

*Paving a New Pathway in an Evolving Educational Landscape*

MIAMI-DADE COUNTY PUBLIC SCHOOLS

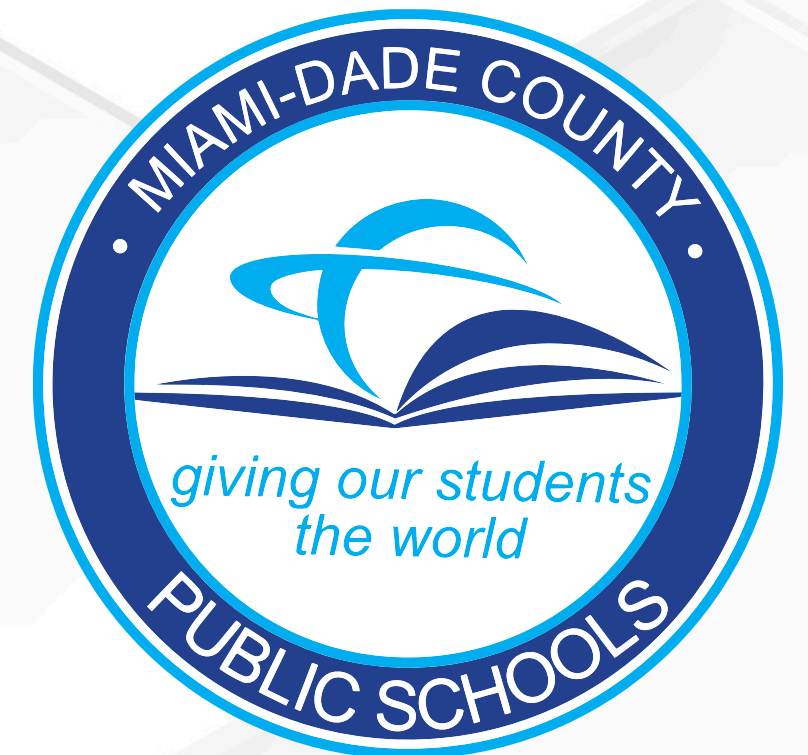
# School Board Workshop #2

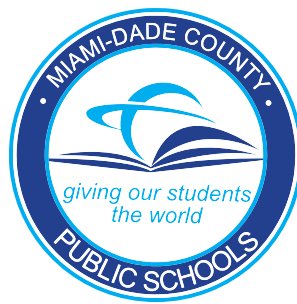
## Strategic Planning

February 17, 2026

**Presenters:**

- Office of Strategic Planning & Initiatives
- Attuned Education Partners

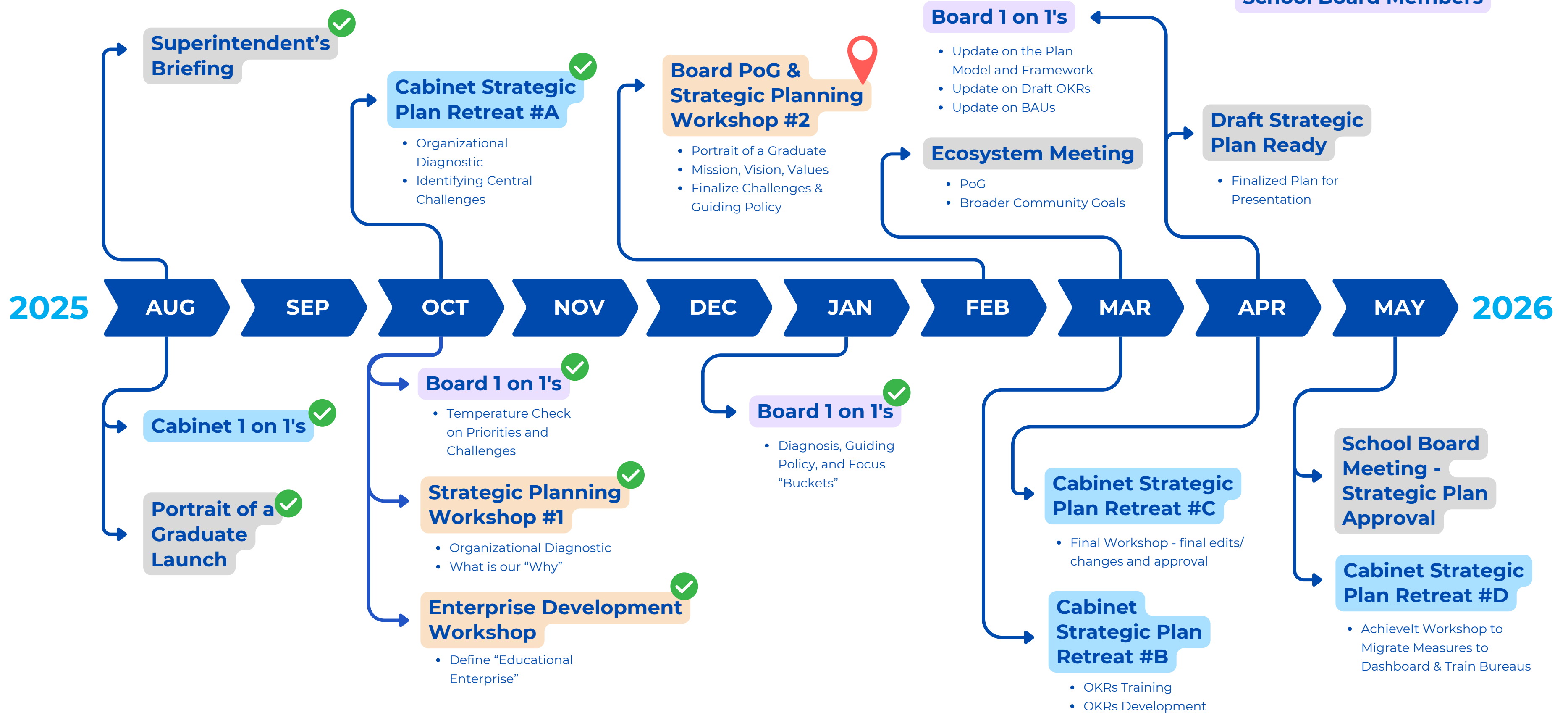




# Strategic Plan Timeline of Leadership Engagement

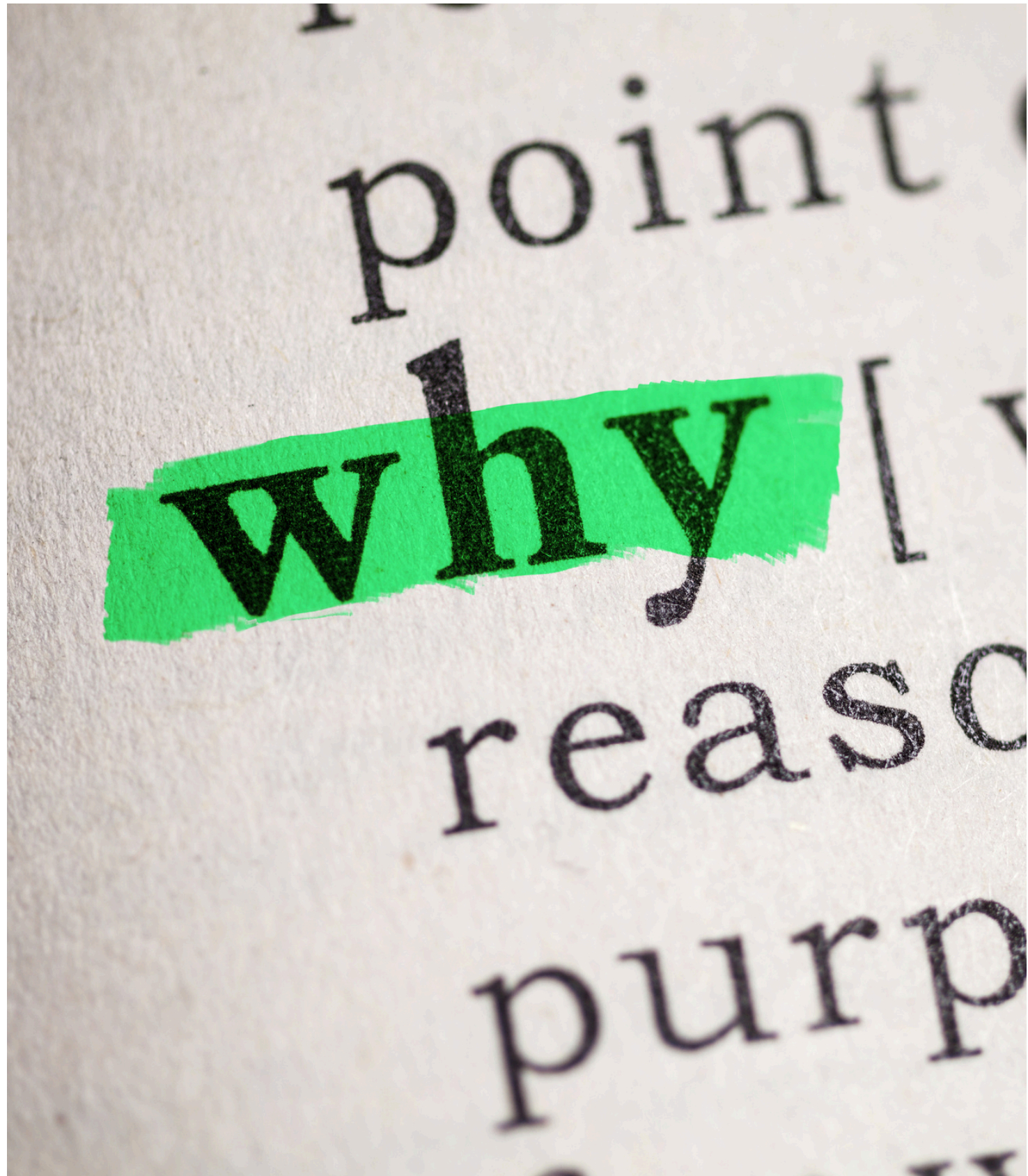
**KEY:**

- Cabinet & School Board
- Cabinet and Senior Staff
- School Board Members





# AGENDA



Portrait of an M-DCPS Graduate



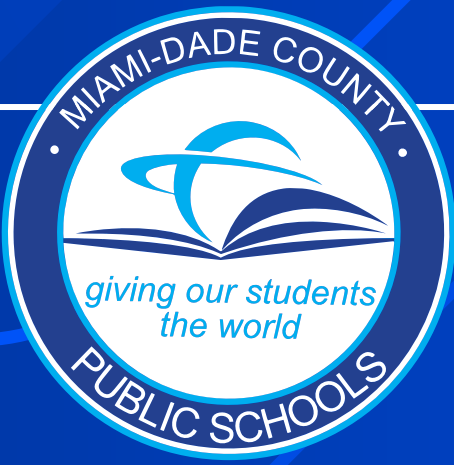
Our Challenges and Guiding Policy



Revisiting Our "Why" Statements



Mission, Vision, and Values Revision



# PORTRAIT OF AN M-DCPS GRADUATE



# Miami-Dade County Public Schools

## School Board Meeting: Portrait of a Graduate

# Your Attuned Team



**Rachel Skerritt**  
Chief Strategy Officer



**Allie Wisialowski**  
Strategy Director

**Attuned is a support organization that has partnered with over 300 PK-12 school systems across the country in pursuit of educational excellence.**

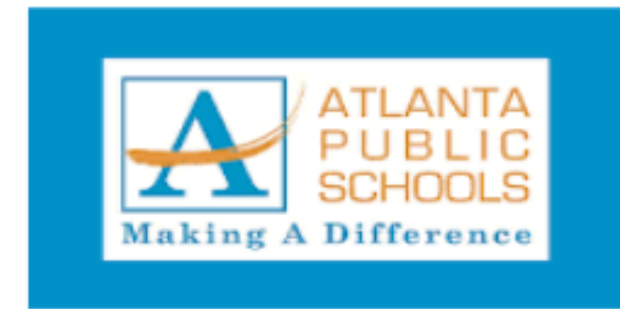
**Sample Partnerships:**

**Attuned vision**

All students have access to educational excellence.

**Attuned mission**

Our experienced practitioners combine empathy and rigor to help PK-12 systems and leaders become well *aligned* and well *equipped* to deliver breakthrough outcomes for all students—especially those furthest from opportunity.



# Why does a school system create a Portrait of a Graduate (PoG)?

A portrait of a graduate can anchor student learning experiences, stakeholder actions, and operations - thereby driving coherence and instructional improvement.

The aims described in a PoG articulate the **skills, knowledge, and beliefs** we believe our students need to thrive--both now and in the future.

They represent the **north star**, towards which every element of school and system design aligns.

Graduate aims take a mission and vision and make them **concrete and student-centered**.



Using the PoG as the north star, schools and systems articulate what **experiences students must have in order to fulfill the desired aims**. Stakeholders in the system--teachers, school leaders, board members, central office leaders, community partners --then orient all their work and the school redesign to those learning experiences.

