community One Goal® Annenberg challenge grants.</p> <p>Proof of Completion: The selected schools will write planning and/or implementation grants for One Community One Goal® for each of the five key industries.</p>	Particia F. Vegnani One Community One Goal®	07/00	07/03	No	More than 50% completed
	Progress: Twenty academies at 16 schools are planned and should be implemented by September 2001. Five additional academies are in planning stages.					
	<p>2. Teachers in academic & vocational/technical programs and adult education will be trained to develop interdisciplinary lessons as part of the curriculum development in the One Community One Goal® Annenberg Grant.</p> <p>Proof of Completion: A minimum of 25 interdisciplinary lessons for each of the five key industries in each major core subject areas will be written and signed off by the appropriate academic, arts, and vocational technical staff.</p>	Particia F. Vegnani One Community One Goal®	07/00	07/02	No	Less than 50% completed
	Progress: In progress - 50 lesson plans will be completed in September.					
	<p>3. Provide articulated vocational/technical programs from middle school through postsecondary levels that align career academies and applied technology programs with industry needs.</p> <p>Proof of Completion: There will be an increase of middle/senior high programs in alignment and in the number of applied technology programs included in career academies.</p>	Bobby Gornto Office of School Reform	07/00	06/05	Yes \$1 million annually	Less than 50% completed

lf.	Enhance vocational/technical programs and adult education programs to meet the demands of business and industry. (Continued)	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	<p>Progress: The Office of School Reform is in the process of aligning applied technology offerings to provide a seamless middle school to senior high to postsecondary articulated program. District staff has identified gaps within feeder patterns and developed strategies to ensure that each student has the opportunity to continue studies begun at the middle school level, at each subsequent level of instruction. For instance, Health Science students at Palmetto Middle School had no program at the high school level within a feeder pattern available to them, where they could continue their studies. The creation of a Health Science program at Palmetto Senior High addressed this need.</p> <p>Additional programs are needed throughout the district in order to provide an uninterrupted path of instruction to all students in applied technology programs. Funding is needed to provide the facilities and equipment necessary to meet this objective.</p>					
4.	<p>Provide industry-standard laboratory conditions for secondary and postsecondary applied technology programs.</p> <p>Proof of Completion: Office of School Reform staff will survey critical equipment and facility needs to determine level to which each program meets industry standards.</p>	Bobby Gornto Office of School Reform	07/00	06/05	Yes \$3 million annually	More than 50% completed
	<p>Progress: The Office of School Reform has completed a comprehensive survey of critical equipment and facility needs. Using prototypical facility and equipment criteria, the survey determined that there are considerable needs that should be addressed. The survey reflects the need for the upgrading of electrical service, data, and remodeling of the facilities to accommodate additional equipment. In order to provide industry standard laboratories and meet curriculum objectives considerable additional funds will be required. The infusion of equipment funds this year has achieved only a percentage of the stated goal.</p> <p>A. Contracts are being negotiated with other agencies to conduct M-DCPS Business & Industry Services customized training programs.</p> <p>B. Partnerships are being formed through Request for Proposals to not-for-profit organizations to operate high skill/high wage applied technology programs. Agencies may earn Workforce Development Education funds of \$3,148.51 per trainee based on benchmarks.</p>					
5.	<p>Administrative staff will continue to strengthen its ABE programs to foster business/industry partnerships.</p> <p>Proof of Completion: Increase numbers of students enrolled in ABE programs and their successful transition into the workforce as evidenced by LCP's earned and successful employment placements.</p>	Dr. John J. Goonen, Jr. Office of Workforce Development Education	07/00	06/05	None - ABE Supplemental Grant for \$3,200,000 was used.	Completed
	<p>Progress: A partnership was created through the Adult Basic Education grant which consists of several community-based organizations and the community college. In addition, the ABE Advisory Committee was created to link the business community and M-DCPS adult education programs.</p>					

lf.	Enhance vocational/technical programs and adult education programs to meet the demands of business and industry. (Continued)	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	<p>6. Administrative staff will supplement the current Adult Basic Education program with additional grant funds to assist with the growth of the business community within our 27 adult, skill, and area technical centers.</p> <p>Proof of Completion: The number of contacts with the business community, Internet sources, grants applied for, and grants awarded will be tabulated.</p>	Dr. John J. Goonen, Jr. Office of Workforce Development Education	07/00	06/05		Completed
	<p>Progress: Advisory Committee was established. Monthly ABE Facilitators meeting. Monthly DCAASE meetings for counselors, teachers, administrators. Training/workshops were provided to all 25 adult centers. Newsletter was created in order to disseminate information.</p>					
	<p>7. Administrative staff will continue to strengthen its Business & Industry programs to further enhance partnerships.</p> <p>Proof of Completion: Increased number of businesses served, course enrollment data, and quick response grants received.</p>	Bobby McGahee Business & Industry Services	07/00	06/05		Less than 50% completed
	<p>Progress: A. Contracts are being negotiated with other agencies to conduct M-DCPS Business & Industry Services customized training programs.</p> <p>B. Partnerships are being formed through Request for Proposals to not-for-profit organizations to operate high skill/high wage applied technology programs. Agencies may earn Workforce Development Education funds of \$3,148.51 per trainee based on benchmarks.</p> <p>NOTE: <i>The Vocational and Adult General Grants were funded for \$19,664,712.</i></p>					
	<p>8. Acquire up-to-date technology in order to provide distance learning through the Learning Network.</p> <p>Proof of Completion:</p> <ul style="list-style-type: none"> • An annual increase in use demonstrated by the number of programs presented • Records maintained of programs held • Analysis of evaluations indicating 100% satisfaction with services provided 	Adiba Ash Office of Integrated Media Services	07/01	06/04	\$ 105,000	N/A
	<p>Progress: Not Applicable - begins in second year of plan.</p>					

lf.	Enhance vocational/technical programs and adult education programs to meet the demands of business and industry. (Continued)	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
9.	Create a marketing and customer service oriented program to serve the training needs of the South Florida workforce Proof of Completion: <ul style="list-style-type: none"> • Increased awareness of WLRN Educational Services resulting in higher student enrollment • Maintain records of enrollment • Needs Assessment and Evaluations from students will be analyzed to increase customer satisfaction • Increased revenues to provide services for other lifelong learning programs 	Adiba Ash Office of Integrated Media Services	09/01	06/04	\$ 94,000	N/A
Progress: Not Applicable - Action Step begins in second year.						

lg.	Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.					
	Action Step:	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	<p>1. A report entitled "Civic Education in Miami-Dade County Public Schools - A Status Report and Implementation Plan for Grades K-12," will be compiled by the staff of the Division of Social Sciences. This report will include a review of the current literature in the field and list the elements of an exemplary civic education program. The report will assess the district's current efforts in the areas of civic, law and character education. The document will also include an implementation plan designed to increase the participation of teachers and students in civic, law and character education programs.</p> <p>Proof of Completion: A report entitled "Civic Education in Miami-Dade County Public Schools - A Status Report and Implementation Plan for Grades K-12" will be compiled by the staff of the Division of Social Sciences.</p>	Mr. John R. Doyle Division of Social Sciences	07/00	04/01	No	Completed
	<p>Progress: Staff in the Division of Social Sciences compiled a report entitled <i>Civic Education in Miami-Dade County Public Schools - A Status Report and Implementation Plan, K-12</i>. Research conducted by a number of nationally recognized civic education organizations was incorporated into the report. Additional input from selected teachers and administrators was used to write the report. The report's conclusion includes a proposal to strengthen civic education in the District.</p>					
	<p>2. The report and recommendations entitled "Civic Education in Miami-Dade County Public Schools - A Status Report and Implementation Plan for Grades K-12" will be distributed to School Board Members, selected administrators, teachers, civic organizations, and other stakeholders for review and comment.</p> <p>Proof of Completion: A list of administrators, teachers, civic organizations, and other stakeholders receiving the report will be maintained. A record of input received will also be maintained.</p>	Mr. John R. Doyle Division of Social Sciences	05/01	05/01	No	Completed
	<p>Progress: A copy of the report entitled <i>Civic Education in Miami-Dade County Public Schools - A Status Report and Implementation Plan for Grades K-12</i> was distributed to selected administrators, teachers, civic organizations, and other stakeholders for review and comment.</p>					

lg.	<i>Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.</i>	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	<p>3. The recommendations outlined in the report entitled "Civic Education in Miami-Dade County Public Schools - A Status Report and Implementation Plan for Grades K-12," will be implemented.</p> <p>Proof of Completion: Student and teacher participation in selected civic, law, and character education programs will increase.</p>	Mr. John R. Doyle Division of Social Sciences	06/01	06/05	Yes To be determined at a later date	N/A
Progress: Not Applicable - Began in June 2001.						

lh.	<i>Narrow the achievement gap between minority and non-minority students.</i>	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
Action Step:						
	<p>1. Principals will participate in professional growth activities from nationally recognized experts in identifying equitable instructional practices which have proven to be effective in monitoring the progress of staff members; in analyzing how they make decisions about curriculum, staff, and students; in considering how they interact with staff, students, and parents; and in creating structures, policies, and procedures that support equal practices and equal access.</p> <p>Proof of Completion: At the conclusion of the series of seminars participants will present a portfolio of school level activities to enhance student achievement.</p>	<p>Nereida I. Santa-Cruz Office of Curriculum Support Services</p> <p>Marjorie F. Figueira Office of Curriculum Support Services</p>	10/00	05/01	\$100,000	More than 50% completed
	<p>Progress: Ongoing leadership seminars are being conducted for the principals in schools designated as “F” during the 1999-2000 school year or during the 2000-2001 school year. The seminars consist of a series for presentations by nationally renowned consultants, data analysis sessions, articulation with FDOE staff, and support by District staff. The seminar sessions will continue during the 2001-2002 school year.</p>					
	<p>2. Strengthen the school-site implementation of a comprehensive staff development program to assist teachers and paraprofessionals upgrade their performance in the classroom.</p> <p>Proof of Completion: Maintaining a log of all offerings and participants.</p>	<p>Nereida I. Santa-Cruz Office of Curriculum Support Services</p> <p>Marjorie F. Figueira Office of Curriculum Support Services</p>	10/00	04/01	\$855,500	More than 50% completed
	<p>Progress: The Office of Curriculum Support Services is working closely with the schools designated as “F” in the 1999-2000, 2000-2001 school years by implementing a comprehensive development program for teachers and paraprofessionals. School level support is provided by a cadre of educational specialists assigned to schools. Inservices on best practices related to the FCAT have been provided for staff at the schools and will be continued in 2001-2002.</p>					

lh.	<i>Narrow the achievement gap between minority and non-minority students. (Continued)</i>	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	3. Provide professional development for teachers and administrators which will impact student achievement. Proof of Completion: Collaboration with M-DCPS departments to determine program content. Review evaluation of professional development coursework conducted. Maintain logs of callers during interactive telecasts and hits on WLRN Professional development web site.	Adiba Ash Office of Integrated Media Services	09/01	06/02	\$ 50,000	N/A
Progress: Not Applicable - Action Step begins in second year.						

li.	Increase the number of students and adults who are bilingual and biliterate.	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	Action Step:					
	<p>1. Expand the Extended Foreign Language Program as a continuum from elementary through secondary with an emphasis as follows: elementary 2000-2001, middle 2001-2002, and senior 2002-2003.</p> <p>Proof of Completion: An increase in the number of elementary schools in 2000-2001, middle schools in 2001-2002, and 2002-2003 participating in the Extended Foreign Language Program.</p>	Lourdes C. Rovira Division of Bilingual/Foreign Language Skills	07/00	06/04	No	More than 50% completed
	Progress: During the 2000-2001 school year, five (5) new extended foreign language programs were initiated at the elementary level. Expansion at the middle school level is the target for the 2001-2002 school year.					
	<p>2. Increase the percentage of secondary students enrolled in foreign language courses with an emphasis as follows: middle 2000-2001, and senior 2001-2002.</p> <p>Proof of Completion: An increase in the percentage of middle school students in 2000-2001 and senior high school students in 2001-2002 enrolled in foreign language courses.</p>	Lourdes C. Rovira Division of Bilingual/Foreign Language Skills	07/00	06/04	No	Less than 50% completed
	Progress: The percentage of middle school students enrolled in foreign language courses has dropped from 16.17% during the 1999-2000 school year to 15.29% in 2000-2001. At the senior high school level the percentage of participation also dropped from 35.57% in 1999-2000 to 34.14% in 2000-2001.					
	<p>3. Increase the percentage of students passing the Advanced Placement foreign language examinations with a score of 3 or better.</p> <p><i>Deleted</i></p> <p>Proof of Completion: An increase in the percentage of secondary students passing the Advanced Placement foreign language examination with a score of 3 or better.</p>	Lourdes C. Rovira Division of Bilingual/Foreign Language Skills	07/00	06/04	No	Deleted
	Rationale: Already being implemented under Action Step II #2. Data are also being reported in Criterion Measures.					

li.	Increase the number of students and adults who are bilingual and biliterate.	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
<i>Deleted</i>	<p>4. Increase the percentage of limited English proficient (LEP) students at the 4th, 8th, and 10th grade level, scoring at Level 2 or above on the FCAT Reading.</p> <p>Proof of Completion: An increase in the percentage of LEP students at the 4th, 8th, and 10th grades scoring at Level 2 or above on the FCAT Reading.</p>	<p>Lourdes C. Rovira Division of Bilingual/Foreign Language Skills</p>	07/00	06/04	No	Deleted
Rationale: Already being implemented under Ia. Data are also being reported in Criterion Measures.						
<i>Deleted</i>	<p>5. Increase the percentage of limited English proficient (LEP), students at the 4th, 8th, and 10th grade level scoring a 2 or above on the FCAT Writing.</p> <p>Proof of Completion: An increase in the percentage of LEP students at the 4th, 8th, and 10th grade scoring at Level 2 or above on the FCAT Writing.</p>	<p>Lourdes C. Rovira Division of Bilingual/Foreign Language Skills</p>	07/00	06/04	No	Deleted
Rationale: Already being implemented under Ia. Data are also being reported in Criterion Measures.						

lj.	Increase public educational choice options.	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	Action Step:					
	<p>1. Pursue state and federal grants, e.g., Public School Choice Open Enrollment and Magnet Schools Assistance Program, to expand choice offerings in the district.</p> <p>Proof of Completion: Completion and submission of grant proposal(s).</p>	Magaly C. Abrahante Division of Schools of Choice	07/0	06/05	No	Completed
	<p>Progress: Controlled Open Enrollment Grant (State) proposal was written and submitted on August 31, 2000. Magnet Schools Assistance Program (Federal) proposal was written and submitted on December 19, 2000.</p>					
	<p>2. Expand the district's existing school choice offerings by identifying and developing innovative school choice models.</p> <p>Proof of Completion: School Board approval of locally-developed school choice models.</p>	Magaly C. Abrahante Division of Schools of Choice	07/00	06/05	Yes	Less than 50% completed
	<p>Progress: Completed: - Research conducted on various forms of public school choice options - Innovative model developed.</p> <p>Pending: Research on choice programs that promote student diversity through a race-neutral selection process to comply with Judge Dimitriouleas' direction for Miami-Dade County Public Schools to become unitary.</p> <p>Additional Funds Additional funds estimated in the amount of \$30,000 will be required for pending research and implementation of race-neutral models for student selection process.</p>					
	<p>3. The district will develop a plan to implement the Florida Opportunity Scholarship Program. This program will provide parents and students assigned to level one (F graded) schools, twice within a four year cycle, the opportunity to access higher performing schools within the district or to enroll in private schools using state-funded vouchers.</p> <p>Proof of Completion: School Board approval of the district's Opportunity Scholarship Program plan.</p>	Magaly C. Abrahante Division of Schools of Choice	07/00	08/01	\$500,000 \$98,286	Completed
	<p>Progress: The District's Opportunity Scholarship Program Implementation Plan was developed and approved by the School Board. The Opportunity Scholarship Program implementation Plan was disseminated to all district administrators.</p>					

lj.	Increase public educational choice options. (Continued)	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	<p>4. Using the national definition, increase the number, type and scope of industry - focus, career magnets, & career academies (applied technology and alternative education) by converting them into "Career Academies".</p> <p>Proof of Completion: A minimum of one career academy according to the national definition will be available to students in each of the senior high schools and alternative schools according to the five key industries of the One Community One Goal® initiative.</p>	<p>Particia F. Vegnani One Community One Goal®</p> <p>Geneva K. Woodard Office of School Reform</p>	07/00	07/02	No	More than 50% completed
	<p>Progress: One Community One Goal® has sixteen industry-focused academies and six in the planning stage at twenty schools. In addition, there are other industry-focused academies in magnets, applied technology, and alternative education schools.</p>					

**GOAL II: EFFECTIVE LEARNING ENVIRONMENT
SUMMARY OF ATTAINMENT STATUS**

Goal II: Effective Learning Environment Summary of Attainment Status

Action Steps

Staff developed a total of 31 action steps under Goal II: Effective Learning Environment. Of these action steps, 26 or 84 percent were to start during 2000-01 and eight were to be fully completed by the end of 2000-01. Aggregated results from the end-of-year *Action Step Progress Form* depicted in Table 6, indicate that only two or eight percent of the action steps were fully completed during 2000-01. Of the remaining action steps, 10 or 38 percent were rated as “more than 50 percent completed,” seven or 27 percent were rated as “less than 50 percent completed,” two or 8 percent were deleted, one or 4 percent had missing data (i.e., responsible office/department did not complete the *Action Step Progress Form*), and work had not begun on four or 15 percent primarily because of a lack of funding. Of the eight action steps projected to be completed during 2000-01, only one was actually completed. The other step completed had a completion date after 2000-01 but was accomplished ahead of schedule.

