

School Board of Miami-Dade County Florida (FL) - S374A20030
Three-Year Funding: \$26,484,324

Miami-Dade County Public Schools (M-DCPS) is submitting this application for Miami Leading Educator Advancement and Recognition through Networks of Support (Miami LEARNS) as a single Local Educational Agency (LEA) under Absolute Priority 1, Human Capital Management Systems (HCMS) or Performance Based Compensation Systems (PBCS) and Absolute Priority 2, High-Need Schools, and Competitive Preference Priority 1, Spurring Investment in Qualified Opportunity Zones.

Miami LEARNS aims to increase student achievement and close the achievement gap in high-need schools by ensuring access to highly effective teachers and school leaders through the implementation of a cohesive and effective HCMS that recognizes, develops, supports, and compensates instructional and leadership excellence. When implemented district-wide, the newly aligned HCMS has the potential to impact all 392 schools and 350,000 students that attend MDCPS.

However, at the targeted 18 schools where the performance-based compensation system (PBCS) will be implemented, Miami LEARNS will support 1,123 teachers and 16,834 students by building capacity in teacher leadership, instructional effectiveness, collaboration, thus, creating collective teacher efficacy. All 18 schools are high-need schools with anywhere between 75-100% of each unique school site's students qualifying for Free or Reduced Price Lunch, a national poverty marker.

To ensure that all students have equitable access to excellent instruction in every classroom, Miami LEARNS has the following objectives: (1) Improve and expand current core components of the HCMS through improved alignment, integration, and efficiency to better inform Human Capital Management (HCM) and PBCS decisions; (2) Enhance the effectiveness of teacher and school leader performance evaluation results to inform key school and district level HCM and PBCS decisions; (3) Increase student academic achievement in targeted high-need schools; (4) Increase the percent of teachers and school leaders in high-need schools performing at a highly effective level; and Increase educator effectiveness in targeted high-need schools through development; and (5) credentialing of career ladder and career lattice teacher leadership roles, targeted professional learning, and differentiated compensation.