# Indications of a successful Portrait of a Graduate (PoG)

The graduate aims in the Portrait should collectively answer this question for your system: **what are the most critical skills, knowledge bases, and mindsets that we should amplify in our students?**

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*They should also reflect these criteria for success:*

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- **Community-Driven:** Reflect the values, assets, needs, and goals of the community
- **Aligned:** Align with the system's mission, vision, and core values
- **Prioritized:** Represent a manageable, actionable number of aims that can be utilized and communicated easily (maximum of 8)
- **Research-based:** Respond to research and best practices
- **Holistic:** Consider and honor the development of the whole child
- **Actionable:** Drive consistency and coherence in instruction and motivate performance, family choice, and strategic planning

# Portraits should consider the system's mission, community input, and external research in shaping its direction

## Mission

Current M-DCPS mission: To provide relevant learning experiences that foster lifelong curiosity and enable ALL students to achieve their full academic, personal, and civic potential.

## Community Input


Aspirations of your school community:

- Students
- Alumni
- Families
- Teachers
- School leaders
- Other school staff
- Central office staff
- Board
- Community members
- Industry partners

## Data + Research


Analysis of major trends and shifts in the landscape:

- Educational
- Economic
- Technological
- Social/Demographic
- Political

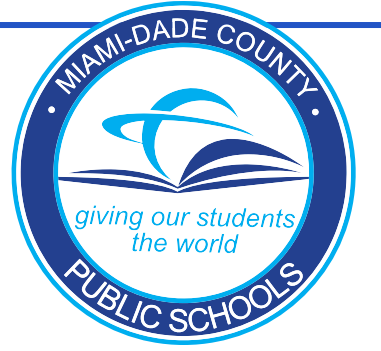


“Evergreen”  
purpose for existence

+



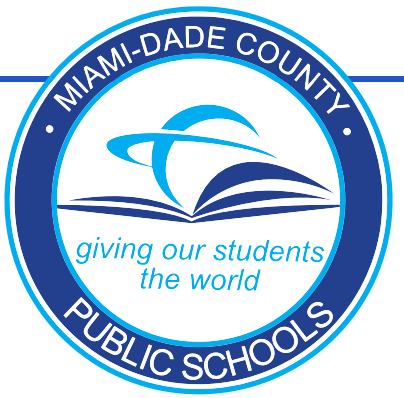
Internal and external insights specific to the current landscape and informed predictions for the future



# M-DCPS' Portrait of a Graduate (PoG): Introduction

The Portrait of an M-DCPS is a community-created vision, shaped by the voices of students, families, educators, and partner organizations across Miami-Dade. It defines the **key skills** and **qualities** every Miami graduate needs to reach their academic, personal, and professional goals.