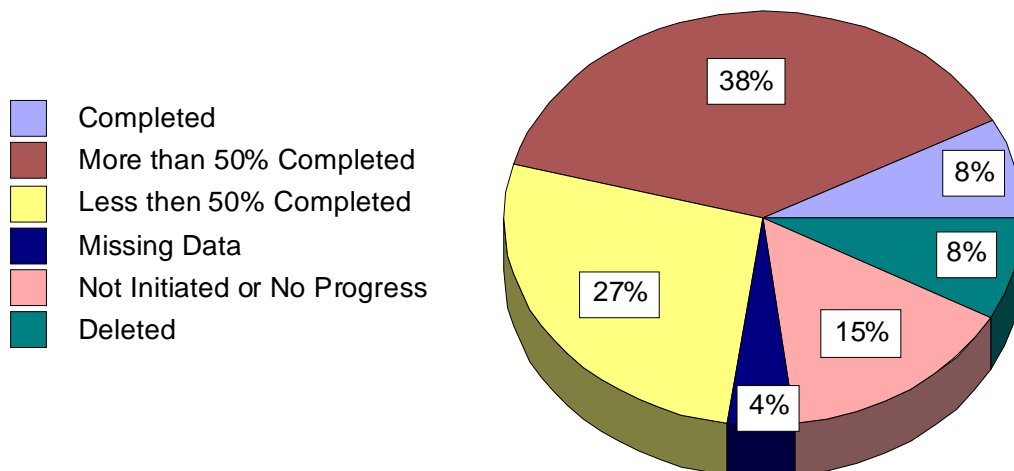
Table 6

Goal II: Effective Learning Environment
Status of Action Steps

Degree of Completion	Number	Percent
Completed	2	8
More than 50% Completed	10	38
Less than 50% Completed	7	27
Missing Data*	1	4
Not Initiated or No Progress**	4	15
Deleted	2	8

* The responsible office/department did not complete the *Action Step Progress Form*.

** The most common problem cited was a lack of funding.



Objectives

The attainment status of an objective can be determined only if at least two years of data are available for the criterion measures used to measure attainment status for that objective. However, two years of data were available for only four of the 14 or 29 percent of the criterion measures. Therefore, the progress made toward attaining each of the Goal II objectives will not be included in this first Accountability Report since such a determination is premature at this time due to insufficient information. Considering the criterion measures that did have at least two years of data, progress (↑) was made on three or 75 percent and a decline in performance (↓) was observed in one or 25 percent (Table 7).

Table 7

Goal II: Effective Learning Environment
Criterion Measures With at Least Two Years of Data

Attainment Status	Number	Percent
Progress (↑)	3	75
Decline in Performance (↓)	1	25

Goal II

The attainment status of a goal can be determined only if at least two years of data are available for the criterion measures used to judge attainment status of the objectives contained within the goal. However, two years of data were available for only four of the 14 or 29% of the criterion measures under Goal II. Therefore, the progress made toward attaining this goal cannot be determined in this first Accountability Report since a determination of this nature is premature at this time due to insufficient information. Such a determination will be included in the *2001-2002 Accountability Report*.

**GOAL II: EFFECTIVE LEARNING ENVIRONMENT
STATUS OF CRITERION MEASURES**

Criterion Measures: Status 2000-2001

Goal II - *Effective Learning Environment*: Enhance the safety of students and staff, and increase the quality of the learning environment.

Ila. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.

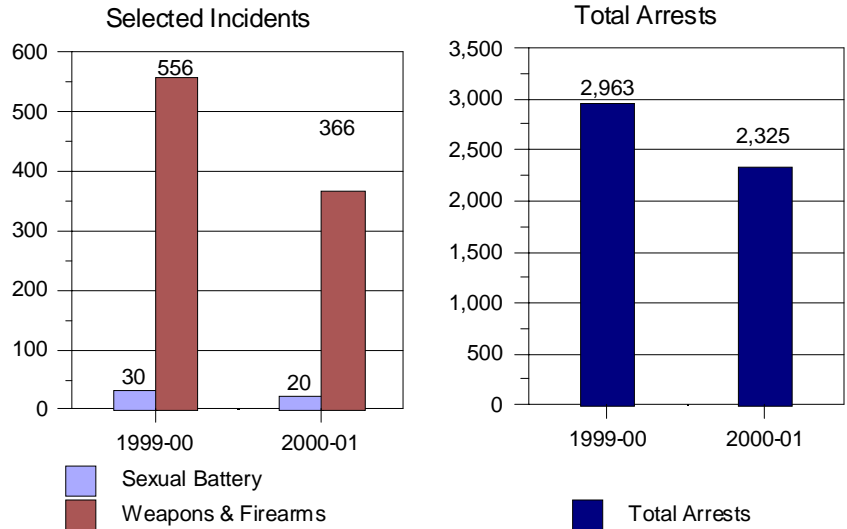
SCHOOL POLICE INCIDENTS

MEASURE DEFINED

All incidents in which School Police are involved are reported into the database. Incidents also include background checks, disruptive behavior, investigations, etc. A proportion of these incidents are related to violence, weapons, & drugs and therefore are reported below.

INTERPRETATION

Although there was a two percentage point increase in membership from 1999-00 to 2000-01, there were appreciable declines in the number of incidents involving sexual battery, weapons/firearms, vandalism, and total arrests. Increases occurred in incidents involving assault and battery and arson.



SELECTED INCIDENTS	Baseline 1999-00	2000-01	% Change	Attainment Status
Homicide	0	0	NA	↔
Sexual Battery	30	20	-33	↑
Robbery, Breaking & Entering, Larceny, Auto Theft	2,959	2,826	-5	↑
Assault & Battery (including Aggravated Assault & Battery)	2,745	3,125	+14	↓
Weapons & Firearms	556	366	-34	↑
Drugs & Alcohol	557	558	NA	↔
Arson	45	54	+20	↓
Vandalism	1,903	1,599	-16	↑
Total Arrests	2,963	2,325	-22	↑

Overall Attainment Status ↑

Source: Division of School Police

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

Goal II - *Effective Learning Environment*: Enhance the safety of students and staff, and increase the quality of the learning environment.

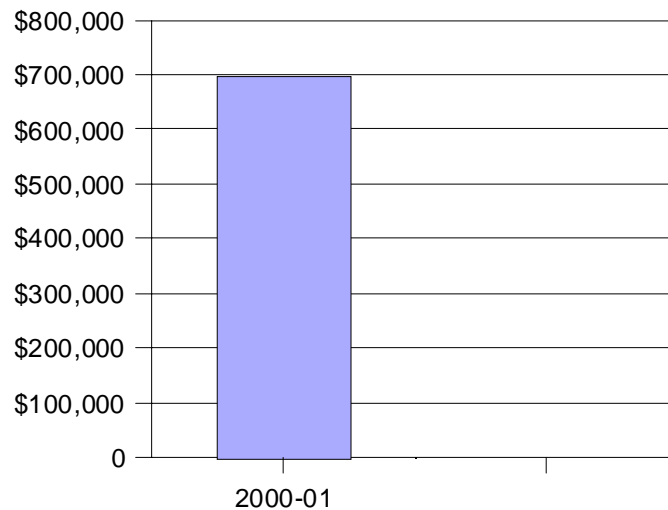
Ila. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.

VANDALISM

MEASURE DEFINED

Studies have shown that in a well-kept school, where broken windows, etc. are repaired/replaced quickly, it enhances students' pride in the school and decreases the number of incidents of vandalism.

Cost of Vandalism



MEASURE

Baseline

2000-01

Cost of Vandalism

\$ 698,422

CAVEAT

The cost of vandalism includes both repairs and replacement. It does not include staff's time.

* Baseline is 2000-01 not 1999-00, since the manner in which this measure is calculated has changed.

NOTE: Comparison data will be available at a later date.

Source: Office of Budget

Criterion Measures: Status 2000-2001

Goal II - *Effective Learning Environment*: Enhance the safety of students and staff, and increase the quality of the learning environment.

Ila. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.

HARASSMENT PREVENTION

MEASURE DEFINED

To establish a climate of respect that is free of harassment, staff development activities need to be provided at the school level. In prior years, these types of activities/sessions were requested by the schools themselves and provided by the Division of Student Services. Beginning in 2000-01, these sessions are now scheduled by Student Services and attended by school site staff.

MEASURE

Baseline
2000-01

Number of sessions in Harassment Prevention

24

NOTE: Comparison data will be available at a later date.

Source: Division of Student Services

Criterion Measures: Status 2000-2001

Goal II - *Effective Learning Environment*: Enhance the safety of students and staff, and increase the quality of the learning environment.

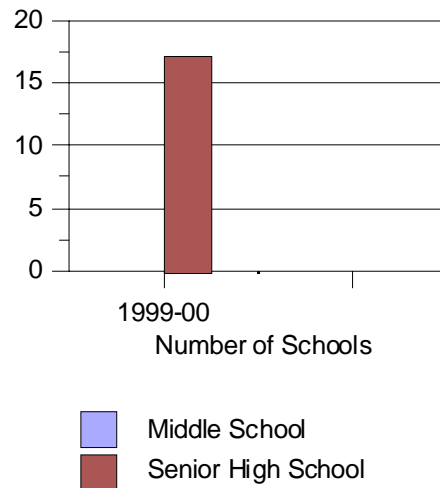
IIb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.

CAREER ACADEMY MODELS

MEASURE DEFINED

The academies can best be described by the three characteristics which define their structure. The first characteristic is that they are a *Small Learning Community*, whereby students attend academy-only classes for 2-4 years with a team of teacher-managers, administrator and counselor support, and other courses and activities outside the academy. The *Curriculum is College Prep and Career-Related*. The academy is governed by a steering committee in *Partnership with Employers, Community, and Higher Education*. The criterion measure for the objective is the actual number of career academies in operation in the district from one year to the next.

Career Academy Models



NOTE

Students enrolled in these academies also include at-risk students.

STATUS OF ACADEMIES

	Baseline 1999-00
Middle School	
Number of Schools	*
Number of Students	*
Senior High School	
Number of Schools	17
Number of Students	*

NOTE: Comparison data will be available at a later date.

* Data are not available at this time.

Source: Office of School Reform

Criterion Measures: Status 2000-2001

Goal II - *Effective Learning Environment*: Enhance the safety of students and staff, and increase the quality of the learning environment.

IIb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.

ACADEMIES

MEASURE DEFINED

Partnerships are being developed with the community through the South Florida Annenberg Challenge (SFAC) grant and the Funds for the Improvement of Education (FIE). The main focus of this initiative is to develop academies in the most productive sectors of the local economy and to enhance student training by matching the academies with community members who are in the field. The number of academy partnerships developed represents the criterion measure for this objective.

	Baseline	
	Partners 2000-01	Academies 2000-01
Key Industry		
Film & Entertainment	22	4
Biomedical	23	4
Financial Services	62	6
Visitor	38	5
Information/Technology Information	(In Progress)	5

NOTE: Represent new data elements. Baseline data prior to 2000-01 is not available, therefore, comparison data will be available at a later date.

Source: One Community One Goal7

Criterion Measures: Status 2000-2001

Goal II - *Effective Learning Environment*: Enhance the safety of students and staff, and increase the quality of the learning environment.

IIb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.

TRANSITION PLANS

MEASURE DEFINED

The transition from elementary school to middle school to senior high school can be difficult and negatively impact students' academic progress. The transition from an alternative school back to a regular school can be especially daunting for an at-risk student. At-risk students experiencing this type of transition need a school climate that is even more supportive and prepared to guide them. Transition plans with complete student services programs are essential components of these transitions.

MEASURE	Baseline 2000-01
Transition Plans Completed:	
Middle Schools	23
High Schools	62
Total	85

NOTE: Comparison data will be available at a later date.

Source: Division of Student Services

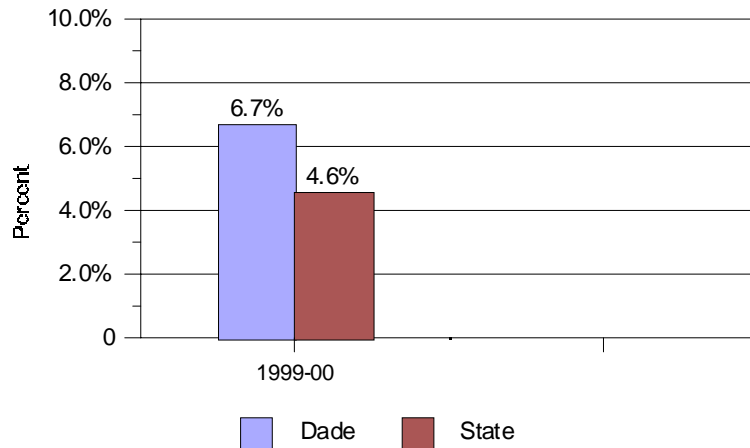
Criterion Measures: Status 2000-2001

Goal II - *Effective Learning Environment*: Enhance the safety of students and staff, and increase the quality of the learning environment.

IIb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.

DROPOUT RATES

Comparison of Cross-Sectional Dropout Rate (Ethnic Groups Combined): M-DCPS vs. State



MEASURE DEFINED

In Florida, a dropout is defined as a student who withdraws from school without transferring to another school. The annual cross-sectional dropout rate is calculated for all children in grades 9-12 who drop out during any given year.

Dropout Rate

Ethnic Group	Baseline 1999-00
White	4.3
Black	8.6
Hispanic	6.3

NOTE

Year 1 data (2000-2001) will not be available until late fall 2001. Therefore, comparison data will be available at a later date.

Source: *Statistical Abstract*; 1999-00, 2000-01

Criterion Measures: Status 2000-2001

Goal II - *Effective Learning Environment*: Enhance the safety of students and staff, and increase the quality of the learning environment.

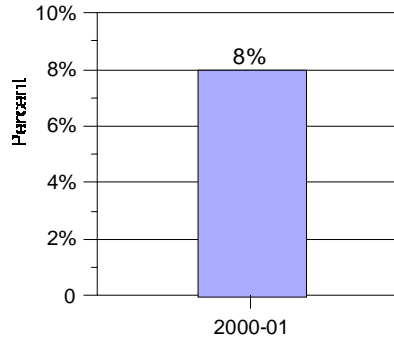
IIc. Reduce school overcrowding.

ENROLLMENT AND SCHOOLS OVER TOTAL PROGRAM CAPACITY*

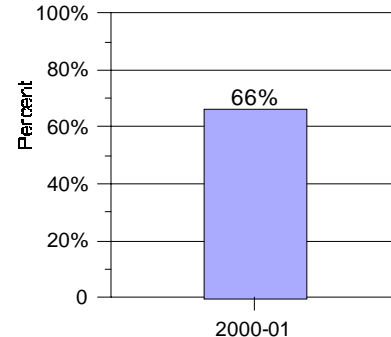
MEASURE DEFINED

Program capacity is determined by the physical characteristics of the school and the type of educational program for which the school was designed.

Average Percent by Which Enrollment Exceeds Capacity



Average Percent of Schools Over Capacity



PROGRAM CAPACITY

	Baseline 2000-01
Over Capacity	
Percent of Enrollment	7.6%
Percent of Regular Schools	66%

INTERPRETATION

Although 8% of the total enrollment is above the program capacity, 66% of the district's regular schools (190 out of 288) are overcrowded. For the 2000-01 school year, M-DCPS needed an additional 26,524 stations for enrollment to be at capacity.

CAVEAT

Although relocatables/portables were designed for temporary relief, according to the Florida Department of Education, they are now considered as part of the permanent facility.

* Total program capacity includes relocatables.
Percent is enrollment divided by total program capacity.

