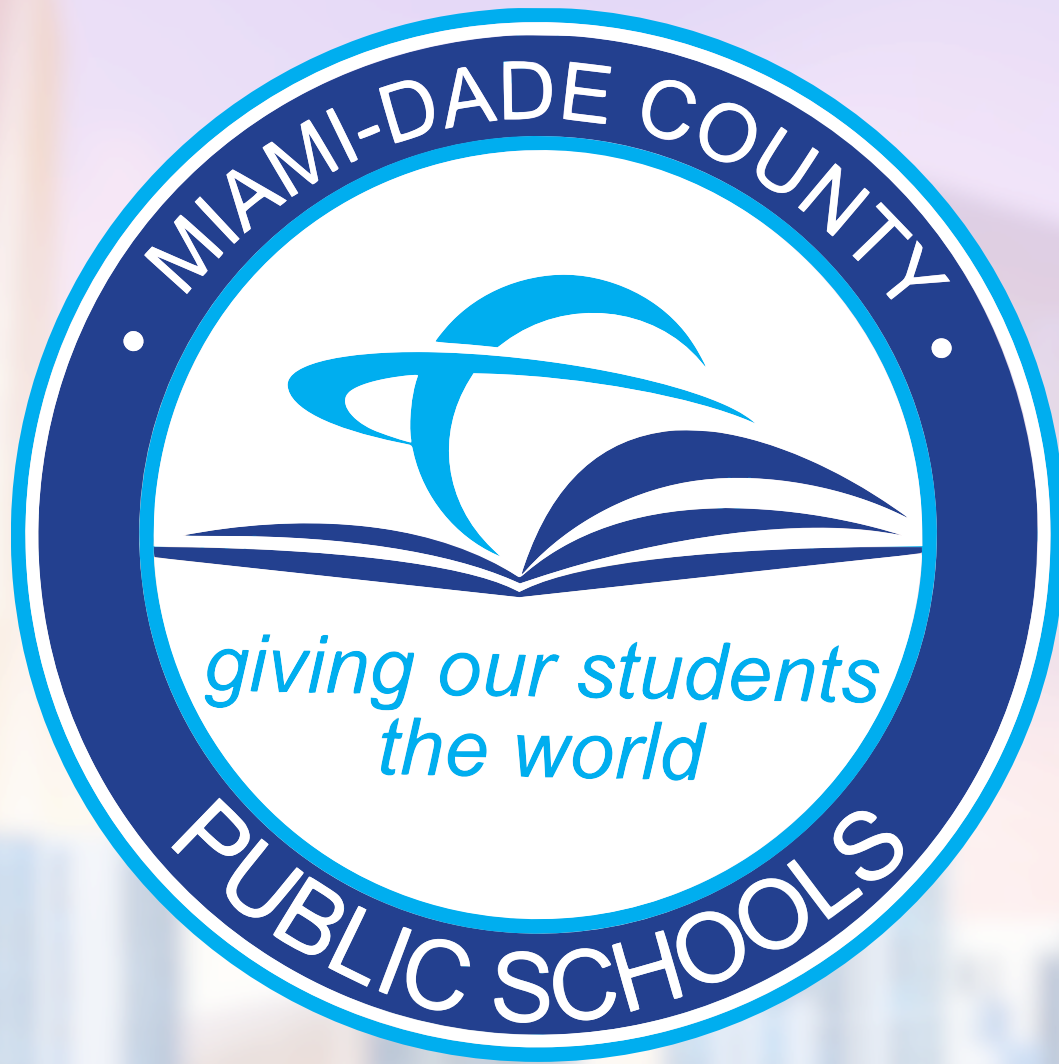


#YourBestChoiceMDCPS



MIAMI-DADE COUNTY PUBLIC SCHOOLS

2025 Strategic Plan Annual Report

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

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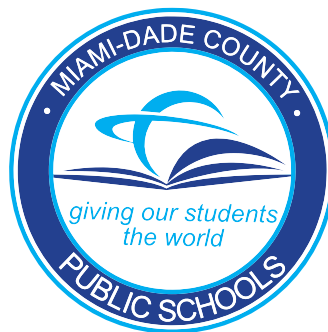
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SUPERINTENDENT OF SCHOOLS

Dr. Jose L. Dotres

Your Best Choice

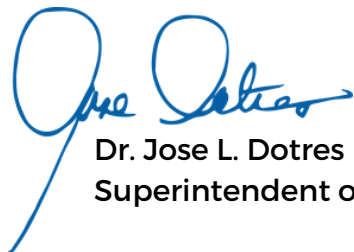
Miami-Dade County Public Schools proudly stands as the nation's third largest school district, with more than 320,000 students, 20,000 adult learners, and over 27,000 dedicated employees. As we present the 2025 Strategic Plan Annual Report, we reaffirm our commitment to continuous improvement and our mission to provide families with exceptional educational experiences.