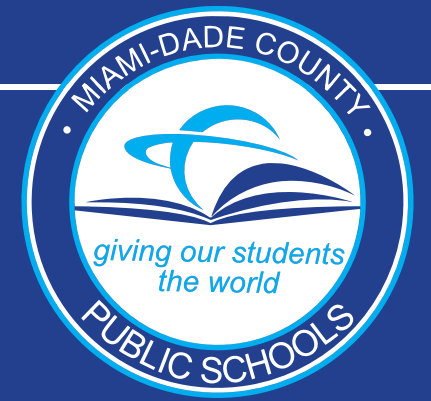




# CANVAS Miami™ Work Group

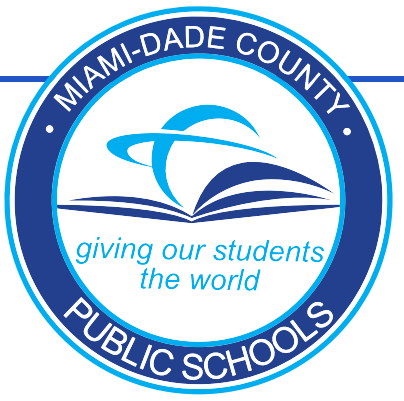
## Cross-Bureau Collaboration Supporting the Portrait of a Graduate

Cross-Bureau Partnership	Ongoing Collaboration
<p>Staff from departments including Strategic Planning, School Leadership &amp; Performance, Academics, Community Partnerships, Education, &amp; Business Access, Financial Services, and Intergovernmental Affairs comprise the group.</p>	<p>The CANVAS Miami™ Work Group met bi-weekly during the development phase (October 2024 – June 2025). It now convenes regularly as needed for targeted sessions to support refinement and implementation. Additionally, this group provides strategic plan development support and feedback.</p>
<h3 style="text-align: center;">Shaping the Portrait of a Graduate</h3>	
<p><b>Thought Partnership from Inception:</b> Shared best practices and reviewed research  <b>Draft Development:</b> Participated in facilitated working session by Attuned to draft initial PoG language  <b>Community Feedback Review:</b> Analyzed survey and focus-group input to refine the draft PoG  <b>Implementation Planning:</b> Will now support next steps to embed the Portrait into district work</p>	

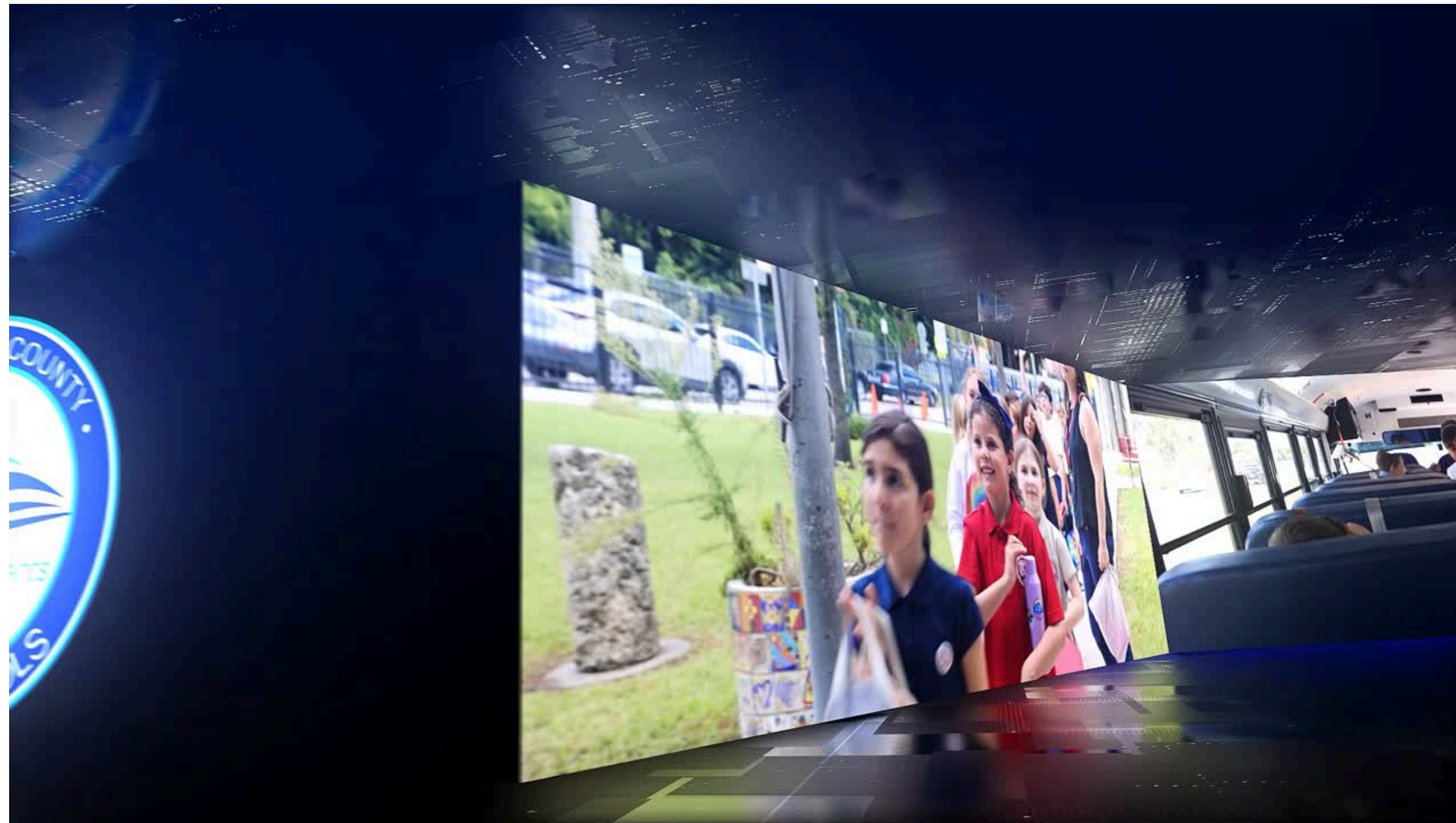


# PORTRAIT OF AN M-DCPS GRADUATE ROADMAP

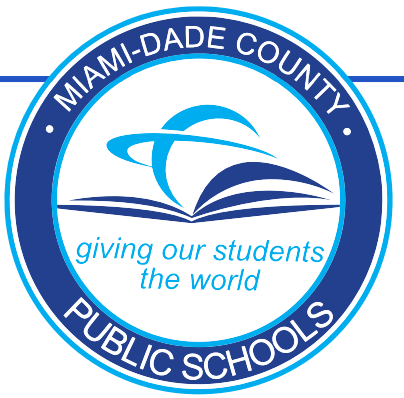




# PoG Video



**What skills and qualities do students need to succeed in their future learning, careers, and lives?**



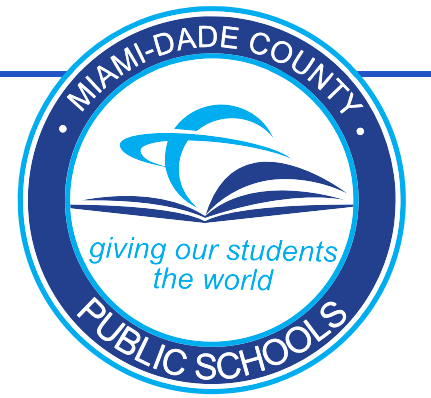
# Stakeholder Input to Date

Over **70,000+** **Portrait of a Graduate Surveys** completed by students, parents, teachers and staff, and community and industry partners across Miami-Dade County

- Community Survey: 293
- Employee Survey: 6,289
- Parents: 2,333
- Students: 61,746

Over **1,400+** **surveys with feedback on the 1<sup>st</sup> Draft of our Portrait of a Miami Graduate** completed by students, parents, teachers and staff, and community and industry partners from our CANVAS Miami™ Pilot Schools

- Students: 1187
- Parents/Guardians: 34
- Employees: 204
- Community Member / Organizations / Industry Partners: 18



# Stakeholder Input to Date

**34 focus groups with ~260 participants:**



- **In-person at K-12 Schools, Technical Colleges, Adult Education Centers, and Community Locations in all 9 voting districts.**
- Focus groups were **held in English, Spanish, and Haitian Creole.**
- **Composed of:**
  - Students
  - Parents
  - Teachers, Staff, Administrators, and Senior Leaders
  - Industry and Community Partners
- Participants were asked questions related to key skills & traits for graduates, effective learning experiences, the role of learning ecosystems and partnerships, current gaps, and support and resources.