NOTE: Comparison data will be available at a later date.

Source: Facilities Planning & Construction

Criterion Measures: Status 2000-2001

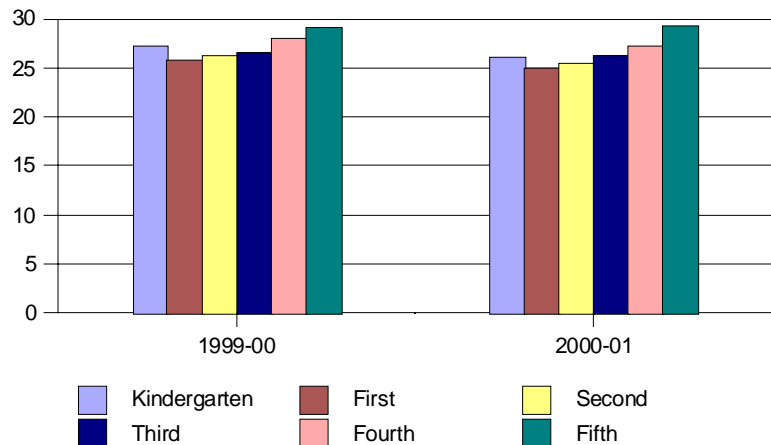
Goal II - *Effective Learning Environment*: Enhance the safety of students and staff, and increase the quality of the learning environment.

IIc. Reduce school overcrowding.

AVERAGE CLASS SIZE ELEMENTARY

MEASURE DEFINED

Average class size in elementary schools is computed by dividing the total number of assigned seats (membership) by the total number of self-contained classes.



INTERPRETATION

Between 1999-00 and 2000-01, the average class size in elementary schools has decreased in kindergarten through fourth grades.

Average Class Size

Elementary Grades	Baseline 1999-2000	2000-01	Attainment Status
Kindergarten	27.2	26.1	↑↑
First	25.8	25.0	↑↑
Second	26.3	25.4	↑↑
Third	26.5	26.3	↑↑
Fourth	28.0	27.3	↑↑
Fifth	29.1	29.3	↕

Overall Attainment Status



Source: *Statistical Abstract: 2000-01*

Attainment Status: Degree to which the objective was achieved in the allotted time period.



Progress



No Change



Decline

Criterion Measures: Status 2000-2001

Goal II - *Effective Learning Environment*: Enhance the safety of students and staff, and increase the quality of the learning environment.

IIc. Reduce school overcrowding.

AVERAGE CLASS SIZE: MIDDLE AND SENIOR HIGH

MEASURE DEFINED

Average class size in secondary schools is calculated for each subject area by dividing the total number of assigned seats (membership) by the number of full-time equivalent teachers assigned teaching responsibility for the respective subject area.

IIINTERPRETATION

Between 1999-00 and 2000-01, the average class size in middle schools increased with the exception of Social Studies, Art, and Music, wherein the improvements were minor.

In high school, the average class size improved in Language Arts, Art, Foreign Language, and Music. Classes increased in size in all other areas.

Type of School	Baseline 1999-2000	2000-01	Attainment Status
Middle			
Subject:			
Social Studies	32.2	32.1	↑↑
Science	30.8	31.4	↓↓
Mathematics	29.5	29.9	↓↓
Language Arts	27.2	27.4	↓↓
Physical Education	45.0	46.9	↓↓
Art	29.9	29.2	↑↑
Foreign Language	27.5	28.3	↓
Music	34.7	34.0	↑↑
Experiential Ed. & Research	19.3	19.4	↓
Senior			
Subject:			
Social Studies	30.3	30.4	↓↓
Science	28.9	29.2	↓↓
Mathematics	28.1	28.3	↓↓
Language Arts	27.2	27.1	↑↑
Physical Education	37.9	38.8	↓
Art	28.7	28.3	↑↑
Foreign Language	29.4	29.2	↑↑
Music	29.7	29.3	↑↑
Experiential Ed. & Research	16.1	17.7	↓

Overall Attainment Status ↓↓

Source: *Statistical Abstract: 2000-01*

Attainment Status: Degree to which the objective was achieved in the allotted time period.

↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

Goal II - *Effective Learning Environment*: Enhance the safety of students and staff, and increase the quality of the learning environment.

IId. Increase skills, knowledge, and professionalism of school staff.

PROFESSIONALISM

MEASURE DEFINED

The criterion measures for this objective concentrate on workshops, inservices, and other types of training available to all school staff, but in particular, for teachers. The quantity and quality of training is as important as the number of participants. The number of teachers receiving national certification is also used as a measure of quality.

MEASURE	Baseline		Attainment Status
	1999-00	2000-01	
Number and types of inservice through the Miami Virtual Campus:	32	56	↑↑
Number & types of workshops for teachers:			
General education	900	585	↓↓
Content area	942	344	↓↓
Pedagogy	1,600	2,145	↑↑
Number of Teachers (duplicated count)	23,277	32,440	↑↑
Number of paraprofessional workshops	47	58	↑↑
Average number of hours per administrator spent in staff development	20	13	↓↓
Number of support personnel participating in training programs (duplicated count)	1,738	6,373	↑↑
Number of teachers who are nationally certified	44	132	↑↑

INTERPRETATION

Workshops and inservice for teachers have declined sharply during the past two years. In contrast, the number of teachers who are nationally certified has tripled. Although the average number of hours spent in staff development per administrator has declined, workshops and training programs for paraprofessionals and support personnel has increased.

Overall Attainment Status



Source: Human Resources and Development

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

Goal II - *Effective Learning Environment*: Enhance the safety of students and staff, and increase the quality of the learning environment.

Ile. Increase the number of educationally productive partnerships with the community.

PARTNERSHIPS WITH THE COMMUNITY

MEASURE DEFINED

The 2001-2002 school year will mark the 30th anniversary of the district's School Volunteer program. A media campaign to promote the awareness of school volunteerism will be implemented in the fall of 2001. The number of volunteer hours is expected to grow by 25% during this year. Also, through the Governor's Mentoring Initiative, new mentoring programs are being developed and implemented in the district. Mentor programs being funded, developed, and expanded include the Take Stock in Children (TSIC), Toyota USA Foundation's Mentoring Program in Math & Science, the Grammy Foundation's Mentoring Program, and the All-Aboard Tutoring/Mentoring program for grades K-12. Currently there are 635 mentors.

MEASURE	Baseline 2000-01
Number of business/community partnerships	2,983
Number of partnerships matching each of the key industries in One Community/One Goal7	145
Monetary contributions	\$ 2.9 million
In-kind contributions	\$ 46.5 million
Number of volunteers	11,700
Total number of volunteer hours	1,333,800
In-kind contributions of volunteers	\$ 20,007,000
Number of Mentors	635

NOTE: Comparison data will be available at a later date.

Source: Bureau of Community Services, One Community/One Goal7

Criterion Measures: Status 2000-2001

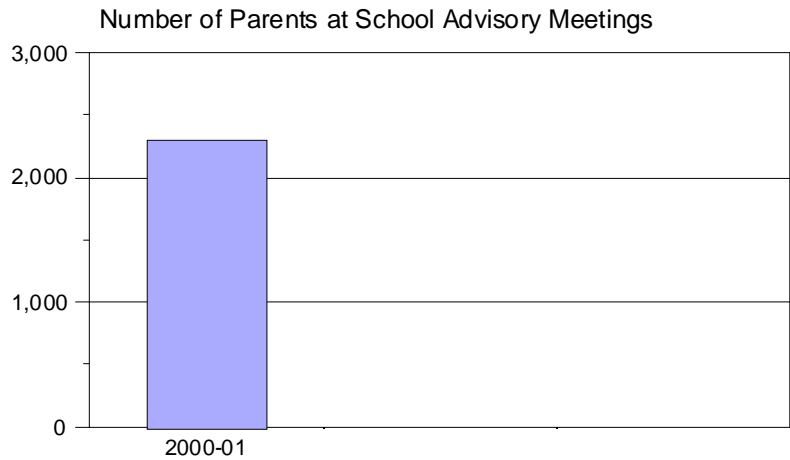
Goal II - *Effective Learning Environment*: Enhance the safety of students and staff, and increase the quality of the learning environment.

II.f. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.

PARENT PARTICIPATION

MEASURE DEFINED

The number of parents participating in the district's School Advisory Councils is one indicator of the extent to which parents are involved in the education of their children.



PARENT PARTICIPATION

MEASURE	Baseline 2000-01
Number of parents in School Advisory Council	2,304
Number & types of workshops available for parents*	NA

NOTE: Represents new data element. Baseline data are not available. Therefore, comparison data will be available at a later date.

* Data were not available.

Source: Bureau of Community Services

Criterion Measures: Status 2000-2001

Goal II - *Effective Learning Environment*: Enhance the safety of students and staff, and increase the quality of the learning environment.

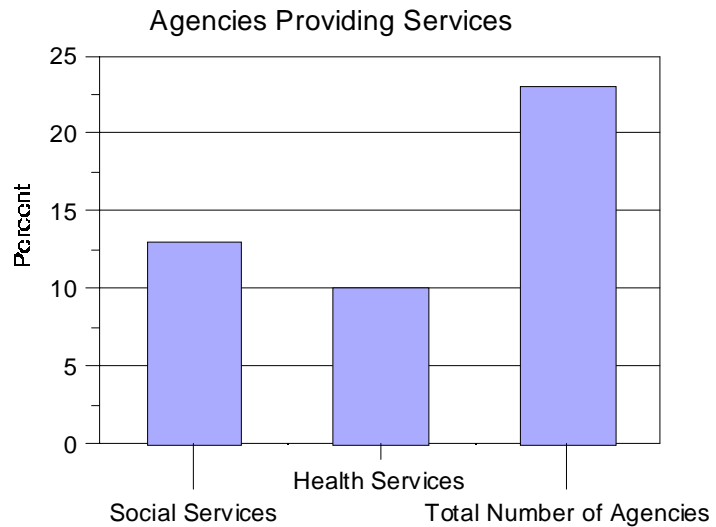
Ilg. Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community.

COMMUNITY SCHOOLS

MEASURE DEFINED

A Community School is a facility that is open beyond the traditional school day to provide academic, extra-curricular, recreational, health, social services, and workforce preparation programs for people of all ages. Each Community School does its own needs assessment questionnaire in order to provide classes/services that meet the unique needs of each community. Currently the district has 27 "Full Service" schools, 9 School-Based Health Centers, 8 with Comprehensive School Health, and 17 with Adopt-A-School program. Out of the 23 agencies providing services, 13 provide social services, 12 provide mental health services, 9 provide health screening/general health services, three provide vision services, and one provides dental services.

In July 2001, the 21st Century Community Learning Centers grant was awarded. An evaluation of the grant will be provided in the second year of the plan.



COMMUNITY SCHOOLS

MEASURE	Baseline 2000-01
Number of agencies providing services to community schools	23
Number of community schools	43

NOTE: Represent a new data element. Baseline data are not available. Therefore, comparison data will be available at a later date.

Source: Division of Community Education and Statistical Abstract

**GOAL II: EFFECTIVE LEARNING ENVIRONMENT
STATUS OF ACTION STEPS**

Goal II: Effective Learning Environment

Focus: Enhance the safety of students and staff, and increase the quality of the learning environment.

Objectives:

IIa.	Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	Action Step:					
	<p>1. Survey current data on incidents related to violence, weapons, drugs, vandalism, and truancy. Establish/encourage school site programs/ materials distribution on Board policy, student rights and responsibilities, Student Code of Conduct, and implement school-site safety plans.</p> <p>Proof of Completion: Staff/Student handbooks, data on trainings, OIT data on incidents.</p>	<p>Perez/Pearson/Toural Sam Gay Bureau of Adult/ Vocational, Alternative, & Dropout Prevention</p>	08/00	08/05	No	More than 50% completed
<p>Progress: Code of Student Conduct Committee work & proofing completed; School Board first reading 7/11/01; final reading 8/22/01; distribution anticipated 9/01 School Site Safety Plans due to Region 7/16/01 Procedures for Promoting & Maintaining a Safe Learning Environment Committee work & proofing completed; Board first reading 9/12/01; second reading 10/24/01; distribution 11/01 Critical Incident Response Manual Committee work & proofing completed; to Cabinet 7/24/01; distribution & training 8/17-24/01; implementation 9/01</p>						

IIb.	Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.					
	Action Step:	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	1. School staff will assess current procedures for assisting students in transition from one educational program to another and one school to another. Standardized procedures based on best practices will be defined. Proof of Completion: The standardized procedures will be sent to all school sites.	Phyllis Hallberg Division of Student Services	09/00	07/01	No	Not provided
	Progress: Not provided by responsible office.					
	2. Staff development will be provided to assist school staffs in reducing student-to-student harassment. Proof of Completion: A minimum of 20 staff development activities in harassment prevention will be scheduled.	Phyllis Hallberg Division of Student Services	09/00	06/01	\$10,000	More than 50% completed
	Progress: Staff development activities were conducted with groups of student services personnel on student-to-student harassment at regularly scheduled meetings. A pilot project at Biscayne Gardens Elementary School provides bully-proofing training for teachers and parents. A total of 15 sessions were conducted. Inservice activities are being designed for the distance learning component of the Teacher Education Center.					
	3. Student services personnel, as a part of the feeder pattern planning conducted for Objective Ib, will address transition issues pertinent to at-risk students. Proof of Completion: Plans will specify strategies for at-risk students.	Phyllis Hallberg Division of Student Services	09/01	06/03	No	N/A
	Progress: Not Applicable - Action Step begins in second year.					

IIb.	Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers. (Continued)	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	<p>4. Staff development will be provided to assist school staffs in establishing a climate of respect and free from harassment.</p> <p>Proof of Completion: A minimum of 15 staff development activities in establishing a climate of respect free from harassment will be scheduled each year.</p>	Phyllis Hallberg Division of Student Services	09/01	06/04	No	N/A
Progress: Not Applicable - Action Step begins in second year.						
	<p>5. Administrators and student services personnel will devise feeder pattern and individual school site plans for addressing transition issues for students.</p> <p>Proof of Completion: Plans will be submitted to the Division of Student Services.</p>	Phyllis Hallberg Division of Student Services	09/03	06/04	No	N/A
Progress: Not Applicable - Action Step begins in second year.						
Delete	<p>6. Develop strong counseling and academic programs for all at-risk students by developing school-within-a-school academies for at-risk students in the One Community One Goal® key industries.</p> <p>Proof of Completion: Senior high schools and middle schools will develop a program grant proposal for a career academy for at-risk students using the research-based "Talent Development" model according to faculty "buy-in" using CSR training funds.</p>	<p>Nelson Perez Bureau of Adult/ Vocational, Alternative, & Dropout Prevention</p> <p>Barbara A. Silver Bureau of Elementary Secondary & Workforce Development Education</p>	07/00	07/04	No	Deleted
Rationale: Already being accomplished as part of Action Steps 1, 2, and 3 of Goal Ib and Action Step 3 for Goal IIb.						