Since establishing our goals in 2021, we have worked diligently to elevate student performance through rigorous academics, foster safe and nurturing environments, support the professional growth of our staff, strengthen authentic engagement with stakeholders, and embed sustainable operational practices. Reflecting on the 2024-2025 school year, we take particular pride in maintaining our A rating for the sixth time. This accomplishment reflects our students' remarkable performance, highlighted by our highest ever overall graduation rate for public schools in Miami-Dade of 93.1 percent, surpassing the state's rate of 92.2 percent and featuring significant gains across all student subgroups. The graduation rate of our District schools remained stable at 95 percent, reflecting continued consistency in student outcomes.

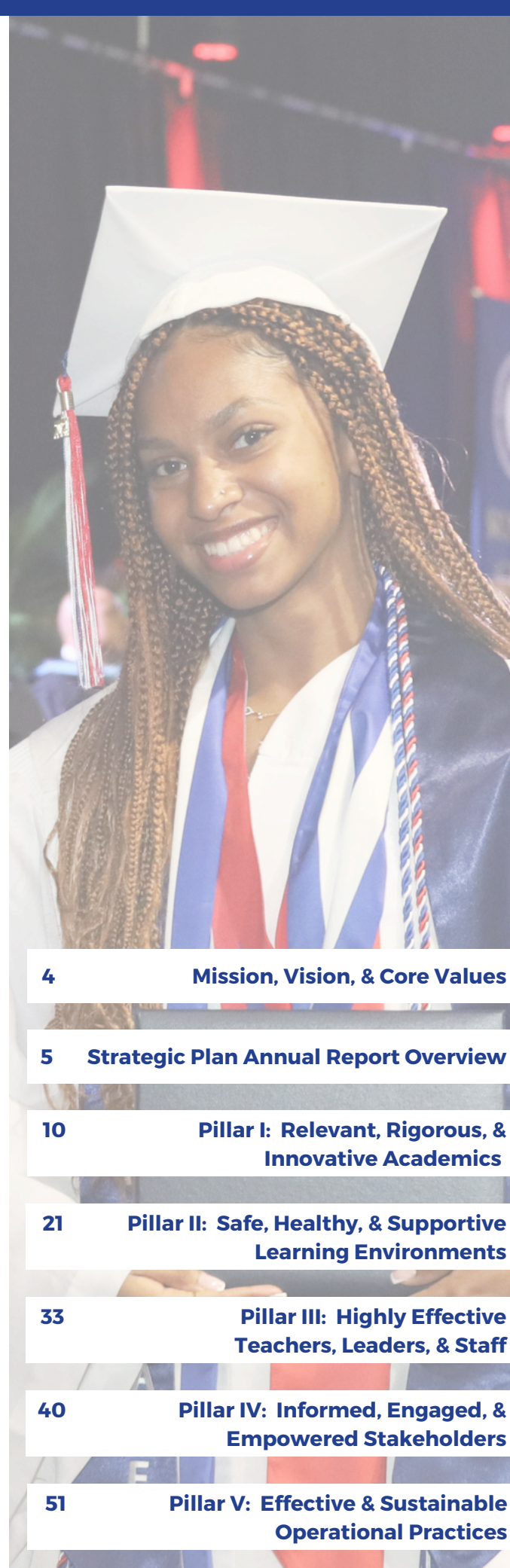
Even as we celebrate this progress, we recognize that the world our students are preparing to enter looks very different than it did in 2021. Our communities have changed. The challenges facing public education have grown more complex. This moment called for a different approach to strategic planning, one built from the ground up, with this community at the center.

That is why we undertook the largest community engagement effort in district history: more than 192,000 survey responses and 65 focus groups across all nine voting districts, in English, Spanish, and Haitian Creole. To every student, family, educator, and partner who participated, thank you. Your voices shaped what comes next.

As we complete the final year of this plan, we carry forward what we have learned, and the trust this community has placed in us, into the work still ahead.



Dr. Jose L. Dotres
Superintendent of Schools



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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.

Core 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.

Serving our Students

Strategic Planning

As the District enters the final year of the current strategic plan, it is finalizing its next strategic plan, which will take effect July 2026.