# M-DCPS engaged in a particularly rigorous process to develop a research- and community-driven Portrait

## High-level Recommended Process for Developing an effective Portrait of a Graduate



### How M-DCPS Rigorously Actualized this Process

- Established the CANVAS Miami Working Group, representing diverse stakeholders across M-DCPS staff.
- Executed a massive data collection effort, that included:
  - 70,000+ survey responses
  - 34 focus groups at 9 pilot schools
  - Additional focus groups with postsecondary and community partners

*This is significantly more input than Attuned sees at other school systems.*
- In September 2025, CANVAS Miami Working Group met to unpack external research and initial community input.
- In October 2025, Attuned led a Working Group meeting to formally draft the Portrait using the research and community input.
- Draft was shared with pilot schools and community partners in November 2025 via "Thought Exchange," receiving 1,400+ responses for feedback.
- The Working Group reviewed this community feedback in December 2025, and incorporated changes, which will be shared today.
- Following Board approval, M-DCPS will establish measures of success for the Portrait and it will serve as the "North Star" for the district's development of its next Strategic Plan.

# Let's refresh ourselves on the external research you all discussed at previous sessions

Topic	Summary description
<b>The high demand for durable skills</b>	In an era when technical skills are evolving at an unprecedented pace, there is an important set of durable soft skills that last a lifetime.
<b>Essential social and emotional competencies</b>	Mental health issues among young people are on the rise and both researchers and families agree on the vital importance of developing social-emotional skills and mindsets.
<b>The future of work</b>	Durable and social emotional skills, alongside a commitment to growth, support students' ability to thrive in an evolving workforce that is being impacted by AI.
<b>The importance of post-secondary education</b>	Postsecondary experience has become increasingly important to employability and economic stability and mobility.

# Attuned also facilitated a meeting with the Working Group in October, where we used the research and community input to begin drafting the Portrait

## 10/9 Meeting Objectives

### Practical Outcomes

- Review stakeholder input to better understand our community's aims for M-DCPS graduates
- Given the mission, research, stakeholder perspectives, and our own experiences - begin drafting graduate aims

### Experiential Outcomes

- Continue to build trust, connection, and common vision
- Feel collective excitement about the work ahead



# In this meeting, we reviewed a summary of the community input collected between May and September 2025 (1/3)

Excerpt from 10/9 meeting content

**There were many critical skills / attributes that were consistently named across all four constituent focus groups**

Rank #	Student Focus Group	Parent Focus Group	Staff Focus Group	Industry Partner Focus Group
1	Career Readiness/ Professionalism	Career Readiness/ Professionalism	Digital Literacy/ Technology/AI	Career Readiness/ Professionalism
2	Communication	Digital Literacy/ Technology/AI	Communication	Collaboration/ Teamwork
3	Digital Literacy/ Technology/AI	Communication	Career Readiness/Professionalism	Communication
4	Financial Literacy	Civic/ Community Engagement	Civic/ Community Engagement	Leadership
5	Creativity	Financial Literacy	Financial Literacy	Written Communication
6	Health & Wellbeing	Creativity	Work Ethic (Self-Management/ Time)	Critical Thinking/Problem Solving
7	Leadership	Health & Wellbeing	Resilience/Grit	Ethics & Integrity
8	Work Ethic (Self-Management/Time)	Written Communication	Health & Wellbeing	Work Ethic (Self-Management/ Time)
9	Civic/ Community Engagement	Resilience/ Grit	Leadership	Digital Literacy/ Technology/AI
10	Collaboration/ Teamwork	Critical Thinking/ Problem Solving	Collaboration/ Teamwork	Resilience/ Grit

Plum text = attribute named by all 4 groups

Teal text = attribute named by 3 out of 4 groups

# In this meeting, we reviewed a summary of the community input collected between May and September 2025 (2/3)

Excerpt from 10/9 meeting content

## Earlier this week, you were given a summary of the over 70,000 survey responses M-DCPS received over the course of the last few months

The MDCPS Portrait of a Graduate (PoG) Survey collected input from students (57,440 participants) , parents (2,333 participants) , teachers (6,289 participants) , and the community (284 participants) to identify the most crucial skills and qualities for student success.

The overwhelming consensus across all stakeholder groups is the need to balance **academic skills** with **soft skills** and **real-world life skills**. Some top skills that emerged across groups included:

1. **Critical Thinking:** This trait emerged as the **common ground** that unifies all groups (students, parents, teachers, and community). It is seen as essential for analyzing information, problem-solving, making thoughtful decisions, and adapting to new challenges.
2. **Communication Skills:** This was highly rated as a crucial theme across all groups. Students, teachers, and the community emphasized the need for **strong verbal and written skills** for effective self-expression, networking, and career success.
3. **Life Skills & Financial Literacy:** The need for **practical knowledge** to succeed after graduation was a dominant theme, particularly for middle and high School students, and was the top theme overall for teachers and parents. This includes skills such as managing money, taxes, bills, and gaining independence.

As we aim to center student voice, we want to highlight the shift in focus by student age: elementary students prioritized **perseverance and kindness**, while middle and high School students strongly emphasized **practical life skills (finance, taxes, job interviews) and determination/focus**.



# In this meeting, we reviewed a summary of the community input collected between May and September 2025 (3/3)

Excerpt from 10/9 meeting content

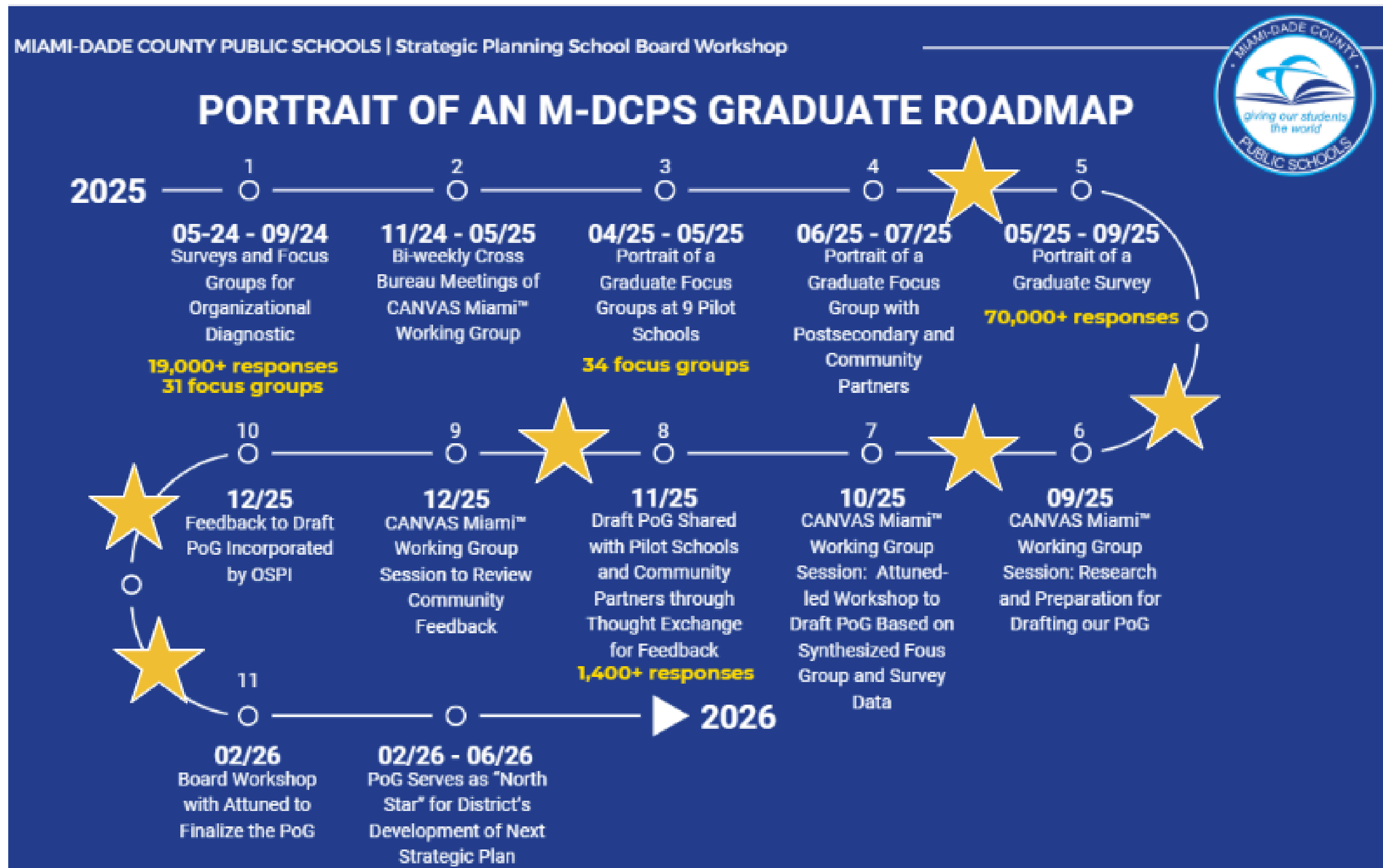
**From the survey, there were many critical skills / attributes that were consistently named across all four constituent groups**