IIb.	Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers. (Continued)	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	<p>7. Intensive counseling will be conducted with all youth referred to administration by teachers for disciplinary action at adult/alternative centers. Students will receive academic instruction in small groups.</p> <p>Proof of Completion: Referrals for student participation in program. Data of scheduled workshops/attendance records. OIT data. Post-test scores will indicate gains for those students in class.</p>	<p>Nelson Perez Bureau of Adult/ Vocational, Alternative, & Dropout Prevention</p> <p>Mercedes Toural Office of Career Preparation & Innovative Programs</p>	04/00	08/05	No	More than 50% completed
	<p>Progress: The Division of Alternative Education schools have developed plans and strategies for intensive counseling with all youth referred to administration by teachers for disciplinary actions. The plan is on-going where students are being counseled individually and/or in groups. Student Case Management records are compiled and used for further counseling services. Group counseling plans include mediation, conflict resolution, and academic instructions. Some schools are revising the group counseling strategies and techniques based on student needs.</p>					
	<p>8. Identify existing student services programs that serve at-risk youth.</p> <p>Proof of Completion: Referrals for student participation in program. Data of scheduled workshops/attendance records. OIT data. Post-test scores will indicate gains for those students in class.</p>	<p>Nelson Perez Bureau of Adult/ Vocational, Alternative, & Dropout Prevention</p> <p>Mercedes Toural Office of Career Preparation & Innovative Programs</p>	04/00	08/05	No	More than 50% completed
	<p>Progress: Existing student services programs serving at-risk youth include counselors - outside resource agencies, Boy Talk-Girl Talk, Self Esteem, Relationships, Tutoring, and PROUD.</p> <p>Student Services chairperson's meeting representatives share the latest trends and informational, technological strategies and resources available to be able to implement additional programs.</p>					

IIb.	Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers. (Continued)	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	<p>9. Provide extensive training to alternative education teachers in strategies needed for more effective teaching & learning to take place in the classroom.</p> <p>Proof of Completion: Students will be pre and post-tested in all core areas. Teacher observation using PACES/TADS will yield BEST TEACHING PRACTICES. Students will be tested with FCAT from year to year to see the increase in student performance and comparisons will be made.</p>	Nelson Perez Bureau of Adult/ Vocational, Alternative, & Dropout Prevention	06/00	08/05	\$20,000	More than 50% completed
	<p>Progress: There is on-going extensive training for alternative education teachers. Approximately 75% have received CRISS training and 5% have received Reciprocal Teaching training. Inservice has been provided in Block Scheduling, Educational Planning Tools, PACES, and FCAT Math Strategies. Additional inservices in Reciprocal Teaching and PACES are being planned for 2001-2002. Funds for substitutes and teacher trainers will be needed.</p>					
	<p>10. Work experience and vocational education programs will be instituted in Alternative Education, Outreach, and Juvenile Justice Centers. The programs will serve the at-risk student population as a means of providing an appropriate placement for students for addressing school to work issues or to future educate students in vocational fields.</p> <p>Proof of Completion: After students leave an alternative school or a juvenile justice center, the counselors will keep records and provide follow-up to ensure the students success, accomplishments and documentation and feedback will be part of the program's evaluation system. Tracking/job placement/vocational education school placement services will be provided.</p>	Nelson Perez Bureau of Adult/ Vocational, Alternative, & Dropout Prevention	06/00	08/05	Will vary according to centers	More than 50% completed
	<p>Progress: Vocational programs in building maintenance and construction as well as landscaping and Adult Basic Education computer skills and GED classes are going on at three outreach Juvenile Justice Centers. They are: Bay Point School, West Campus Everglades Development Center, and Southern Glades Youth Development Center.</p> <p>With the help of a second chance school grant, the programs at the three sites mentioned above (Bay Point School, West Campus Everglades Youth Development Center, and Southern Glades Youth Development Center) were equipped. Computers for ABE and GED classes were also installed and appropriate software is presently being used in classrooms. Securing operational funds to support program due to "performance base dollars" makes continued operation difficult.</p>					

Iib.	Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers. (Continued)	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	<p>11. Trust counselors and vocational educational counselors/occupational specialists will be hired to deal with school to work issues and to ensure a positive transition to a regular school environment or to a vocational education program.</p> <p>Proof of Completion: The counselors will keep records and provide follow-up to ensure the students success, accomplishments and documentation and feedback will be part of the program's evaluation system.</p>	Nelson Perez Bureau of Adult/ Vocational, Alternative, & Dropout Prevention	07/00	08/05	Will vary according to number of counselors needed	Deleted
	<p>Progress: To be deleted - Funds are not available to add personnel. Revisions to the student services program provided for in Goal Ib will assist in addressing the needs to at-risk students.</p>					

IIC.	Reduce school overcrowding.	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	Action Step:					
	<p>1. District Staff (Facilities Planning & Construction) will continue to identify capital needs that will provide additional student stations.</p> <p>Proof of Completion: Occupancy of all projects currently in construction and design by August 2004.</p>	Suzanne Marshall Facilities Planning & Construction	09/01*	08/05	No	N/A
	Progress: Not Applicable - Action Step begins in second year. * Start date was changed in January 2001.					
	<p>2. District Staff (Facilities Planning & Construction, Maintenance & Operations) will continue to identify preventive maintenance needs.</p> <p>Proof of Completion: A schedule will be developed for each component, i.e., roof replacements, painting, etc., and the adherence to the schedule and completion of the work will be the determining factor.</p>	Suzanne Marshall Facilities Planning & Construction	09/01*	08/05	\$195,278,000	N/A
	Progress: Not Applicable - Action Step begins in second year. * Start date was changed in January 2001.					
	<p>3. District staff (Legislative/Labor Relations and the Office of Chief Financial Officer) will continue to lobby state and federal legislators to obtain an increased source of recurring capital outlay or interest free federal bonding authority.</p> <p>Proof of Completion:</p> <p>A. Availability of \$50 MM or more of interest-free bonding authority for FY 2001-2002.</p> <p>B. Availability of \$15 MM or more of additional Public Education Capital Outlay (PECO) funds for FT 2001-2002.</p>	Dr. Richard H. Hinds Financial Affairs Gerald Williams Legislative/Labor Relations	09/00	03/01	No	Less than 50% completed
	<p>Progress: Staff has extensively lobbied state/federal legislative officials and key USDOE officials for relief. Additional interest-free Qualified Zone Academy Bond (QZAB) borrowing authority may be available during fall 2001, pending federal legislative action.</p> <p>Public Education Capital Outlay (PECO) funds were not appreciably increased by the 2001 Florida Legislature. Staff will continue to pursue construction funding relief during the 2002 legislative session and in Washington. Staff is working with the Miami-Dade Delegation and other local leaders to garner support for federal funding for school construction. However, the political philosophy of current legislative leadership is not inclined to provide meaningful state and federal relief for this problem.</p>					

IId.	Increase skills, knowledge, and professionalism of school staff.	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
Action Step:						
<p>1. A. Provide professional development for teachers and administrators that is tied to critical needs, will impact student achievement, and is tied to one of the domains of the <i>Professional Assessment and Comprehensive Evaluation System (PACES)</i>.</p> <p>B. Offer inservice workshops and other activities through the Miami Virtual Campus that are specifically designed to address critical need areas, utilizing various delivery systems, in order to accommodate the diverse levels of training required by administrators and by individual teachers as indicated in their Professional Development Plans.</p> <p>Proof of Completion: Miami Virtual Campus measurement reports will provide data on completeness and outcomes of professional development activities.</p>		<p>Nelson E. Diaz Personnel Management & Services</p> <p>Patricia Parham Human Resources & Development</p>	09/00	06/05	\$50,000	More than 50% completed
<p>Progress: A. There are significant numbers of professional development opportunities available to teachers and administrators. All of these programs address specific training needs, are designed to support improved student achievement, and/or are linked directly to one or more of the PACES domains. Availability of training delivered through the Virtual Campus has improved, and the number of courses for teachers and administrators has increased. Additional courses are currently in the developmental stage and online registration for courses has been developed. Efforts are underway to investigate the creation of linkages between Virtual Campus databases and M-DCPS online databases (i.e., Staff Development summaries).</p> <p>B. During the 2000-01 school year, the following numbers of training sessions were provided specifically addressing either PACES Overviews or individual domains:</p> <p>Teachers: PACES Overview: 49 sessions Individual PACES Domains: 66 sessions</p> <p>Administrators: PACES Overview: 44 sessions Individual PACES Domains: 6 sessions</p> <p>PACES establishes a framework for defining best practices in teaching and learning, and provides a systematic approach that links professional development to teaching practice. Consequently, all professional development offered through the Teacher Education Center and Management Academy are aligned with the PACES.</p>						

IId.	Increase skills, knowledge, and professionalism of school staff. (Continued)	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
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	<p>B. (Continued) As a result of revisions to the instrument used in the evaluation of professional development programs. All programs are being assessed in terms of their relevance to meeting critical needs and supporting improved achievement, as well as the correlation to specific areas identified by the Florida Department of Education (i.e., Sunshine State Standards, effective use of technology, student assessment and data analysis, classroom management, and/or school safety).</p>					
2.	<p>A. Provide professional development for support staff and paraprofessionals that prepares them to meet the challenges of their job assignment as well as advances their professional growth.</p> <p>B. Offer current, relevant, and up-to-date training specifically designed according to the requirements of the various job assignments, utilizing additional sites and various delivery systems in order to accommodate the range in job assignments and to enable greater participation.</p> <p>Proof of Completion: Review evaluations of programs conducted to ensure that the professional development has prepared participants to perform the duties and responsibilities of individual job assignment.</p>	<p>Nelson E. Diaz Personnel Management & Services</p> <p>Patricia Parham Human Resources & Development</p>	09/00	06/05	\$25,000	More than 50% completed
	<p>Progress: A review of randomly selected exit evaluations for support and clerical training programs indicates that participants are generally satisfied with the quality and relevance of training provided. New components, including online and distance learning programs, are in various stages of development. The Professional Office Personnel Development Program (PODP) handbook and additional documents will be revised and updated during the 2001-02 school year.</p>					
3.	<p>Ensure that sufficient qualified teachers are available for all instructional positions by building a cadre of qualified teachers who are certified in the critical need areas, and are recruited nationally. Additionally, improve the retention rate of newly hired teachers by providing more support to new teachers through the Professional Assessment and Comprehensive Evaluation System (PACES) during the first three years of employment.</p> <p>Proof of Completion: Sufficient numbers of quality teachers will be available to staff Miami-Dade County Public Schools classrooms.</p>	<p>Nelson E. Diaz Personnel Management & Services</p> <p>Patricia Parham Human Resources & Development</p>	09/00	06/05	\$100,000	More than 50% completed

Ild.	Increase skills, knowledge, and professionalism of school staff. (Continued)	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
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	<p>Progress: The M-DCPS Recruitment Initiative is a four-year plan. In order to meet critical staffing needs, the recruitment, placement, and retention of significant numbers of new teachers cannot be limited to one year. With the advent of new teacher support and alternative certification programs it is expected that the majority of staffing shortage areas will be addressed successfully. During the 2000-01 school year there were approximately 100 teaching positions which could not be filled on a permanent basis. According to Human Resources and Development records, 3,160 new teachers were hired during the 2000-01 school year. In order to improve teacher retention, teachers who undergo separation from employment participate in an exit interview, the results of which are used to identify areas for improvement of new teacher support systems. It is anticipated that several new initiatives, including collaborative programs with local colleges and universities and local add-on certification programs, will mitigate these shortages.</p>					
	<p>4. Increase the number of Miami-Dade County Public Schools teachers with national board certification.</p> <p>Proof of Completion: An increase in number of M-DCPS teachers who are national board certified.</p>	<p>Nelson E. Diaz Personnel Management & Services</p> <p>Patricia Parham Human Resources & Development</p>	09/00	06/05	No	Completed
	<p>Progress: The number of M-DCPS teachers who possess National Board Certification has increased from 44 to 132. Continuing annual increases are expected as long as State fee subsidies and incentives are in place.</p>					
	<p>5. Identify and professionally develop a selected group of principal and teacher Professional Assessment and Comprehensive Evaluation System (PACES) Program Leaders to provide PACES programs to staffs throughout the district.</p> <p>Proof of Completion: Identified administrators and teachers will be assigned to various program sessions and their performance will be monitored by the Office of Professional Standards and evaluated by participants.</p>	<p>Nelson E. Diaz Personnel Management & Services</p> <p>Dr. Joyce Annunziata Office of Professional Standards</p>	05/00	06/04	\$30,000	More than 50% completed
	<p>Progress: During the 2000-2001 school year, the number of principals identified to provide programs to staff throughout the district increased from 16 to 41 and they received extensive professional development. The number of teachers remained at 31, but this group of Teacher Program Assistants (TPA's) received additional professional development and practice. Program sessions delivered by Principal Program Leaders and Teacher Program Assistants will continue throughout the 2001-2002 school year.</p>					

Ile.	<i>Increase the number of educationally productive partnerships with the community.</i>	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
Action Step:						
	<p>1. Increase the number of business/industry partnerships through the private match funds if the included businesses are in each of the five key industries of the One Community One Goal® Annenberg Grants and add them to Dade Partners roster.</p> <p>Proof of Completion: Using Dade Partners computerized directory of business partners, add the identified One Community One Goal® business/industry partners included in the donations for the “private match” of each of the five key industries.</p>	Particia F. Vegnani One Community One Goal®	07/00	07/04	No	Less than 50% completed
Progress: List of industry partners being made up. Have met with Dade Partners to add to the database.						
	<p>2. Set up regional small breakfast meetings with regional business leaders. Superintendent will ask for top 3 priorities from regional leaders. In turn, Superintendent will request their involvement as Dade Partners.</p> <p>Proof of Completion: At least 4 breakfast meetings will be held. Partnership sign up will be tracked. Numbers to increase.</p>	Linda Brown Bureau of Community Services	09/00	06/01 06/02	No	Not initiated
Progress: Due to a lack of funding through the corporate sector, progress of this activity to date is that a tentative group of business leaders have been identified. When all funding is secured, project will proceed on a revised time line of June 2002.						
	<p>3. <u>Dade Partners Marketing Campaign</u> "Its our Business" will provide more effective communications with existing and prospective partners.</p> <p>Proof of Completion:</p> <p>A. Newsletters published four times a year.</p> <p>B. Partnerships increased in targeted industries and overall partners.</p> <p>C. Website will be established.</p> <p>D. Speakers Bureau will be established and at least a dozen speaking engagements will be booked.</p>	Linda Brown Bureau of Community Services	10/00	07/01	\$15,500	Less than 50% completed

Ile.	<i>Increase the number of educationally productive partnerships with the community.</i>	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
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	<p>Progress: Funding was not provided in 2000-2001 budget to produce quarterly newsletter. Web site design is in process as well as formation of a Dade Partners speakers group to promote the program. Overall, partnerships increased from 2,800 to 2,983 with monetary donations of \$6.1 million and in-kind services estimated at \$77.2 million.</p>					
4.	<p>Targeted recruitment of new businesses in the key industries as identified by One Community One Goal®.</p> <p>Proof of Completion: Increased number of partners within key industries as identified from database.</p>	Linda Brown Bureau of Community Services	10/00	06/03	\$15,000	Less than 50% completed
	<p>Progress: Funding was not provided in 2000-2001 budget to facilitate in industry/trade associations. However, districtwide database was converted to an intranet system which will provide all work locations with data entry and retrieval of their Dade Partners. Industry types are being changed for 2001-2002 to align with OCOG. Overall, partnerships increased from 2,800 to 2,983 with monetary donations of \$6.1 million and in-kind services estimated at \$77.2 million.</p>					

Ilf.	<i>Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.</i>	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	Action Step:					
	1. Identify and replicate successful school programs which support two-way meaningful home-school communication, shared decision-making, and advocacy. Proof of Completion: Documentation of program implementation at each school.	Linda Brown Parent Participation	04/00	01/01	No	Less than 50% completed
	Progress: Parent surveys have been completed and returned. They will be tabulated in July and August, 2001. After tabulations are finished, a final report will be completed and submitted.					
	2. Coordinate parent involvement activities from throughout the school system into a single department. Proof of Completion: Completion of reorganization.	Linda Brown Parent Participation	07/00	07/01	\$50,000	Not initiated
	Progress: Not Applicable - Funding was not provided to implement this Action Step.					
	3. Coordinate parent involvement activities, communication, and training at every school site. Proof of Completion: Parent liaison identified, action plan completed in every school.	Linda Brown Parent Participation	01/01	06/03	\$15,000	Not initiated
	Progress: Not Applicable - Funding was not provided to implement this Action Step.					
	4. Provide coordinated opportunities for parent education throughout the district. Proof of Completion: Increase attendance at parent education opportunities from 1,000 in 1999 to 3,000 in 2004.	Linda Brown Parent Participation	07/00	06/04	\$10,000/ per year	Not initiated
	Progress: Not Applicable - Funding was not provided to implement this Action Step.					

Ilg.	<i>Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community.</i>	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	Action Step:					
	1. Application for Expansion of 21 st Century Community Learning Centers. Proof of Completion: A formal evaluation is included for each Community Learning Center.	Manny Gonzalez Div. Of Community Education Estrella Diaz Div. Of Community Education	07/00	06/03	No	Less than 50% completed
	Progress: The 21 st Century Community Learning Center grant was awarded to North County Elementary Community School. Funding will be available in August 2001.					
	2. Development of neighborhood needs assessment. Proof of Completion: Report will be provided and action taken at each school to address identified needs.	Manny Gonzalez Div. Of Community Education Estrella Diaz Div. Of Community Education	02/00	06/01	Yes (varies by site)	Completed
	Progress: Formal needs assessments were conducted at all community schools during the 2000-2001 school year.					
	3. Incorporate health, social, and human services through Full Service Schools within the Community Schools. Proof of Completion: A. Documented services will be expanded as needed within established community schools. B. Participation at sites will increase. C. Access to services will increase.	Manny Gonzalez Div. Of Community Education Estrella Diaz Div. Of Community Education	01/00	06/05	No	Less than 50% completed
	Progress: Currently 23 agencies are providing services at our community schools. Formal and informal needs assessments are used to identify the needs of the community. Additional services will be offered based on those needs and affiliation with service providers.					

