Build, Sustain, and Accelerate:
Miami-Dade County Public Schools’
Education Transformation Office
Superintendent Mr. Alberto M. Carvalho
Assistant Superintendent Mr. Nikolai P. Vitti

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Education Transformation Office

• 19 schools selected as “persistently lowest-achieving”

• 6 elementary schools; 3 middle schools; 10 high schools

• 10 turnaround model; 9 transformational model

• 14 million for each of the next three years through School Improvement Grant (SIG)

• Expanding to 26 schools. 3 elementary, 4 middle schools. 6 million.
Structure and Ethos of ETO

- Sustain, Build, and Accelerate improvement in struggling schools.
- Create a team of proven, experienced, and passionate urban educators and leaders to support schools and hold them accountable to higher performance. Take ownership of improvement.
- Limit operational obstacles to focus the work on teaching and learning.
Focus of Education Transformation

- Improve the quality of instruction
- Expand instructional leadership capacity
- Refine student intervention/enrichment process
- Expand wraparound services for students
- Increase parent involvement
Improve the Quality of Instruction

- Established MOU with union
- Provided incentive bonus for faculty
- Transferred teachers
- Replaced principals
- Expanded Teach for America
- Conduct 3 Instructional Reviews
Improve the Quality of Instruction

Developed, supported, and monitored instructional coaches for reading, mathematics, and science to provide job-embedded professional development.

Implemented common planning and lesson study process. Focus on instructional delivery and use of technology. Use of instructional frameworks.

First-year teacher Academy on Saturdays; Coaching Academy, Summer Teacher Academy; and networking/training throughout the year.
Phases of Support

- Plan
  - Review and revise School Improvement Plan (SIP)
  - Analyze schools' data (School Grades and AYP)
  - Develop and review Master Schedule
  - Review student achievement data and make necessary personnel changes
  - Provide summer professional development
  - Establish academic goals

- Review
  - Conduct initial Instructional Reviews (IR) at schools
  - Develop targeted action plans by school
  - Identify training and professional development needs
  - Begin on-going Instructional Coaches Academy (iCAD)
  - Review Baseline data and define Intervention/Enrichment Plan

- Assess
  - Monitor and support action plans identified during Instructional Reviews (IR)
  - Provide direct support to schools (Leadership Teams, Coaches, and Teachers)
  - Train interventionists on ETO Intervention/Enrichment materials
  - Review monthly assessment data and modify the Intervention/Enrichment Plan. Tier teachers and provide support

- Support
  - Conclude mid-year Instructional Review (IR)
  - Review mid-year and monthly assessment data and modify Intervention/Enrichment Plan
  - Provide direct support to schools (Leadership Teams, Coaches, and Teachers). Review status of Tiered teachers. Make necessary changes.
  - Conduct end-of-year Instructional Review (IR)
Strategic Coaching Cycle

1. Principal and Assistant Principals meet with coaches to share and discuss walkthrough/coaching logs and assessment data. Principal directs coaches to assist targeted teachers in specific areas.

2. Coaches conduct the coaching cycle with targeted teachers in specific instructional areas.

3. Principal and Assistant Principals debrief with coaches on their progress with targeted teachers.

4. Principal and Assistant Principals monitor classroom instruction and assessment data to ensure the coached skills are being implemented.
Expand Instructional Leadership Capacity

• Assign one person to monitor, support, and train assistant principals
• Assign assistant principals to departments and grade levels
• Create network for assistant principals, and conduct peer visits to showcase and learn from best practices
• Implement internship process for future principals and assistant principals
Refine Intervention Process

Remediation balanced with enrichment

Identified materials based on student deficiencies

Hybrid schedule of intervention based on school culture and community served
Expand Wraparound Services for Students

- Positive Behavior Support
- City Year/College Summit
- Push in/Pullout Model
- 9th Grade Orientation Class and Academies
- Expanded advanced placement, dual enrollment, and industry certification
- Mentor programs
Increase Parent Involvement

- Creation of three parent advocacy centers
- Focus on Parent Academy classes
- Expansion of PTA enrollment
- Community Compacts
  - Expand days/times for parent-teacher conferences
- Visibility
Lessons Learned and Next Steps

- Tighten connection between coaches and assistant principals/principals
- Enhance job embedded training for assistant principals/principals
- Upgrade assistant principal quality
- Create goal driven cultures in all schools. Monitor goals.
- Explicitly recruit and retain higher performing students
Results from 2010-2011 School Year

• 7 “Cs” to 13 “Cs”
• 10 “Ds” to 6 “Ds”
• 2 “Fs” to 0 “Fs”
• ETO highlighted by USDOE/FDOE and school districts in US and FL