Rank #	Student survey (page 3)	Parent survey (page 14)	Teacher survey (page 20)	Community survey (page 24)
1	Communication skills	Life skills	Life skills	Critical thinking skills
2	Success and goal setting	Motivation	Work ethic and self-discipline	Communication skills
3	Work ethic (Working hard and putting in effort)	Communication skills	Critical thinking skills	Adaptability and resilience
4	Critical thinking skills	Discipline	Motivation and desire to learn	Problem solving skills
5	Self-discipline and time management	Adaptability and resilience	Adaptability and resilience	Financial literacy
6	Financial literacy (Finance and money management)	Critical thinking skills	Communication skills	Creativity (Creative thinking)
7	Responsibility (Responsabilidad)	Responsibility	Reading and writing skills	Social skills
8	Problem solving skills	Financial literacy	Problem solving skills	Technology literacy
9	Adaptability	Perseverance	Social skills	Emotional regulation
10	Resilience and perseverance	Empathy	Teamwork and collaboration	Professional development
11	Empathy and kindness	Independence	Digital literacy	Work ethic
12	Teamwork and collaboration	Creativity	Technology skills	Teamwork and collaboration
13	Organization (Organización)	Problem solving skills	Creativity and innovation	Time management
14	Creativity (Creatividad)	Time management	Emotional intelligence	Leadership skills
15	Leadership	Entrepreneurship	Financial literacy	

Plum text = attribute named by all 4 groups


Teal text = attribute named by 3 out of 4 groups

# From there, OSPI worked to create the draft Portrait and gather feedback from the community, with Attuned providing additional feedback and coaching







# Preliminary Draft Designs





## PORTRAIT OF AN M-DCPS GRADUATE


The Portrait of an M-DCPS is a community-created vision, shaped by the voices of students, families, educators, and partner organizations across Miami-Dade. It defines the key skills and qualities every Miami graduate needs to reach their academic, personal, and professional goals.

- 


**COLLABORATOR**  
I share my ideas clearly, listen to others, and engage respectfully with all people, including those who speak different languages or have different backgrounds.
- 

**PROBLEM SOLVER**  
I think carefully about information, look at things in different ways, and use my curiosity to solve problems and learn new things.
- 

**RESILIENT LEARNER**  
I keep trying even when things are hard, adjust when things change, and stay motivated to do my best.
- 

**COMMUNITY CHAMPION**  
I uplift my school and community by caring about others and taking action to make our world a better place.
- 

**ADAPTIVE GRADUATE**  
I learn important life skills, use new and evolving technology with confidence and care, and learn how to make good choices with money, time, and responsibilities so I'm ready navigate the journey ahead.





## PORTRAIT OF AN M-DCPS GRADUATE

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**ADAPTIVE GRADUATE**  
I learn important life skills, use new and evolving technology with confidence and care, and learn how to make good choices with money, time, and responsibilities so I'm ready for the future.

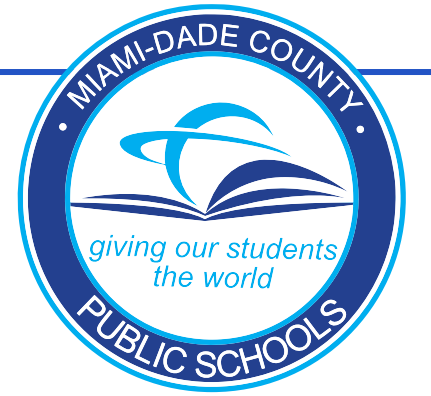




# Collaborator

I share ideas clearly, listen to others, and engage respectfully with all people, including those who speak different languages or have different backgrounds.

Internal Message	Underlying Traits & Skills	Sample of Existing Measures
<p>Students will express ideas clearly in speaking and writing. They will listen with care, understand different points of view, and communicate respectfully across languages and cultures to build strong relationships and collaborate with others.</p>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Respect</li> <li>• Collaboration / Teamwork</li> <li>• Oral and Written Skills</li> <li>• Social Skills</li> <li>• Building Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• FAST PM 3 ELA Scores</li> <li>• Foreign Language Courses</li> <li>• Seal of Biliteracy</li> <li>• Participation in School Clubs and Sports</li> </ul>



# Problem Solver

I think carefully about information, look at things in different ways, and use my curiosity to solve problems and learn new things.

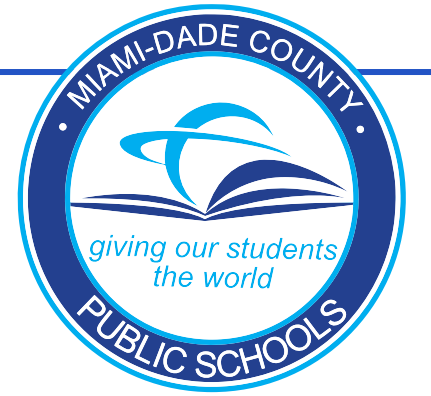
Internal Message	Underlying Traits & Skills	Sample of Existing Measures
<p>Students examine ideas, evidence, and assumptions with curiosity. They use logic and reasoning to make sense of information, solve problems, make thoughtful decisions, and strengthen the academic skills they need to reach their goals.</p>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Problem-Solving</li> <li>• Decision Making</li> <li>• Curiosity</li> <li>• Creativity</li> <li>• Reasoning</li> <li>• Reading &amp; Writing Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Student Data Card (FAST, EOC, AP, IB, AICE, etc.)</li> <li>• Participation in higher level math and science courses</li> <li>• High School Graduation Requirement of Fine Arts</li> </ul>



# Resilient Learner

I keep trying even when things are hard, adjust when things change, and stay motivated to do my best.

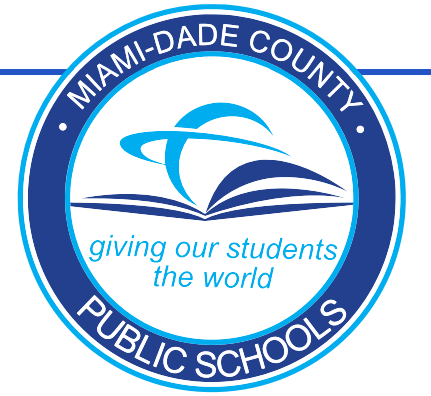
Internal Message	Underlying Traits & Skills	Sample of Existing Measures
<p>Students stay focused when things are challenging. They show grit, adapt when situations change, and build the motivation and work ethic they need for lifelong learning and growing while supporting their overall well-being.</p>	<ul style="list-style-type: none"> <li>• Resiliency</li> <li>• Adaptability</li> <li>• Motivation</li> <li>• Work Ethic</li> <li>• Overall Well-Being</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of 5-Hour Resiliency Modules (Grades 6-12)</li> <li>• Participation in Student Mental Health Initiatives &amp; Supports</li> <li>• SAEBRS Tier 1 Screener Pilot Program</li> </ul>



# Community Champion

I uplift my school and community by being kind, working with others, and using my ideas to make things better.

Internal Message	Underlying Traits & Skills	Sample of Existing Measures
<p>Students take responsibility for uplifting their school and community. They act with empathy and kindness, work well with others, and demonstrate leadership by using their voice and creativity to make a positive impact.</p>	<ul style="list-style-type: none"> <li>• Civic / Community Engagement</li> <li>• Creativity</li> <li>• Empathy</li> <li>• Leadership</li> <li>• Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Community Service Hours</li> <li>• Participation in School Clubs and Sports</li> <li>• School Climate Data</li> <li>• Disciplinary Data</li> </ul>



# Adaptive Graduate

I learn important life skills, use new and evolving technology with confidence and care, and learn how to make good choices with money, time, and responsibilities so I'm ready for the future.