**GOAL III: EFFECTIVE MANAGEMENT PRACTICES
SUMMARY OF ATTAINMENT STATUS**

Goal III: Efficient Management Practices Summary of Attainment Status

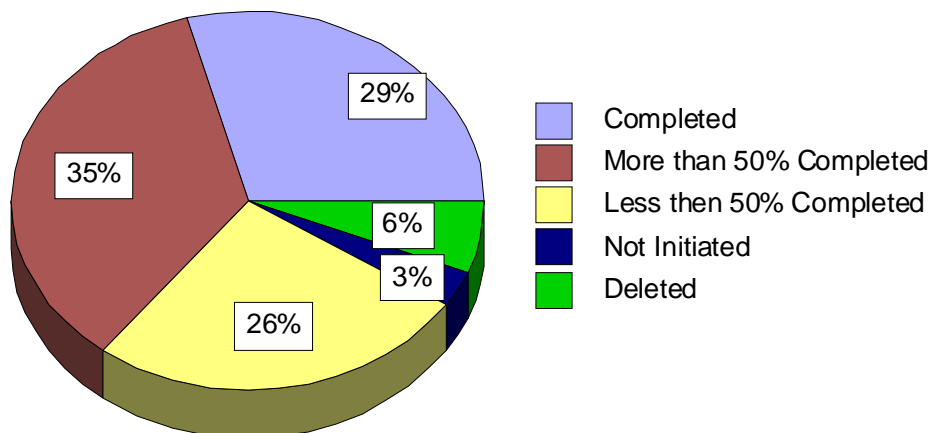
Action Steps

Staff developed a total of 32 action steps under Goal III: Efficient Management Practices. Of these action steps, 31 or 97 percent were to start during 2000-01 and nine were to be fully completed by the end of 2000-01. Aggregated results from the end-of-year *Action Step Progress Form* depicted in Table 8, indicate that nine or 29 percent of the action steps were fully completed during 2000-01. Of the remaining action steps, 11 or 35 percent were rated as “more than 50% completed,” 8 or 26 percent were rated as “less than 50% completed.” Of the nine action steps projected to be completed during 2000-01, only four or 44 percent were actually completed. The other five steps completed had completion dates after 2000-01 but were completed ahead of schedule. An additional three action steps were added to Goal III as staff completed the *Action Step Progress Form*, and two steps were deleted.

Table 8

Goal III: Efficient Management Practices
Status of Action Steps

Degree of Completion	Number	Percent
Completed	9	29
More than 50% Completed	11	35
Less than 50% Completed	8	26
Not Initiated	1	3
Added	3	--
Deleted	2	6



Objectives

The attainment status of an objective can be determined only if at least two years of data are available for the criterion measures used to measure attainment status for that objective. However, two years of data were available for only four of the 14 or 29 percent of the criterion measures. Therefore, the progress made toward attaining each of the Goal III objectives will not be included in this first Accountability Report since such a determination is premature at this time due to insufficient information. Considering the four criterion measures that did have at least two years of data, progress (↑) was made on one or 25 percent and a decline in performance (↓) was observed in one or 25 percent, and no discernable change (↔) was determined for 2 or 50 percent (Table 9).

Table 9

Goal III: Efficient Management Practices
Criterion Measures With at Least Two Years of Data

Attainment Status	Number	Percent
Progress (↑)	1	25
No Change (↔)	2	50
Decline in Performance (↓)	1	25

Goal III

The attainment status of a goal can be determined only if at least two years of data are available for the criterion measures used to judge attainment status of the objectives contained within the goal. However, two years of data were available for only four of the 14 or 29 percent of the criterion measures under Goal III. Therefore, the progress made toward attaining this goal cannot be determined in this first Accountability Report since a determination of this nature is premature at this time due to insufficient information. Such a determination will be included in the 2001-2002 *Accountability Report*.

**GOAL III: EFFECTIVE MANAGEMENT PRACTICES
STATUS OF CRITERION MEASURES**

Criterion Measures: Status 2000-2001

Goal III - Effective Management Practices: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency.

IIIa. Improve the financial planning and management process to ensure that resources are allocated and expanded according to district needs and priorities.

FINANCIAL MANAGEMENT

MEASURE DEFINED

A streamlined financial management process that includes maintenance of records, requires that the tools of the trade, (i.e., E-Commerce, credit cards), be made available to schools and various departments. On the budget side of financial management, a clear and concise list of priorities from each department that is tied to the Strategic Plan facilitates budget planning. Furthermore, alternative school allocation formulas would provide the flexibility needed in budgeting.

FINANCIAL MANAGEMENT

MEASURE	Baseline 2000-01
Number of offices/schools online for E-Commerce*	0
Purchase orders by Credit Card	\$750.00
Number of Cabinet members using Strategic Plan for budget development**	NA
Number of alternative school allocation formulas developed and approved**	NA

* E-Commerce capability has been delayed due to changes in the Request for Proposal and e-commerce infrastructure needs.

** Data are not available at this time.

NOTE: Comparison data will be available at a later date.

Source: Office of Budget Management

Criterion Measures: Status 2000-2001

Goal III - Effective Management Practices: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency.

IIIa. Improve the financial planning and management process to ensure that resources are allocated and expanded according to district needs and priorities.

CAPITAL OUTLAY PROJECTS

MEASURE DEFINED

Capital Outlay projects are projects where land is purchased, new schools and other buildings are constructed (including equipment), additions and renovations to existing structures are funded, etc. There are two main financial concerns: The primary measure concerns the number of projects that are completed within budget. The second measure is changes made to the approved plan. When changes are made, there are generally extra costs associated with these changes, and delays in completion. Change orders include errors, omissions, unforeseen items, or owner-requested items.

CAPITAL OUTLAY

MEASURE	Baseline 1999-00	2000-01	Status
Percent of Projects Completed Within Budget*	100%	100%	↔
Number of Change Orders Approved	18	36	↓
Percent of Change Orders Approved	2.46%	2.25%	↑

* Percent Within Budget includes 10% contingencies for additions/renovations and 5% contingencies for new construction.

Overall Attainment Status ↔

Source: Facilities Planning and Construction

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

Goal III - Effective Management Practices: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency.

IIIa. Improve the financial planning and management process to ensure that resources are allocated and expanded according to district needs and priorities.

NEW CONSTRUCTION

MEASURE DEFINED

New construction includes new schools and primary learning centers and other new facilities. Although there are several phases of new construction, the most important are the planning/design phase and the actual construction phase. The total average duration of new construction includes the planning and design phases, the actual construction, and the issuance of change orders.

AVERAGE DURATION

MEASURE	Baseline 1999-00	2000-01	Status
New Construction (including Plan & Design)	526 days	963 days	↓

NOTE: The average duration included projects constructed using design build and conventional type delivery systems. Although more projects were completed in 1999-2000 (9) compared to 2000-01 (7), the latter projects were larger (schools vs. learning centers).

Construction Projects

TYPE	99-00	00-01
PLC	4	
MLC	4	1
ELEM		3
MIDDLE	1	2
SENIOR		1

Source: Facilities Planning and Construction

Attainment Status: Degree to which the objective was achieved in the allotted time period.

↑ Progress ↔ No Change ↓ Decline

Criterion Measures: Status 2000-2001

Goal III - *Effective Management Practices*: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency.

IIIb. Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.

ADDITIONS AND RENOVATIONS

MEASURE DEFINED

Addition and renovation projects are complex projects with multiple phases. Only projects of \$500,000 or more are included in this criterion measure. Historically, the average duration for additions and renovations has surpassed that of new construction. Furthermore, the number of additions and renovations far surpasses the number of new construction projects.

AVERAGE DURATION

Project Phase	Baseline 2000-01
Plan & Design	
Construction	
TOTAL	1630 days

NOTE: Represents three large projects.

NOTE: Comparison data will be available at a later date.

Source: Facilities Planning and Construction

Criterion Measures: Status 2000-2001

Goal III - *Effective Management Practices*: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency.

IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.

PURCHASE ORDERS

MEASURE DEFINED

Purchase orders need to be processed before they are completed. By minimizing data entry and expediting the printing of orders, the whole process can be streamlined. For orders under \$300.00, electronic filing has been encouraged. The data depicts both the number of orders under \$300.00 electronically filed and is expressed as a percent of the total orders processed.

PURCHASE ORDERS PROCESSED

MEASURE	Baseline 1999-00
Number of purchase orders under \$300 that have been electronically filed	30,833
As a percent of total orders processed	30%

NOTE: Comparison data will be available at a later date.

Source: Bureau of Procurement and Materials Management

Criterion Measures: Status 2000-2001

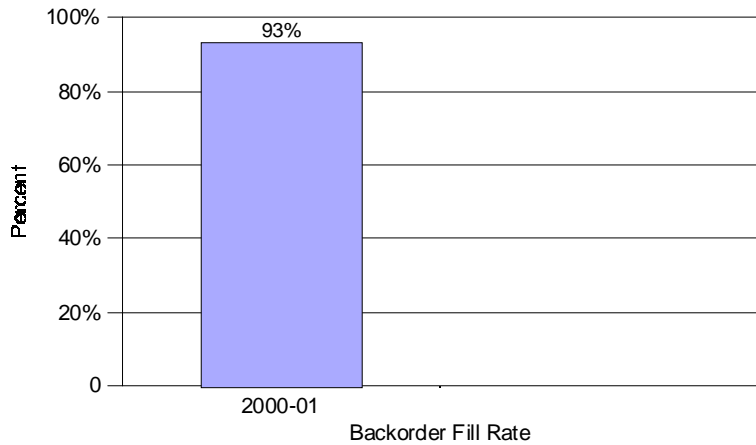
Goal III - Effective Management Practices: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency.

IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.

BACKLOG OF UNDELIVERED MATERIALS

MEASURE DEFINED

Fill rate is the difference between items requested and delivery of these items. This rate is calculated monthly and can range from 87% in September to 97% at the end of the school year in May. This fill rate has been calculated for the fiscal year 2000-2001.



DELIVERING CLASSROOM MATERIALS

MEASURE	Baseline 2000-01
Line items requested	182,988
Line items filled	170,158
Total backorders	12,830
Total backorder fill rate	93%
Percent of customers satisfied with completeness of shipments (based on survey)	94%
Surplus pick-ups cycle time	30 days
User satisfaction with surplus pick-ups	79%

CAVEAT

New legislation created an increase in workload for the department. Approximately \$900,000 textbooks a week were delivered to schools during the first few weeks while trying to also supply food service products and other necessary items.

NOTE: Comparison data will be available at a later date.

Source: Procurement and Materials Management

Criterion Measures: Status 2000-2001

Goal III - *Effective Management Practices*: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency.

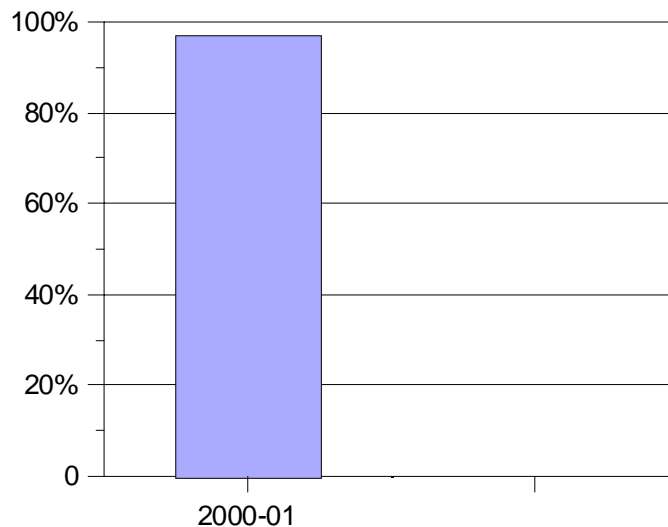
IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.

STORES AND MAIL DISTRIBUTION SURVEY

MEASURE DEFINED

During May 2000, a Stores and Mail Distribution Survey was distributed to all locations. About 220 locations responded to the survey. During 2000-2001 staff implemented significant changes such as service teams ("Team Concept") in order to provide an acceptable level of service.

Percent Satisfied With Service



SURVEY RESULTS

MEASURE	Baseline 2000-01
Percent of respondents satisfied with timeliness of deliveries	
...with team service	87%
...without team service	67%

CAVEAT

It should be noted that, between 1996 and 2001, the district added 56 new sites but did not add additional personnel to service these sites.

NOTE: Comparison data will be available at a later date.

Source: Procurement and Materials Management

Criterion Measures: Status 2000-2001

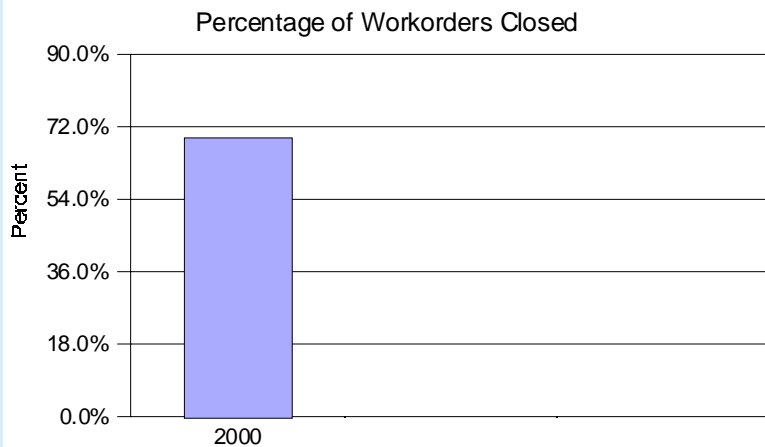
Goal III - *Effective Management Practices*: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency.

IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.

WORK ORDERS

MEASURE DEFINED

Work orders are requests for repairs, maintenance, and other services which impact the operations of a building/school/facility. The most direct measure of effectiveness would be the average time between the request and its' completion. Unfortunately, these data are not available in a format that can be clearly tracked. An indirect measure that is also used, is the percentage of work orders completed within a period of time (annually in this case). The table and the accompanying graph depict this information. It should also be noted that some management systems impute the work orders that are not closed as deferred maintenance. In other words, open work orders are considered as part of the budget's liabilities, rather than an unfinished maintenance task.



STATUS

Measure	Baseline 2000-01
Percentage of work orders closed	69.5%

NOTE: Comparison data will be available at a later date.

Source: Maintenance and Operations

Criterion Measures: Status 2000-2001

Goal III - *Effective Management Practices*: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency.

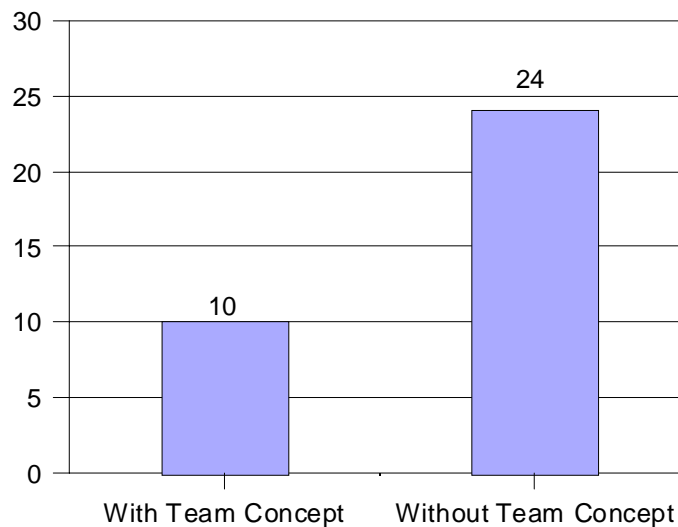
IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.

AVERAGE DELIVERY TIME OF CLASSROOM MATERIALS

MEASURE DEFINED

Faster delivery of routine supplies is important to school-site personnel. Accordingly, Stores & Mail Distribution staff implemented a "Team Concept" during 1998. This system assigns a two-person team to service all the schools on a route with everything for the school: stock items as well as cafeteria supplies and textbooks. Eight teams currently service 232 sites.

Delivery Time In Days



WORK ORDER STATUS

	Baseline 2000-01
Average Delivery Time	
"Team Concept" services	10 days
Without "Team Concept" services	24 days

NOTE: Comparison data will be available at a later date.

Source: Procurement and Materials Management

Criterion Measures: Status 2000-2001

Goal III - *Effective Management Practices*: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency.

IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.

TRANSPORTATION

MEASURE DEFINED

As part of the effort to improve the safety of bus transportation services, space needs for Pre-K students were addressed. Seatbelts have been installed and decals placed above the seats to designate them as Pre-K ready seats. Full implementation of this procedure began in fall 2001. Another major consideration of transportation is the efficiency of mechanical repairs. In order to gauge repair times, an average repair time for several repair categories is being ascertained. Data will not be available until 2001-02. Communication and staff training are also priorities for transportation, and both are being upgraded at this time. The appearance of the school bus fleet has also been an issue. During the first year of the plan, an appearance rating system was initiated. An evaluation was performed on all buses purchased between 1990 and 1996. Results of the evaluation are provided below.