Internal Message	Underlying Traits & Skills	Sample of Existing Measures
<p>Students build strong life and career skills, including skills in technology, artificial intelligence (AI), and financial literacy. They manage their time, responsibilities, and well-being so they can navigate real-world challenges and plan for their future.</p>	<ul style="list-style-type: none"> <li>• Career Readiness</li> <li>• Digital Literacy / Technology &amp; AI</li> <li>• Financial Literacy</li> <li>• Time Management</li> <li>• Overall Well-Being</li> <li>• Life Skills</li> <li>• Goal Setting</li> <li>• Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Middle School Career Planning Requirement</li> <li>• Middle and High School Acceleration</li> <li>• Internship / Mentorship Data</li> <li>• National Student Clearinghouse Data (College Enrollment / Persistence / Graduation)</li> <li>• Enrollment in CTE courses</li> </ul>

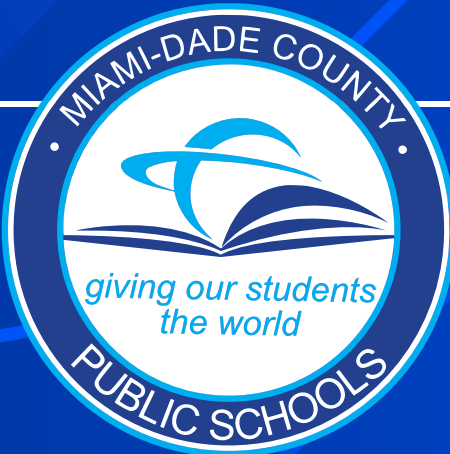
# The M-DCPS Portrait hits all of the PoG Criteria for Success

## Criteria for Success (CFS)

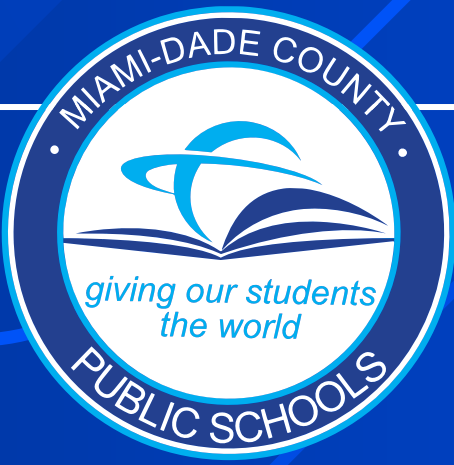
1. **Community-Driven:** Reflect the values, assets, needs, and goals of the community
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3. **Prioritized:** Represent a manageable, actionable number of aims that can be utilized and communicated easily (maximum of 8)
4. **Research-based:** Respond to research and best practices
5. **Holistic:** Consider and honor the development of the whole child
6. **Actionable:** Drive consistency and coherence in instruction and motivate performance, family choice, and action

## How M-DCPS Actualized the CFS

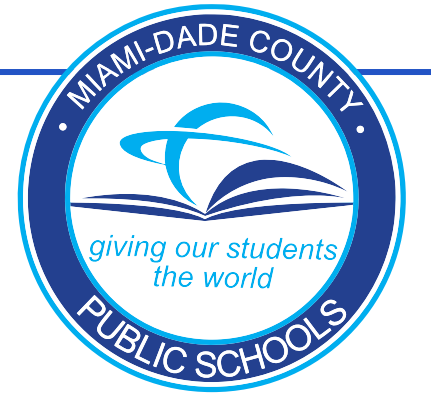
1. Leveraged robust surveys and focus groups across constituent groups to ensure the Portrait reflects real community needs.
2. Ensured alignment with the district's existing mission and values, along with Florida's Resiliency Standards.
3. Distilled complex data into just five distinct core competencies, creating a focused Portrait.
4. Grounded the Portrait in external research and best practices.
5. Balances academic rigor with character development (e.g., pairing "Problem Solver" skills with "Resilient Learner" traits).
6. Clear "I statements" can be translate to concrete, teachable behaviors for daily instruction. Further, this Portrait and aligned measures will serve as the "North Star" for the strategic plan.



# BREAK

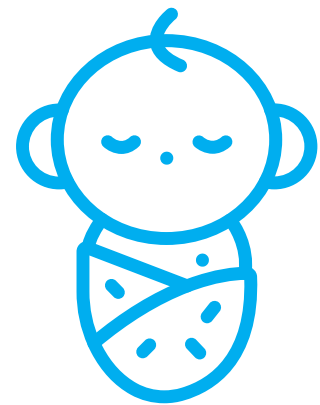


# OUR CHALLENGES AND GUIDING POLICY



# Diagnosis of Our Challenge

M-DCPS is operating with more student seats (classrooms and school buildings) than we have K-12 students to fill them. Accelerated growth of educational options has resulted in a surplus of public and non-public choices for a shrinking number of school-aged children.



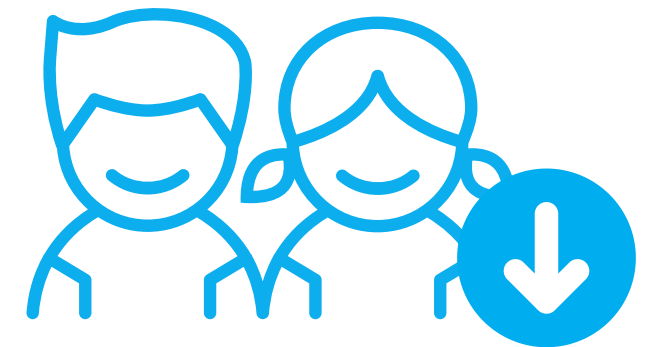
Lower Birth Rates



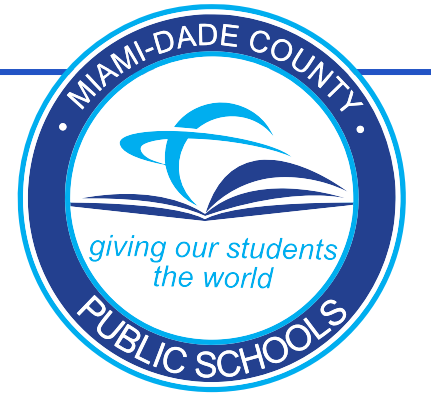
Higher Cost of Living



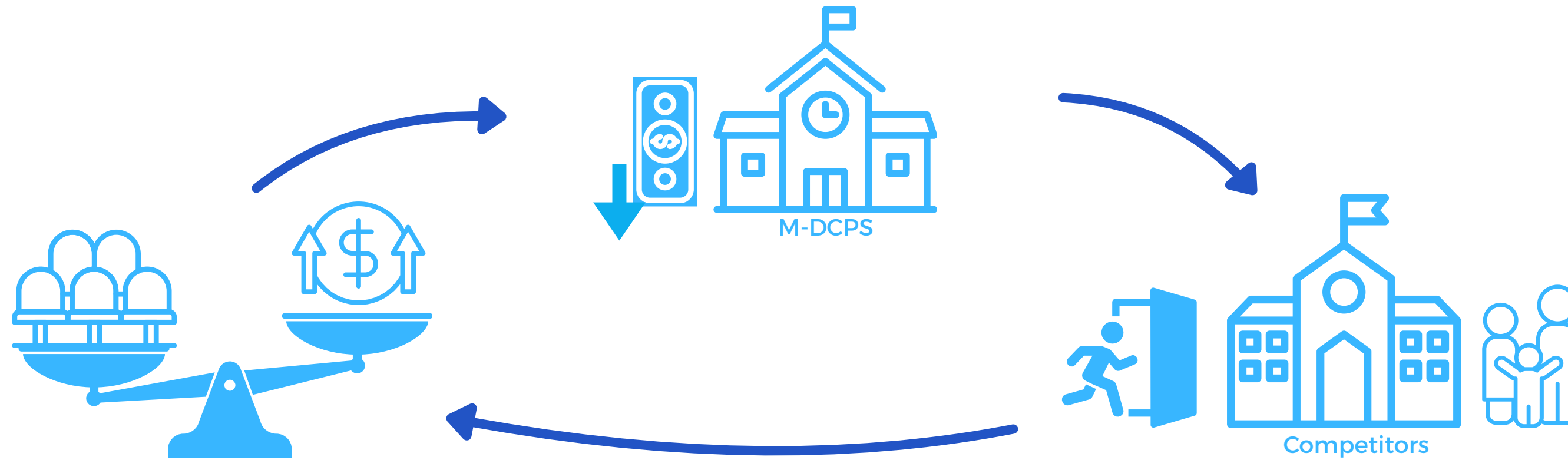
Demographic Shifts



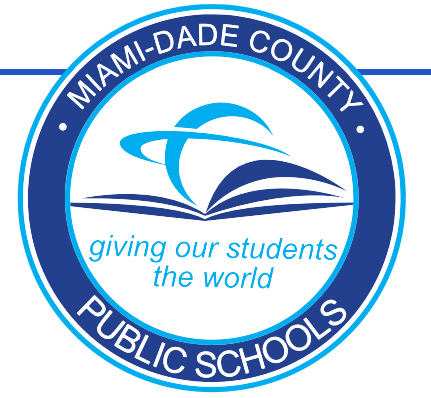
These issues result in a reduced total number of school-aged children.



# Diagnosis of Our Challenge



- This oversupply of student seats leaves M-DCPS with large fixed costs spread over fewer students, driving up cost per student as utilization falls.
- Rising per-student costs then limit M-DCPS' ability to invest in school quality and efficient systems, **impacting the family and employee experience** and prompting more families to choose other education providers, reinforcing the enrollment–cost loop.

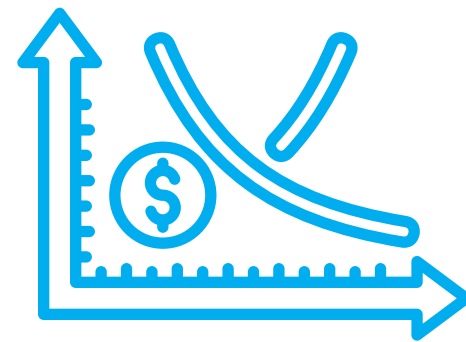


# Diagnosis of Our Challenge

## Challenge Component

## Response

**Surplus Seat Capacity**

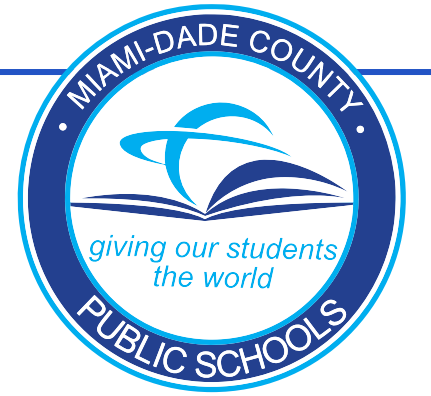


**Market Condition Response** – M-DCPS will execute an Education Enterprise Development and Asset Management strategy to reduce surplus capacity, lower fixed costs per pupil, and actively generate new revenue or achieve cost avoidance.

**Variability in School Quality Outcomes and Suboptimal Systems**



**Our Managerial/Operational Response** – M-DCPS will target the root causes of declining perceived value: variability in school quality and outcomes, and suboptimal systems. These elements inform our core strategy as an Educational Enterprise.



# Delivering the Best Experience

- **Delivering What Matters:** In today's world, we know families have choices. At M-DCPS, "**value**" isn't just a metric; it's the promise we keep to our students and families. It's the top-tier education and academic outcomes, the safe classrooms and schools, and the endless choices and opportunities available to our students, balanced against the time and engagement of our families.
- **The Best Investment:** Our "Value Advantage" is our proof that we use public funding more effectively than anyone else. We don't just spend dollars; we transform them into strategic investments in areas such as academic growth, innovation, safety and wellness, and additional extracurricular options. When you choose M-DCPS, you are choosing the most efficient and impactful use of your tax dollars.



# What is Value?

- **Academic & Developmental Value**

- **Innovative and Specialized Programs:** Unique magnet and career pathways tailored to student interests.
- **Highly Qualified Educators:** Premier instruction led by certified, experienced professionals.
- **Diverse Learning Support:** Specialized resources ensuring every student has a path to success.
- **Life Skills & Socialization:** Developing the character and social intelligence needed for the future.

- **Community & Cultural Value**

- **Safety & Security:** Providing a protected, reliable environment for learning and growth.
- **Trust & Belonging:** Cultivating lasting relationships and a true sense of community.
- **Extracurricular Breadth:** A wide array of arts, athletics, and clubs that build character and enhance the student experience.

- **Practical & Financial Value**

- **Zero-Cost Education:** High-quality public schooling with no tuition or hidden fees.
- **Transportation:** Busing that ensures safe, equitable access to schools.
- **Full-Day Support:** Extended-day programming to support the needs of working families.
- **Comprehensive Wellness:** Low-to no-cost nutritious meals, mental health resources, and school-based healthcare.



# Guiding Policy

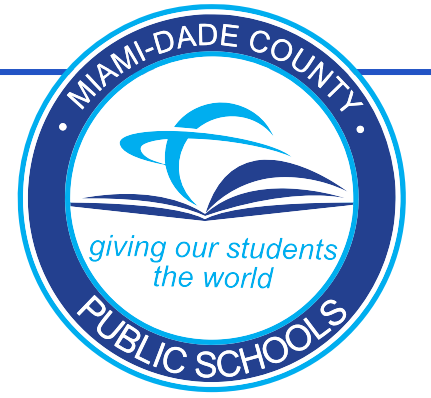
***M-DCPS will build a stronger, leaner **Education Enterprise** by optimizing the number and use of our schools to match today's student population and reinvesting the savings in:***

***(1) high-quality educational programs,***

***(2) better experiences for students, families, employees and community & industry partners, and***

***(3) the systems and processes that support them.***

***Through this commitment, we will strive to deliver better results for students and employees for every public dollar spent than any other option in Miami-Dade, making M-DCPS the best choice.***



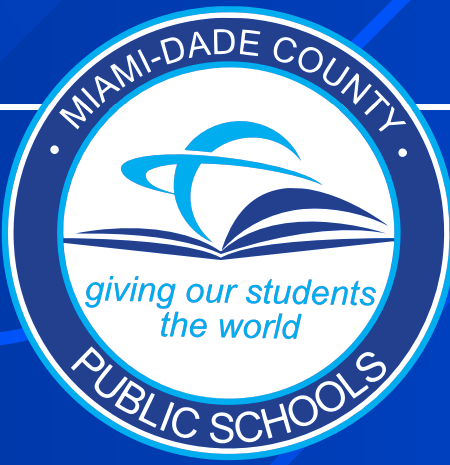
# Guiding Policy

## INVESTMENT MATRIX FOR NEW INITIATIVES & PROGRAMS

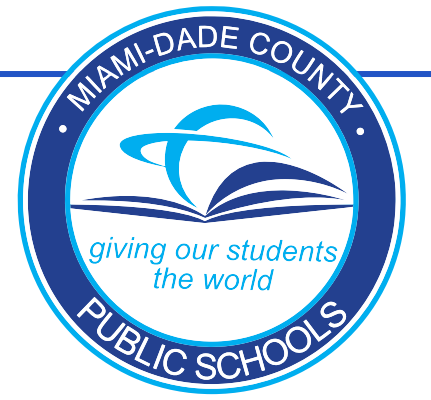
Increases School Quality Outcomes  
and/or Systems Optimization

<b>YES</b>	Secondary Priorities	<b>Primary Strategic Priorities</b>
<b>NO</b>	Not a Strategic Priority	Secondary Priorities
	<b>NO</b>	<b>YES</b>

Reduces Surplus Seat Capacity



# REVISITING OUR “WHY” STATEMENTS



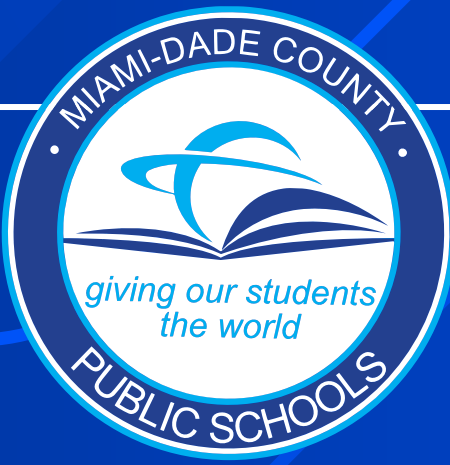
# Our “Why” Options

**Definition:** The Why is the purpose or core belief; it explains the deeper reason the organization exists.

**Organizational Transition:** M-DCPS is not just a public school district but an **Educational Enterprise** that exists within the broader Miami-Dade County Ecosystem.