VEHICLE MAINTENANCE

Measure	Baseline 1999-00
Average completion time of repairs and return to service*	NA
Evaluation of appearance of 1990-96 buses:	
Acceptable	12%
Need light touch-up paint job	3%
Need partial paint job	51%
Need complete paint job	34%

NOTE: Comparison data will be available at a later date.

* Data are not available at this time.

Source: Department of Transportation

Criterion Measures: Status 2000-2001

Goal III - Effective Management Practices: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency.

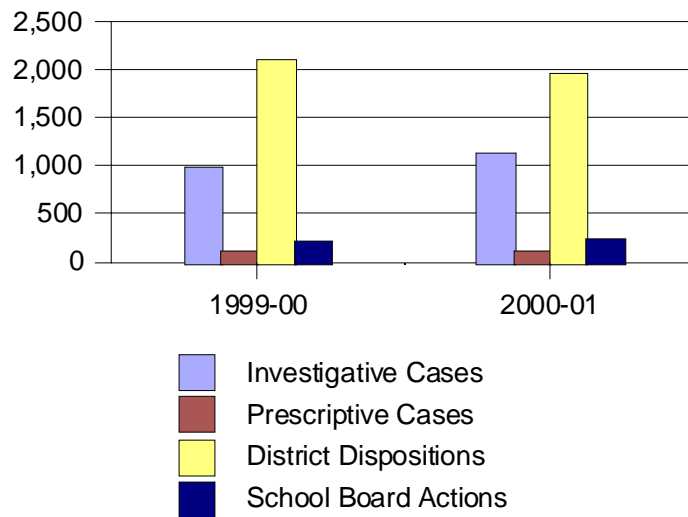
IIId. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.

PERSONNEL DISCIPLINARY ACTIONS

MEASURE DEFINED

The Annual Report of Employment Actions developed by the Office of Professional Standards indicates the total number of investigative and fact-finding cases and performance assessment cases. It also includes data relative to the number of District level dispositions and personnel employment actions referred for School Board action. Of those referred for School Board action, all have passed legal scrutiny and have withstood grievance procedures. Requests for legal review are made prior to personnel employment actions being referred for School Board action.

Personnel Actions



PERSONNEL ACTIONS

MEASURE	Baseline 1999-00	2000-01	Attainment Status
Investigative and fact-finding cases	987	1,122	↑↑
Personnel in prescriptive status for performance deficiencies	109	110	↑↑
District level dispositions of reported incidents/issues	2,100	1,964	↓↓
Personnel employment actions referred for School Board action	218	244	↑↑

Overall Attainment Status



Source: Personnel Management and Services

Attainment Status: Degree to which the objective was achieved in the allotted time period.

↑↑ Progress ← No Change ↓ Decline

Criterion Measures: Status 2000-2001

Goal III - *Effective Management Practices*: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency.

IIId. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.

NEW TEACHER ASSESSMENT AND EVALUATION - PACES APPROVED BY FDOE

MEASURE DEFINED

Survey research conducted during the 1999-00 and 2000-01 school years was evaluated and reports were submitted to the Joint Committee on Standards for Educational Evaluation. Results were included in the June 2001 report to the Florida Department of Education (FDOE). PACES has received unconditional approval by the FDOE.

PACES EVALUATION

	Baseline 1999-00
Teachers' Perceptions	
Percent interviewed who were of the opinion that PACES would considerably/somewhat enhance student's learning	78%
Percent who believe PACES establishes reasonable expectations	73%
Percentage who believe PACES requires a lot/some inservice training	93%
Percentage who believe the importance of in-service for professional growth	91%
Percentage very/somewhat confident of attaining PACES standards	91%

NOTE: Comparison data will be available at a later date.

Source: Office of Professional Standards

Criterion Measures: Status 2000-2001

Goal III - *Effective Management Practices*: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency.

IIId. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.

EVALUATION SYSTEM FOR SCHOOL SUPPORT PERSONNEL

UPDATE

The data are unavailable at this time because the document is a draft template for the development of PACES assessments and evaluations for all M-DCPS Certificated School Support/Resource Personnel (SSRP). Until the new PACES SSRP forms are approved for official use in M-DCPS by the M-DCPS/UTD Joint Committee and the Miami-Dade County Public Schools School Board, school support and resource personnel will continue to be evaluated annually using the Teacher Assessment and Development System (TADS).

Source: Office of Professional Standards

Criterion Measures: Status 2000-2001

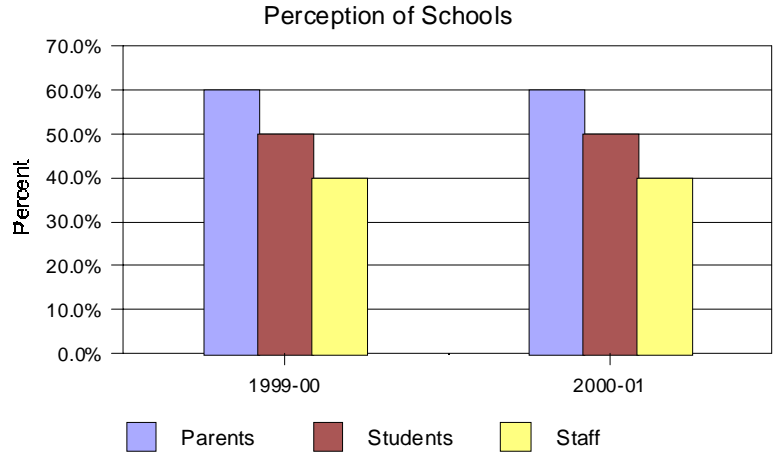
Goal III - Effective Management Practices: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency.

IIIe. Improve the perception of Miami-Dade School District for various stakeholders.

SCHOOL CLIMATE SURVEY

MEASURE DEFINED

The School Climate Survey is administered annually to gather information on the perceptions that students, their parents, and school staffs hold concerning their schools. On average, the survey is distributed to approximately 85 thousand parents, 60 thousand students, and 21 thousand staff each year.



Percent of parents, students, and staff rating schools as A or B

INTERPRETATION

Climate ratings were stable for the past two years. The three groups surveyed appear satisfied with their schools as they tended to provide overall modal grades of "B" to "B-".

SCHOOL CLIMATE RESULTS

	Average Grade		Attainment Status
	Baseline 1999-00	Year 1 2000-01	
Elementary			
Parent	B	B+	↑
Student	B	C	↓
Staff	B	B	↔
Middle			
Parent	B-	B-	↔
Student	C	C	↔
Staff	B-	B-	↔
Senior			
Parent	B-	B-	↔
Student	C	C+	↑
Staff	B	B-	↓

Overall Attainment Status ↔

Source: Department of Research Services

Attainment Status: Degree to which the objective was achieved in the allotted time period. ↑ Progress ↔ No Change ↓ Decline

**GOAL III: EFFICIENT MANAGEMENT PRACTICES
STATUS OF ACTION STEPS**

Goal III: Efficient Management Practices

Focus: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency.

Objectives:

IIIa.	Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities.					
	Action Step:	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	<p>1. Improve coordination between the development of the school district budget and the District Strategic Plan.</p> <p><i>Revised</i> Proof of Completion: A majority of positive responses to a survey of the Cabinet regarding adequacy of relationship between the District Strategic Plan and budget development. <i>Approval by the Superintendent and, subsequently, the School Board proposed changes to the strategic planning and budget development processes and timetables by September 30, 2002. Implementation during FY 2002-03 for FY 2003-04 budget.</i></p>	<p>Stanley R. Corces Office of Budget Management</p> <p>Dale Romanik Department of Research Services</p>	03/00	07/01 9/02	No	N/A
<p>Progress: <i>Change end date to September 30, 2002. Will develop new budget request forms by November 15, 2001</i></p> <p>NOTE: <i>Changes proposed due to pending OPPAGA report and M-DCPS administrative reorganization.</i></p>						
	<p>2. Office of Budget Management staff will develop alternative school allocation formulas for consideration by the Superintendent of Schools and the Cabinet.</p> <p><i>Revised</i> Proof of Completion:</p> <p>A. Submission of recommendation to the Superintendent and Cabinet (Spring 2001)</p> <p>B. Implementation of approved recommendations into CASAS (Spring 2002)</p>	Stanley R. Corces Office of Budget Management	10/00	3/02 3/03	No	Less than 50% completed

IIIa.	Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities. (Continued)	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
<p>Progress: Staff has developed a conceptual framework for how the new allocation system would work. We still need to simulate the affect on individual schools and convene a small group of principals to critique the proposal prior to presenting it to Cabinet.</p> <p><i>Change end date to March 2003, to be implemented for 2003-04, if change is authorized.</i></p>						
3.	<p>E-Commerce - Increase single purchase transaction limit, as well as monthly activity limit to maximize the purchasing credit card program benefits within Board Rule constraints.</p> <p>Proof of Completion: After testing and piloting phase, full implementation is expected districtwide by start of new school year.</p>	Connie Pou Office of the Controller	01/99*	8/00	No	More than 50% completed
<p>Progress: *Testing and piloting phase is still in process. Full implementation is expected to occur during fiscal year 2001-2002. Contributing factors affecting districtwide implementation include: changes initiated by First Union Bank in the file format used in the transmission process requiring modifications to our system, staff turnover, and maternity leave of a key staff member overseeing this project has delayed the project beyond expected completion date.</p> <p>To further promote the use of purchasing credit card, the threshold for issuing purchase orders has been increased from \$500.00 to \$750.00 effective July 1, 2001.</p>						
4.	<p>Expand E-Commerce to the schools through Centralized Banking, whereby electronic links will be established for deposits, disbursements, investments processing and reconciliation of Internal Fund financial activities.</p> <p>Proof of Completion: Implementation of automated on-line system that will process and reconcile the aforementioned processes at the school site.</p>	Connie Pou Office of the Controller Eduardo A. Alfaro Office of Treasury Management	09/00	09/01	\$80,000	Deleted
<p>Progress: A Request for Proposal (RFP) for centralized banking, whereby electronic links will be established for deposits, disbursements, investments, and reconciliation of Internal Fund financial activities, will be issued upon determining the specific requirements needed to interface with the Treasury Workstation. Although it was originally planned that a combined RFP would be a good approach, meetings and discussions among the committee have determined that the specific needs of Internal Funds transactions would require a more customized system. As a result, the RFP for the District's Treasury Workstation will be issued first. Since both systems must be compatible, further research to ensure functionality will continue before the RFP for Centralized Banking is completed.</p>						

IIIa.	Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities. (Continued)	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
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Rationale: Due to funding issues, this step cannot be completed as written.

<i>Deleted</i>	<p>5. Interactive Voice Response (IVR) System for employee/vendor/outside inquiries regarding payroll, payroll deductions, accounts payable, and other applications within the district, as well as to disseminate information. Currently, IVR is used for employment verification.</p> <p>Proof of Completion: Implementation will occur in stages until all departments/sections initially identified become operational. Expansion to other applications will occur as they are identified.</p>	Connie Pou Office of the Controller	03/00	09/00	\$75,000	Deleted
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Progress: ~~A Request for Proposal (RFP) for Interactive Voice Response was issued in the fall of 2000. The responses received from vendors did not meet the specific needs of the district; therefore, the committee voted to reject the proposals. Additionally, during the meetings the review committee determined that additional enhancements were needed to improve the system. During fiscal year 2001-2002, the Office of the Controller, in conjunction with the Office of Information Technology, and the Office of Procurement Materials Management will work on developing a RFP that will meet the current needs of the district.~~

Rationale: Due to funding issues, this step cannot be completed as written.

<i>New</i>	<p>6. <i>Provide direction to higher levels of operational/organizational/achievement performance to school sites and district/region offices electing to use the Sterling Criteria for Organizational Performance Excellence (SCOPE) to apply for the Sterling Challenge or the Governor's Sterling Award.</i></p> <p>Proof of Completion: <i>School sites and district and region officer electing to use the Sterling Criteria for Organizational Performance Excellence to apply for the Sterling Challenge or the Governor's Sterling Award will be provided with technical support such as workshops and consultations.</i></p>	<i>Dr. Eduardo R. Rivas Office of Educational Planning and Quality Enhancement</i>	<i>07/01</i>	<i>06/05</i>	<i>None</i>	<i>N/A</i>
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Progress: Not Applicable - Begins in second year of plan.

IIIb.	<i>Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.</i>					
	Action Step:	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	<p>1. Facilities Planing & Construction shall streamline review process and create procedures that will expedite timely completion of Design & Construction milestones. Staff shall explore and implement project delivery systems that compliment the different types of construction work. Staff shall also provide better enforcement of contract requirements that govern project scheduling, time extensions, and liquidated damages.</p> <p>Proof of Completion: Staff will determine success by determining the percentage of projects completed on time.</p>	Suzanne Marshall Facilities Planning & Construction	09/00	08/01	No	More than 50% completed
Progress: Not provided by responsible office.						

IIIc.	Improve the delivery of services such as maintenance, classroom materials, and transportation.	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	Action Step:					
	<p>1. Cost-effective energy conservation measures (ECMs) will be implemented at 27 schools using Guaranteed Energy Performance Contracting (GEPC).</p> <p>Proof of Completion: Reductions in energy and utilities consumption will be quantified in accordance with a measurement and verification protocol included in the district's contract with the ESCOs.</p>	Jaime G. Torrens Division of Safety, Energy, Communications & Fiscal Management	07/00	07/01	No	More than 50% completed
	Progress: The planned scope-of-work was reduced to 17 schools due to funding limitations. Contracts have been executed and installation of energy conservation measures is in progress.					
	<p>2. Evaluation of the districts' electronic procurement system to identify trends and best practices, and provide enhanced procurement solutions.</p> <p>Proof of Completion: Consultant will provide detailed turn-key proposed solutions with recommended timelines for implementation.</p>	Dr. Rose Barefield-Cox Bureau of Procurement & Materials Management	07/00	12/02	Yes - Unknown	More than 50% completed
	Progress: Bid automation system has been completed and is being tested at this time for implementation by August 2001. Possible enhancements include spell and grammar check on web-based bid automation system. System was developed by District staff and outside programmers/consultants.					
	<p>3. Automate the issuance of purchase orders for stock items less than \$300. The threshold will be increased to \$2,999.99, minimizing data entry of orders, and expediting the printing of orders.</p> <p>Proof of Completion: A computerized printout listing pending purchase orders awaiting release.</p>	Dr. Rose Barefield-Cox Bureau of Procurement & Materials Management	08/00	06/01	No	Completed
	Progress: MSAF system was modified to allow for automatic processing of purchase orders under \$3,000. Orders go into ready for print status and are released after review by buyer.					

IIIc.	Improve the delivery of services such as maintenance, classroom materials, and transportation. (Continued)	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	<p>4. Material Acquisition and Transport Specialists (MA&TS) will deliver Maintenance Zone Mechanic materials daily to schools with requirements. School personnel will receive materials upon arrival.</p> <p>Proof of Completion: All deliveries will be recorded on a daily basis. There should be no back log of undelivered materials.</p>	Dr. Rose Barefield-Cox Bureau of Procurement & Materials Management	07/00	06/01	No	Completed
	<p>Progress: Material requirements are planned, scheduled, and pre-picked for delivery per Zone Mechanic status log. All deliveries are current. Non-stock materials are ordered, received, and delivered per Zone Mechanic schedule. Task is ongoing.</p>					
	<p>5. Review and revise Miami-Dade County Public Schools prototypical list for all schools. This includes verification of current vendor, price, description and Bid information. Ensure that items are listed in the prototypical by the manufacturer's name and model to allow for competitive cost analysis by several vendors.</p> <p>Proof of Completion: Every prototypical list will be reviewed and updated with the most current information as to manufacturer, model number, vendor, price, and bid number.</p>	Dr. Rose Barefield-Cox Bureau of Procurement & Materials Management	06/00	06/04	No	Less than 50% completed
	<p>Progress: Significant progress has been made this year in the Review and Revisions of the Miami-Dade County Public Schools Prototypical List. Over 200 of the more than 1,000 prototypical list items have been updated as to current vendor, price, and description.</p>					
	<p>6. Improve the delivery of classroom materials by reducing the time between cycles.</p> <p>Proof of Completion: Evaluations will be done by comparison of time between deliveries (pre-team versus team), size of orders, and customer satisfaction as indicated on the Stores and Mail Distribution yearly survey.</p>	Dr. Rose Barefield-Cox Bureau of Procurement & Materials Management	09/00	11/04	No	More than 50% completed
	<p>Progress: Eight of the thirteen routes have been converted to teams and are receiving improved delivery cycles. However, the last five routes cannot be converted to team routes because the open positions have been frozen.</p>					

Illa.	Improve the delivery of services such as maintenance, classroom materials, and transportation. (Continued)	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	<p>7. Improve the efficiency of mechanical repairs to school bus and service vehicle fleets which results in a more efficient repair and quicker return to service.</p> <p>Proof of Completion: Once the evaluation is completed, a standard operating procedure will be developed to establish labor time guidelines for mechanical repairs. At the end of the period, an analysis of labor hours per repair will determine improvement to completion time of repairs.</p>	<p>Eddie T. Pearson School Operations</p> <p>Jerry Klein Dept of Transportation</p>	10/00	05/02	No	More than 50% completed
<p>Progress: Labor times for various mechanical repairs have been collected from our nine maintenance facilities. Labor times are being compiled into one document and will be divided into various mechanical systems. A Standard Operating Procedure is being developed concerning use of the labor guide. No additional funds are required.</p>						
	<p>8. Improve safety of the interior seating compartment on school buses.</p> <p>Proof of Completion: Compliance on Pre-K issues will be evaluated each year during the October FEFP Survey period.</p>	<p>Eddie T. Pearson School Operations</p> <p>Jerry Klein Dept of Transportation</p>	06/00	06/04	\$250,000	More than 50% completed
<p>Progress: We have identified the first four seats, excluding seats with emergency windows, on the right and left sides of the bus that meet the minimum and maximum for Pre-K seating. The center to center spacing method was used to determine the proper seat spacing. Regional transportation center directors provided an estimated number of Pre-K seats needed on each bus. A chart was created showing the location of the Pre-K seats. Seatbelts have been installed and decals placed above the seats indicating Pre-K ready seats. Standard Operating Procedures have been developed and appropriate staff training has been provided. Full implementation will be initiated for the fall 2001 school year with completion prior to the October 2001 FEFP Transportation Survey.</p>						
	<p>9. Improve appearance of school bus fleet.</p> <p>Proof of Completion: A rating system will be established to determine the initial condition of the buses. The fleet will be rated annually to determine the extent of the improvements.</p>	<p>Eddie T. Pearson School Operations</p> <p>Jerry Klein Dept of Transportation</p>	08/00	05/04	\$400,000	More than 50% completed
<p>Progress: A Standard Operating Procedure (S.O.P) has been created to determine the condition of the buses. During the months of July and August 2001, an evaluation of the initial condition of 1990 through 1996 school buses is being performed. The data received will be analyzed. A plan, based on fleet condition, anticipated growth, and future bus purchases will be established. During the 2000-01 school year, a school bus washing schedule was implemented which assisted in improving the fleet appearance. Funds have been requested to install three new automated bus wash systems.</p>						

IIIc.	Improve the delivery of services such as maintenance, classroom materials, and transportation. (Continued)	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	<p>10. Improve the transportation facilities and working conditions.</p> <p>Proof of Completion: An annual review of each center concerning implementation and use of newly refurbished facilities and use of voice and data systems, including access to Wide Area Network and Local Area Network, will be conducted.</p>	<p>Eddie T. Pearson School Operations</p> <p>Marta Leyva School Operations</p> <p>Jerry Klein Dept of Transportation</p>	04/00	06/03	To be determined	More than 50% completed
	<p>Progress: 1. A facility review committee was formed to conduct evaluations of existing facilities and to make necessary recommendations for improvements to working conditions. Five of the seven centers have been evaluated. During the current fiscal year, construction on the new John Schee center has been initiated and is scheduled for completion in summer of 2002. A meeting to select design criteria professional firm for building a replacement for Central West center has been scheduled for July 20, 2001.</p> <p>2. A survey of existing voice and data systems at all transportation centers was completed by May 2001. To date, a new telecommunications system has been installed at the Northeast Center. Proposals to upgrade telephone systems at North and Northwest have been received and partial funding has been secured for both sites. Projects will be completed during the 2001-02 fiscal year.</p> <p>3. All regional transportation centers have been given access for Wide Area Network. A Local Area Network has been established at the central administrative complex. Most CRTs have been replaced. The replacement of remaining CRTs has been budgeted for 2001-02 fiscal year. The project will be completed by March 2002.</p> <p>4. The funding for the remaining replacement of furniture for all centers was submitted as a budget request for fiscal year 2001-02. Furniture replacement will be completed during 2001-02 fiscal year.</p>					
	<p>11. Improve the perception of professionalism in services provided by the Department of Transportation. Administrators will assess staffs' need for improvement and select various seminars, conferences, and district training sessions.</p> <p>Proof of Completion: Regional Directors will ensure that each staff member receives appropriate training and will determine progress as part of annual review individually tailored for each employee.</p>	<p>Eddie T. Pearson School Operations</p> <p>Marta Leyva School Operations</p> <p>Jerry Klein Dept of Transportation</p>	10/00	06/01	\$30,000	More than 50% completed
	<p>Progress: Staff members have attended the following seminars: Humor in the Workplace, Coaching and Team Building Skills, How to Design Training Program, Excelling as First Time Supervisor, Conflict Resolution, Confrontation, and Business Writing. Seminars planned for the remainder of this year are: Conquering Workplace Negativity, Problem Solving and Proactive Thinking, and Professional Image.</p>					

IIId.	Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	Action Step:					
	1. The Office of Professional Standards will compile and disseminate procedures and sample forms to effect the implementation of due process for all personnel. Proof of Completion: Site disciplinary actions rising to a level of district employment action will be reviewed for competency and completeness by the Office of Professional Standards staff.	Mr. Nelson E. Diaz Personnel Management & Services Dr. Joyce Annunziata Office of Professional Standards	09/00	08/01	No	Completed
	Progress: The Professional Standards Manual 2000-2001 was distributed to each work location prior to the opening of the 2000-2001 school year. This procedures manual is accessible to administrators through the OPS website. Meetings were held for region and district office personnel directors in order to disseminate information relative to the manual and its contents for forthcoming meetings at region and district offices.					
	2. Monitor all performance appraisals and evaluations for district personnel and ensure that evaluations of performance falling below standard are undertaken in accordance with district and contractual policies/practices throughout the five years of the District Strategic Plan 2000-2005. Proof of Completion: Resulting employment actions will pass legal scrutiny and withstand grievance procedures.	Mr. Nelson E. Diaz Personnel Management & Services Dr. Joyce Annunziata Office of Professional Standards	09/00 07/01	08/01 06/05	No	Completed
	Progress: The Office of Professional Standards administrators assigned to each region and district office met with personnel directors and appropriate site administrators on a monthly basis to review, advise, and monitor each employee experiencing performance difficulties.					
	3. Administrators and teachers will engage in professional development programs through the Miami Virtual Campus to advance skills and ensure understanding to district, state, federal, and contractual requisites. Proof of Completion: A minimum of 15 professional growth programs per region/district office will be recorded each year by the Office of Professional Standards.	Mr. Nelson E. Diaz Personnel Management & Services Dr. Joyce Annunziata Office of Professional Standards	09/00	08/01 06/05	\$50,000	Less than 50% completed
	Progress: Due to technical difficulties with the software used to create online professional development program, administrators and teachers did not have the opportunity to engage in programs to advance skills. Presently, two courses have been added to the Virtual Campus and are available for use by teachers and administrators. Other courses are being prepared for conversion to the Virtual Campus; therefore, an end date of June 2005 will be required.					

IIIId.	Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities. (Continued)	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
<i>Revised date</i>	<p>4. Conduct research studies on the effectiveness of the new teacher assessment and evaluation system in order to obtain approval from the Florida Department of Education in accordance with statutory requirements.</p> <p>Proof of Completion: Reports that address reliability and validity of the evaluation system will be submitted for review by the Joint Committee on Standards for Educational Evaluation and approval from the Florida Department of Education will be obtained.</p>	<p>Mr. Nelson E. Diaz Personnel Management & Services</p> <p>Dr. Joyce Annunziata Office of Professional Standards</p>	09/00	08/01 06/05	\$50,000	Completed
	<p>Progress: Research conducted during the 1999-2001 school years was evaluated and reports were submitted for review to the Joint Committee on Standards for Educational Evaluation. Results of the reports were included in the June 2001 report to the Florida Department of Education (FDOE). PACES has received unconditional approval by the FDOE in September 2001. Further research studies will be required after full implementation of the PACES throughout the district and for the Certificated School Support Resource Personnel developed 2001-2002; <i>therefore, an end date of June 2005 will be required.</i></p>					
	<p>5. Develop assessment and evaluation instruments in accordance with statutory requirements for support personnel, i.e., counselors, media specialists, speech/language pathologists, and social workers.</p> <p>Proof of Completion: The evaluation system will be disseminated for pilot and research studies <i>during 2001-2002.</i></p>	<p>Mr. Nelson E. Diaz Personnel Management & Services</p> <p>Dr. Joyce Annunziata Office of Professional Standards</p>	09/01	06/04	\$100,000	N/A
	<p>Progress: Not Applicable - Begins in second year.</p>					
<i>New</i>	<p>6. <i>The Office of Professional Standards will compile and disseminate procedures and sample forms to effect the implementation of due process for all personnel throughout the five years of the District Strategic Plan: 2000-2005.</i></p> <p>Proof of Completion: <i>Site performance concerns rising to a level of district employment action will be reviewed for competency and completeness by the Office of Professional Standards staff.</i></p>	<p>Mr. Nelson E. Diaz Personnel Management & Services</p> <p>Dr. Joyce Annunziata Office of Professional Standards</p>	07/01	06/05	None	N/A
	<p>Progress: Not Applicable - Begins in second year.</p>					

IIIe.	Improve the perception of the Miami-Dade School District for various stakeholders.	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	Action Step:					
	1. Create new corporate logo for Miami-Dade County Public Schools. Proof of Completion: A logo design will be in hand.	Jeff Ronci Marketing & Public Relations	04/00	12/00	No	Completed
Progress: Competition for Miami advertising professionals; official judging and unveiling; development of graphic standards package with prototype of letterhead, business cards, and envelopes, logo availability through website.						
	2. Publish superintendent's annual report (print and electronic versions). Proof of Completion: When publication is in hand.	Jeff Ronci Marketing & Public Relations	06/00	08/00	\$2,000	Completed
Progress: Print version published August 18, 2001; electronic version posted on district's online press room (www.dadeschoolsnews.net).						
	3. Recruit alumni as district ambassadors and showcase most distinguished alumni. Proof of Completion: Increase the number of school volunteers identified as M-DCPS alumni.	Jeff Ronci Marketing & Public Relations	06/00	07/05	To be determined	Less than 50% completed
Progress: <ul style="list-style-type: none"> ▶ Comprehensive campaign to showcase distinguished alumni and their most influential teachers conceived ▶ Implementation deferred until September 2002, as campaign scope has grown ▶ Implementation dependent on identification of additional funding and staff resources ▶ Approximately \$40,000 - \$60,000 in additional funds needed 						
	4. Create a speakers' bureau to spread the good word about M-DCPS and inform target audiences about important issues. Proof of Completion: Increase number of trained speakers and number of topics; increase number of speaking engagements and number of groups/individuals requesting speakers.	Jeff Ronci Marketing & Public Relations	06/00	07/05	To be determined	More than 50% completed
Progress: <ul style="list-style-type: none"> ▶ Speakers identified on various topics of expertise, database created ▶ Promotional brochure ready for distribution; will be mailed to journalists, heads of civic organizations ▶ Office of Public Relations will facilitate contact between speakers and those requesting their services ▶ Speaker training component in development ▶ This will be an ongoing project 						

IIIe.	Improve the perception of the Miami-Dade School District for various stakeholders. (Continued)	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	<p>5. Enlist prominent business executives with children in M-DCPS to: serve as district ambassadors to other business executives with school-age children; advise the district on their concerns.</p> <p>Proof of Completion: Increase number of "executive parents" trained as school ambassadors; increase involvement of these ambassadors in recruitment efforts.</p>	Jeff Ronci Marketing & Public Relations	06/00	07/05	To be determined	Less than 50% completed
Progress: This project has been deferred until 2001-2002, as other projects have taken precedence.						
	<p>6. Beautify and increase "user-friendliness" of School Board Administration Building and Annex.</p> <p>Proof of Completion: Target audiences will be surveyed for their opinions at the start and end of this project. A comparison will show an increase in satisfaction.</p>	Jeff Ronci Marketing & Public Relations	07/00	07/05	To be determined	Less than 50% completed
<p>Progress:</p> <ul style="list-style-type: none"> ▶ Preliminary plan drafted ▶ Action Step IIIe8 may be incorporated into this project ▶ Video kiosks with information about the district are in production; to be stationed in lobbies of SBAB & Annex ▶ Additional funds (amount to be determined) will be needed 						
	<p>7. Provide media-relations training for principals, senior staff, and other employees and citizens, as appropriate.</p> <p>Proof of Completion: The number of individuals receiving media-relations training will increase. A comparison of the results of pre-tests and post-tests of participants will show a greater understanding of the subject matter.</p>	Alberto M. Carvalho Marketing & Public Relations	08/00	07/05	To be determined	Less than 50% completed
<p>Progress:</p> <ul style="list-style-type: none"> ▶ On-going process - will be expanded in 2001-2002 school year. ▶ The Action Step Progress Form contained a list of dates which showed media trainings that have been completed. Pre- and post-test instruments to be developed ▶ Eight training sessions for principals and assistant principals were conducted from September 2000 - May 2001 						

IIIe.	<i>Improve the perception of the Miami-Dade School District for various stakeholders. (Continued)</i>	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	<p>8. Customer-service training for secretarial and clerical employees, particularly in schools.</p> <p>Proof of Completion: The number of individuals receiving this training will increase. A comparison of the results of pre-tests and post-tests of participants will show a greater understanding of the subject matter. A comparison of the results of pre-tests and post-tests of targeted customers will show greater satisfaction.</p>	Jeff Ronci Marketing & Public Relations	06/00	07/05	To be determined	Less than 50% completed
	<p>Progress: Gathering information for possible RFP for consultant to conduct training; additional funding source needs to be identified (amount to be determined).</p>					
	<p>9. Print an electronic newsletter for opinion leaders.</p> <p>Proof of Completion: Publication of newsletter.</p>	Jeff Ronci Marketing & Public Relations	06/00	07/05	To be determined	Completed
	<p>Progress: First issue of new newsletter, "Ambassador," published in print and on the Office of Public Relations' online newsroom in May 2001.</p>					
	<p>10. Utilize the One Community One Goal© Annenberg grant for each of the five key industries to improve the perception of the school system for various stakeholders - namely the Greater Miami Chamber of Commerce members, Beacon Council, Bio Florida, and Arts Community</p> <p>Proof of Completion: The Report Card of the One Community One Goal© initiative, Greater Miami Chamber of Commerce Reports, Beacon Council Reports, the annual report of Bio Florida, and the trade papers of the five key industries will include documented successes of the One Community One Goal© Annenberg Grant projects.</p>	Particia F. Vegnani One Community One Goal©	07/00	07/03	No	Completed
	<p>Progress: Report Card was completed Spring 2001 and distributed to Greater Miami Chamber of Commerce, Chamber South and Miami Beach Chamber of Commerce, Coalition of Chambers, Miami-Dade County Public Schools, and various advisory committees throughout Miami-Dade County.</p>					

IIIe.	<i>Improve the perception of the Miami-Dade School District for various stakeholders. (Continued)</i>	Responsible Office/ Department	Start Date	Planned Completion Date	Money Needed	Status
	<p data-bbox="289 342 317 399">New</p> <p data-bbox="344 285 1050 464">11. <i>Promote an awareness among stakeholders of the quality principles that comprise the Miami-Dade County Public Schools Performance Excellence Paradigm (PEP). These encompass leadership, strategic planning, customer and market focus, information and analysis, human resource focus, process management, and business results.</i></p> <p data-bbox="344 496 1050 578">Proof of Completion: <i>The workshops delivered to promote awareness of the quality principles that comprise PEP will be documented; sign-in rosters of attendees will be maintained.</i></p>	Dr. Eduardo R. Rivas Office of Educational Planning and Quality Enhancement	07/01	06/05	No	N/A
Progress: Not Applicable - Begins in second year of plan.						

CONCLUSIONS AND RECOMMENDATIONS

Conclusions and Recommendations

The progress made toward attaining each of the goals and objectives was not included in this first Accountability Report since a determination of this nature is premature at this time due to insufficient information. However, eight of the 29 or 28 percent of the action steps that were to be completed during the first year of the plan were actually completed. An additional 16 steps were completed ahead of schedule contributing to a total of 24 completed action steps during the first year of the plan. Progress was made on 21 of 34 or 62 percent of the criterion measures that have at least two years of data. An action step completion rate of 28 percent and progress attained on 62 percent of the criterion measures constitutes fair performance at best on the strategic plan during 2000-2001.