## Why does Miami-Dade County Public Schools exist?

- **Option A:** Because our community thrives when every learner has the opportunity to develop the knowledge, skills, and confidence needed to reach their full potential.
- **Option B:** Because each student's journey should elevate them and our community toward purpose, character, and opportunity.



# MISSION AND VALUES REVISION



# Our Current Framework

## Mission:

To provide relevant learning experiences that foster life-long curiosity and enable all students to achieve their full academic, personal, and civic potential.

## Vision:

Inspired, valued, educated, and empowered students thriving in and beyond the classroom.

## Values:

### Excellence

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

### Equity

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

### Student Focus

We focus on meeting our students' diverse needs and supporting them in fulfilling their potential.

### Innovation

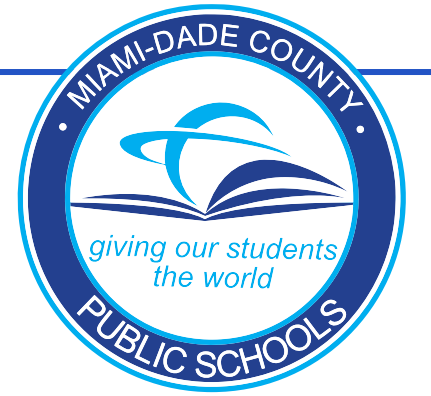
We encourage risk-taking, creativity, and adaptability to new ideas and methods that will support and elevate student learning.

### Accountability

We celebrate our successes, learn from our failures, and embrace challenges as we strive towards continuous improvement.

### Joy

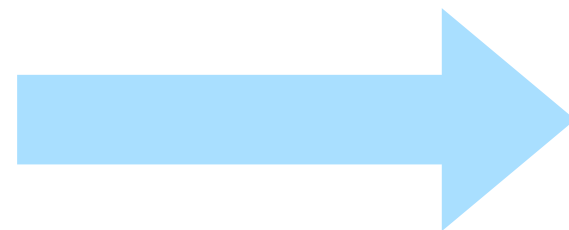
We accept individuals for who they are, encourage them to engage with one another authentically, and cultivate welcoming environments that promote fun and excitement.



# Our New Approach

Grounded in community input and designed to drive action

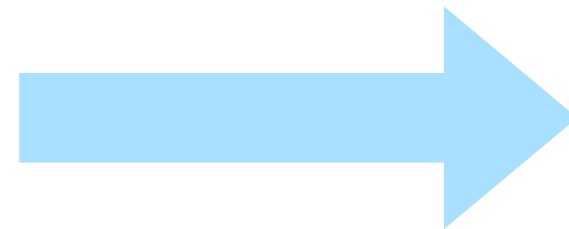
**Mission**



**Our “Why”**

A clear statement of purpose that grounds our work.

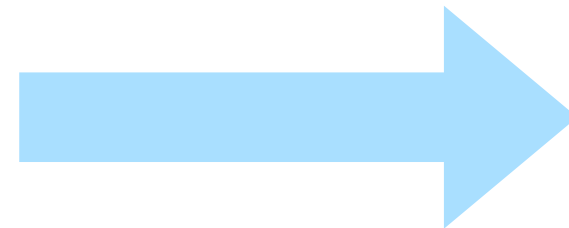
**Vision**



**Portrait of a Graduate**

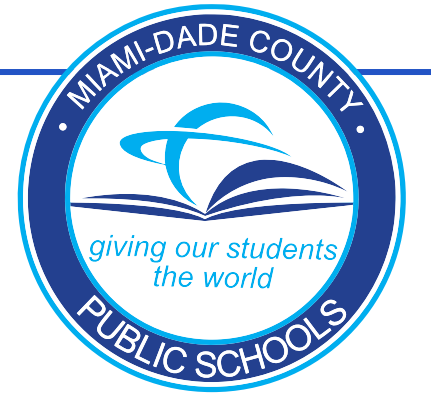
A shared, community-created and measurable definition of the knowledge, skills, and learning experiences students need to succeed in today’s world.

**Core Values**



**“Values Matter Miami”**

Existing values already recognized, practiced, and reinforced across our schools.



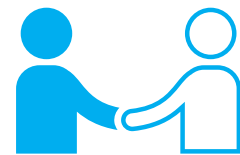
# Values Matter Miami



**Citizenship**



**Fairness**



**Cooperation**



**Kindness**



**Pursuit of Excellence**



**Responsibility**



**Respect**



**Integrity**



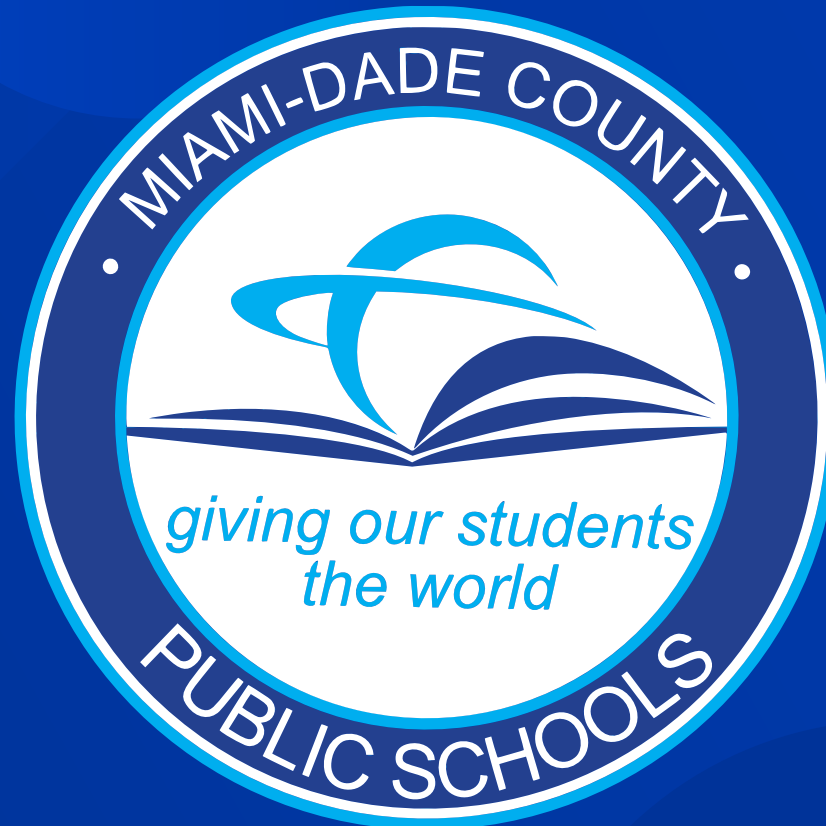
**Honesty**



# What's Ahead in the Strategic Planning Process

Timing	Engagement	Purpose/What to Expect
<b>Ongoing - Spring 2026</b>	Board Member 1-on-1 Conversations	Continued engagement with each Board Member to gather feedback, surface priorities, and ensure perspectives shape the next phase of the plan.
<b>March - April 2026</b>	Cabinet Strategic Plan Retreats	Develop plan measures (OKRs & BAUs), action strategies, final plan document, and data dashboards.
<b>May - June 2026</b>	Board Meeting for Strategic Plan Adoption	Final plan presented to the board for approval.

# Thank You



*“Strategy is about making choices, trade-offs; it’s about deliberately choosing to be different.”*

*-Michael Porter*

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