However, the district did demonstrate a commitment to FCAT preparation during 2000-01. Considerable improvement was made in FCAT scores and in the resulting school grades reported by the state. Progress was made on six of seven or 86 percent of the criterion measures dealing with FCAT. The achievement gap between white and minority students decreased in FCAT Mathematics, Writing, and Reading. The gap in Reading scores decreased for grades four and eight but increased slightly in grade 10. In addition, progress was also observed on the criterion measure regarding school grades since "A" and "B" grades increased by six percent and "D" and "F" grades decreased by 11 percent from 1999-00 to 2000-01. In the current climate, these constitute the most important objectives contained in the plan and the district succeeded in achieving gains in these all-important areas.

The following recommendations are offered to strengthen the planning process in subsequent years.

In order to provide greater visibility, accomplishment, and adherence to the District Strategic Plan, the continuity between the District Strategic Plan and actions of the School Board should be considered. It is recommended that School Board agenda items be designated under specific goals and objectives contained within the five-year strategic plan.

To improve coordination between the budget preparation process and the strategic planning process, it is recommended that budget planning for 2003-2004, as well as requests for budget increases, be coordinated with the action steps contained within the *District Strategic Plan: 2000-2005*.

It is recommended that the School Board accept and approve all revisions (i.e., additions and deletions) made to the District Strategic Plan: 2000-2005 as depicted in the pages of the *Accountability Report: 2000-2001*.

APPENDIX

MEMORANDUM

February 9, 2000
CC/1998-99/#2133
CC-995-2940

TO: Superintendent's Cabinet

FROM: Carol Cortes, Deputy Superintendent
Management and Accountability

SUBJECT: DEVELOPING ACTION PLANS FOR THE DISTRICT STRATEGIC PLAN: 2000-2005

The preliminary goals and objectives of the *District Strategic Plan: 2000-2005* were finalized at the Planning Retreat conducted at the University of Miami in October 1999. The goals and objectives were revised based upon opinions expressed by the public school stakeholders attending the retreat. The School Board approved the goals on December 8, 1999. The next step in the planning process is to develop action plans that specify how each objective will be accomplished.

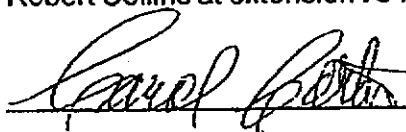
Action plans are needed for each of the twenty-three objectives included under the three overall goals in the plan. The first phase in developing action plans is to generate the individual action steps that will comprise the action plan. Action steps should represent the building blocks that will bring about accomplishment of the objective. Each objective should have an action plan comprised of no more than five action steps. The following questions should be answered for each action step.

- ▶ **WHAT** will be done? Specifies what will be accomplished
- ▶ **HOW** will it be done? Details the steps to be followed
- ▶ **WHO** will do it? Person(s) responsible
- ▶ **WHEN** will it be done? Time line for achieving the action step
- ▶ **HOW** do you know it was done and how will it be measured? Specific criteria including standards and outcome measures that could be used to determine the degree of success achieved in accomplishing the action step
- ▶ **WHICH** Budget Plan Operational Priority is addressed? Each action step should be aligned with the various Budget Plan Operational Priorities and additional monies required to accomplish the action step should also be noted.

These questions should be addressed for each action step provided. If there are five action steps for one objective, these questions should be answered five times or once for each action step. Additionally, if more than one department is involved in accomplishing a particular objective, a team approach should be used so the departments cooperate with one another to develop the action plan and the associated action steps. Furthermore, action steps should be developed for each objective you are being asked to address.

Please use the attached *Action Step Form* (Attachment A) for recording information required by this phase of the planning process. You are being asked to provide planning information on objectives that fall within your area of responsibility. Attachment B contains a list of the Board-approved goals, objectives, and the staff responsible for each.

A sample form, detailing information for one action step, has been provided to assist you (Attachment C). Use the sample as a guide as you complete your *Action Step Form(s)* or distribute the form(s) to staff as you deem appropriate. Please return your completed form(s) to Mr. Dale Romanik (Director, Research Services Department, Location No. 9020, Room 225) on or before **Tuesday, February 22, 2000**. If you prefer, you can complete and submit your form(s) electronically by accessing the *Action Step Form* link on the Internet at dade.k12.fl.us/eema. Please call me at extension 2940 or Dr. Robert Collins at extension 7545 if you have any questions.



CC

CC/DR:mdr
Attachments

cc: Mr. Roger Cuevas
Dr. Robert Collins
Mr. Dale Romanik

ATTACHMENT A

Miami-Dade County Public Schools
District Strategic Plan: 2000-2005

Action Step Form

INSTRUCTIONS: Complete one Action Step Form for each action step. If there are three action steps which must be addressed in order to accomplish the objective checked below, three Action Step Forms should be completed. Please be as specific as possible in your responses. Refer to Attachment C for a list of goals and objectives.

Objective: (Check One) Ia Ib Ic Id Ie If Ig Ih Ii Ij IIa IIb IIc IId IIe IIIf IIIa IIIb IIIc IIId IIIe IIIf

Action Step No. ____ (From 1 to 5)

1. WHAT will be done in this action step?

2. HOW will this action step be accomplished?

3. WHO will work on this action step?

4. WHEN will work on this action step begin? (Check month and year)

Month: Sept Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug

Year: 2000 2001 2002 2003 2004

ATTACHMENT A (Continued)

Miami-Dade County Public Schools
District Strategic Plan: 2000-2005

Action Step Form

5. WHEN will work on this action step end? (Check month and year)

Month: ___Sept___Oct___Nov___Dec___Jan___Feb___Mar___Apr___May___Jun___Jul___Aug

Year: ___2001___2002___2003___2004___2005

6. HOW will you know this action step was accomplished? (Include outcome measure & standard or criterion to judge accomplishment)

7. WHICH budget priority is addressed?

8. IS additional money required to accomplish this action step? (Check) ___YES___NO If yes, how much? \$ _____

9. WHO is responsible for the successful completion of this action step? (Fill in below)

Name _____ Title _____ Department _____

Phone _____

ATTACHMENT B

OBJECTIVES AND RESPONSIBLE OFFICES

GOAL I: SCHOOL TO CAREER

Focus: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

No.	DESCRIPTION	RESPONSIBLE OFFICE
Ia	Improve student achievement emphasizing reading, writing skills, mathematics, and science.	<u>Education:</u> Mr. J. Mathos, Deputy Superintendent
Ib	Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.	<u>Education:</u> Mr. J. Mathos, Deputy Superintendent
Ic	Expand opportunities for students to participate in cultural and physical fitness experiences.	<u>Education:</u> Mr. J. Mathos, Deputy Superintendent
Id	Decrease the number of schools receiving "D" and "F" grades (i.e., Level I, and Level II schools) and increase the number of schools receiving "A" and "B" grades (i.e., Level III and Level IV) on the State's School Accountability Report.	<u>Education:</u> Mr. J. Mathos, Deputy Superintendent
Ie	Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.	<u>Education:</u> Mr. J. Mathos, Deputy Superintendent
If	Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.	<u>Education:</u> Mr. J. Mathos, Deputy Superintendent
Ig	Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.	<u>Education:</u> Mr. J. Mathos, Deputy Superintendent
Ih	Narrow the achievement gap between minority and non-minority students.	<u>Education:</u> Mr. J. Mathos, Deputy Superintendent
Ii	Increase the number of students and adults who are bilingual and biliterate.	<u>Education:</u> Mr. J. Mathos, Deputy Superintendent
Ij	Increase public educational choice options	<u>Education:</u> Mr. J. Mathos, Deputy Superintendent

ATTACHMENT B

GOAL II: <u>EFFECTIVE LEARNING ENVIRONMENT</u>		
Focus: Enhance the safety of students and staff, and increase the quality of the learning environment.		
No.	DESCRIPTION	RESPONSIBLE OFFICE
Ila	Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.	<u>Education</u> : Mr. J. Mathos, Deputy Superintendent
Ilb	Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.	<u>Education</u> : Mr. J. Mathos, Deputy Superintendent
Ilc	Reduce school overcrowding.	<u>Education</u> : Mr. J. Mathos, Deputy Superintendent <u>Financial Affairs</u> : Dr. Richard H Hinds, Chief Financial Officer
Ild	Increase skills, knowledge, and professionalism of school staff.	<u>Personnel Management and Services</u> : Mr. Nelson E. Diaz, Deputy Superintendent
Ile	Increase the number of educationally productive partnerships with the community.	<u>Community Services</u> : Mr. Alex M. Bromir, Chief Administrator
Ilf	Increase opportunities for parents and guardians to become active partners in achieving educational success for all students	<u>Education</u> : Mr. J. Mathos, Deputy Superintendent <u>Community Services</u> : Mr. Alex M. Bromir, Chief Administrator
Ilg	Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community.	<u>Community Services</u> : Mr. Alex M. Bromir, Chief Administrator
GOAL III : <u>EFFICIENT MANAGEMENT PRACTICES</u>		
Focus: Ensure that school system operations conform to the highest business and professional standards of effectiveness and efficiency.		
IIIa	Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities.	<u>Financial Affairs</u> : Dr. Richard H. Hinds, Chief Financial Officer

ATTACHMENT B

No.	DESCRIPTION	RESPONSIBLE OFFICE
IIIb	Manage resources efficiently.	<u>Financial Affairs:</u> Dr. Richard H. Hinds, Chief Financial Officer
IIIc	Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.	<u>Facilities Planning and Construction:</u> Dr. Paul J. Phillips, Deputy Superintendent
IIId	Improve the delivery of services such as maintenance, classroom materials, and transportation.	<u>Operations:</u> Mr. Eddie T. Pearson, Deputy Superintendent <u>District Office Operations:</u> Dr. Henry C. Fraind, Deputy Superintendent <u>Financial Affairs:</u> Dr. Richard H. Hinds, Chief Financial Officer
IIIe	Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities	<u>Personnel Management and Services:</u> Mr. Nelson E. Diaz, Deputy Superintendent
IIIf	Improve the perception of Miami-Dade School District for various stakeholders.	<u>District Office Operations:</u> Dr. Henry C. Fraind, Deputy Superintendent

SAMPLE

ATTACHMENT C

**Miami-Dade County Public Schools
District Strategic Plan: 2000-2005**

Action Step Form

INSTRUCTIONS: Complete one Action Step Form for each action step. If there are three action steps which must be addressed in order to accomplish the objective checked below, three Action Step Forms should be completed. Please be as specific as possible in your responses. Refer to Attachment C for a list of goals and objectives.

Objective: (Check One) Ia ___ Ib ___ Ic ___ Id ___ Ie ___ If ___ Ig ___ Ih ___ Ii ___ Ij ___ Ila ___ Ilb ___ Ilc ___ Ild ___ Ile ___ IIf ___ IIg

___ IIIa ___ IIIb ___ IIIc ___ IIId ___ IIIe ___ IIIf

Action Step No. 1 (From 1 to 5)

1. WHAT will be done in this action step?

Teachers will assess student progress in reading in order to plan for reading instruction. Staff development will be provided to assist teachers in implementing the components on the Comprehensive Reading Plan. Efforts will be concentrated in assisting teachers in developing strategies to assess reading levels and students' needs.

2. HOW will this action step be accomplished?

Teachers will receive training in teaching and assessing reading via in-service training sessions and workshops.

3. WHO will work on this action step?

Office of Elementary and Secondary Education, Language Arts Department

ATTACHMENT C (continued)

Action Step Form

4. WHEN will work on this action step begin? (Check month and year)

Month: Sept Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug

Year: 2000 2001 2002 2003 2004

5. WHEN will work on this action step end? (Check month and year)

Month: Sept Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug

Year: 2000 2001 2002 2003 2004

6. HOW will you know this action step was accomplished? (Include outcome measure & standard or criterion to judge accomplishment)

A minimum of 30 staff development activities in reading will be recorded every year by the Language Arts Department until all Language Arts teachers and reading specialists are trained.

7. WHICH budget priority is addressed?

Included in the Comprehension Reading Plan priority in the Annual Budget

8. IS additional money required to accomplish this action step? (Check) YES NO If yes, how much? \$ _____

9. WHO is responsible for the successful completion of this action step? (Fill in below)

Name _____ Title _____ Department _____

Phone _____

MEMORANDUM

June 28, 2001
CC/2000-01/#1646
CC-995-2940

TO: Selected Administrators

FROM: Carol Cortes, Deputy Superintendent
Management and Accountability

**SUBJECT: DATA REQUEST FOR THE CRITERION MEASURES IN THE DISTRICT
STRATEGIC PLAN: 2000-2005 ANNUAL ACCOUNTABILITY REPORT**

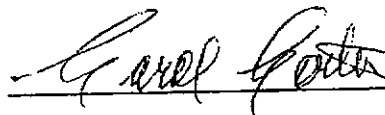
As part of the Annual Accountability Report for the 2000-2005 District Strategic Plan, you and/or your staff were designated as the source for one or more of the data elements of the Criterion Measures. In some instances, the data may have already been provided, and should be reviewed for accuracy and completeness. This data will be compared to identical data collected in subsequent years and reported in the Annual Accountability Report.

Please provide the most up-to-date (2000-01) districtwide data for those criterion measures to which you are responding. If data elements are not available for the year(s) requested, please provide data from the prior year. Attached, please find a completed sample data sheet from the Accountability Report depicting baseline data. The information you provide will also be reproduced in a graphic format, if possible, similar to the sample. Also, please provide a description of the data and how it relates to the objective. This should be no more than three or four sentences, and may be inserted in a text box on the data sheet. To provide the baseline data, follow the instructions contained on the Task III form, i.e., Baseline Data for Criterion Measures.

Please send all completed Task Forms and supplemental documents, by **July 27, 2001** to:

Department of Research Services
Attn: Sonja Braun Gaetjens
Location #9020
Annex, Room 225

Should you have any questions please call Mr. Dale Romanik, Director, Research Services, at (305) 995-7504 or Ms. Sonja Braun Gaetjens at (305) 995-7507.



CC

CC/DR:mdr
Attachments

cc: Mr. Roger C. Cuevas
Dr. Robert A. Collins
Mr. Dale Romanik
Ms. Sonja Braun Gaetjens

3. If this Action Step **IS COMPLETED** at the present time or completion is anticipated by July 30, 2001, provide: a) documentation of what was done; b) evaluative information required by the Proof of Completion corresponding to this step and c) an estimate of the financial resources used. Fill in your response below and include copies of documents supporting completion, if available.

a) What was done? _____

b) Proof of completion _____

a) Financial resources used _____

4. List documents attached to support completion.

8. Name of contact person and telephone number:
Name: _____
Number: _____

Task II

Adding an Action Step

Instructions: Circle or fill in information on the lines provided. Photocopy this form for additional new Action Steps to be added to the District Strategic Plan: 2000-2005.

1. Goal Number: I II III
2. Objective Number: _____
3. New Action Step Number: _____
4. New Action Step: _____

5. New Proof of Completion: _____

6. Start Date: _____
7. End Date: _____
8. Money needed:\$ _____
9. Name of contact person and telephone number:
 Name: _____
 Number: _____

Task III

Baseline Data for Criterion Measures

Goal I: School to Career

Objective: Ia. Improve student achievement emphasizing Reading, Writing, Mathematics & Science

Criterion: Percentage of SAT I test-takers scoring below 500 on the Verbal section

1. Can you or your department provide the data required by the Criterion Measure(s) (listed above)?

_____ Yes (If yes, follow instructions below.)

_____ No (If no, please contact the Department of Research Services at (305) 995-7507 and inform Sonja Gaetjens as soon as possible.)

Instructions: *Fill in information as requested below. One form has been provided for each objective for which you have been designated as the source. If data elements are not available for the year(s) requested, please provide data from the prior year. Attached please see the completed sample data sheet from the **Accountability Report** depicting baseline data.*

2. **Description/Explanation of data:** Please provide a brief description (no more than three to four complete sentences) of the data you are providing. If possible, please explain how this data relates to the objective. Also, additional comments or notations if needed should be written below or on a separate page.

Notation/caveats:

3. **For the Status Box:** Please provide name or label of the data element and 2000-01 data if available. If 2000-01 data are not available, please provide 1999-2000 data. ***Please use additional pages if necessary.***

DATA ELEMENT

**DATA
2000-2001
OR**

STATUS

Baseline

4. Name: _____

Phone: _____

Department completing this form: _____

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.

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 295.07 (Florida Statutes), which stipulate categorical preferences for employment.