The 2026–2031 plan is built on a new framework inclusive of the "Portrait of an M-DCPS Graduate", aligning strategy with core challenges and community insight. Final Board approval is scheduled for spring 2026.

Community outreach for the new plan captured over 192,000 survey responses as well as feedback from 65 focus groups across all nine voting districts, engaging students, parents, staff, and community partners through virtual and in-person sessions in English, Spanish, and Haitian Creole.



192,000+ Surveys



65+ Focus Groups

The Standard of Excellence

A leading national district, M-DCPS is recognized for its high academic standards, innovative programs, and commitment to student success. The District serves the education continuum through its 340+ K-12 schools, robust Early Childhood Education and Postsecondary Programs, including 7 Technical Colleges. M-DCPS stands out as a premier public school district in Florida by setting the standard through its unwavering commitment to Excellence, Choice, Innovation, and Safety. Miami-Dade County Public Schools is proud to be an "A" rated district for the 6th year in a row.

Quick Facts

✓ **99%**
of Schools with
A, B, or C Grade.

✓ **95%***
Graduation Rate

✓ **70K+**
Portrait of a Graduate
Survey Responses

✓ **1.2M+**
Social Media
Engagement

**93.1% graduation rate including charter schools*

Academics

This A-rated district boasts outstanding academics, marked by innovative learning technologies and advanced courses including 93 Cambridge Programs, 24 International Baccalaureate Programs, and close to 17,000 students participating in dual-enrollment programs.

Safety

M-DCPS prioritizes safety, providing a secure and nurturing environment for all students. The District has the largest school-based police department in the nation with an officer assigned to each school, utilizing robust resources including over 18,000 cameras connected to a centralized location that can be accessed 24/7.

Portrait of an M-DCPS Graduate Development

This year, shaped by the voices of over 70,000 students, families, educators, and community partners, M-DCPS launched the development of the "Portrait of an M-DCPS Graduate", a community-created vision for our graduates on the key skills and qualities needed for lifelong success.

Spotlight on Successes

✓ **95%***
Graduation Rate

**93.1% graduation rate including charter schools*

✓ **1,000+**
Staff Members
Trained in AI Use

Historic Graduation Rate

The 2024-2025 graduation rate for public schools in Miami-Dade is 93.1%, representing a 1.3 percentage point increase from the 2023-24 graduation rate of 91.8%. Miami-Dade County Public Schools continued to build on effective strategies to boost graduation rates. Proactive measures, which include a comprehensive tracking portal, are designed to ensure students stay on the path to graduation and are well-prepared for both higher education and the workforce. The graduation rate for our District schools remained stable at 95%, reflecting continued consistency in student outcomes. Progress was reflected across the various student subgroups with increases for Hispanic (+1.2 percentage points), Black (+1.9 percentage points), English Language Learners (+3.9 percentage points), Students with Disabilities (+0.4 percentage points), and Economically Disadvantaged students (+1.9 percentage points)—all of whom exceeded their peers statewide. For the fourth consecutive year, Miami-Dade County Public Schools have surpassed the statewide graduate rate, reinforcing the District's sustained progress and commitment to student success.

Artificial Intelligence

During the 2024–2025 school year, the district continued to implement a comprehensive strategy to integrate Artificial Intelligence into instructional culture by launching a series of high-frequency engagement initiatives for educators, administrators, and families. A central component of this effort was the continuation of the cohort-based AI Institute, which provided teachers and administrators with hands-on experience in using AI-powered tools to transform classrooms and enhance daily operations. Leadership development was further prioritized through the Assistant Principal BENCH Academy and Scaled Leadership sessions, which focused on utilizing "Leadership Gems" and NotebookLM as thinking partners for administrative tasks. To support students' home learning environments, the district released "A Parent's Guide to Supporting Students with AI" in English, Spanish, and Haitian Creole, offering age-appropriate strategies for the responsible use of tools like Google Gemini. These efforts were scaled through summer Synergy sessions, where "Google Champions" trained staff through the Professional Learning Support Teams on advanced AI partners like Gemini 2.5 and digital command centers like Google Classroom to ensure a routine, systemwide transition toward digital excellence.

Key Challenges

Enrollment

As the nation's third-largest school district, maintaining robust student enrollment for Miami-Dade County Public Schools remains crucial for financial health and strategic resource distribution. Over the past five years, district school enrollment in Miami-Dade has declined at a compound annual rate of -1.92%, a trend projected to continue, despite M-DCPS' retention of a strong share of the school-age population, due to factors such as lower birth rates, out-of-county migration, and the expansion of school choice options.

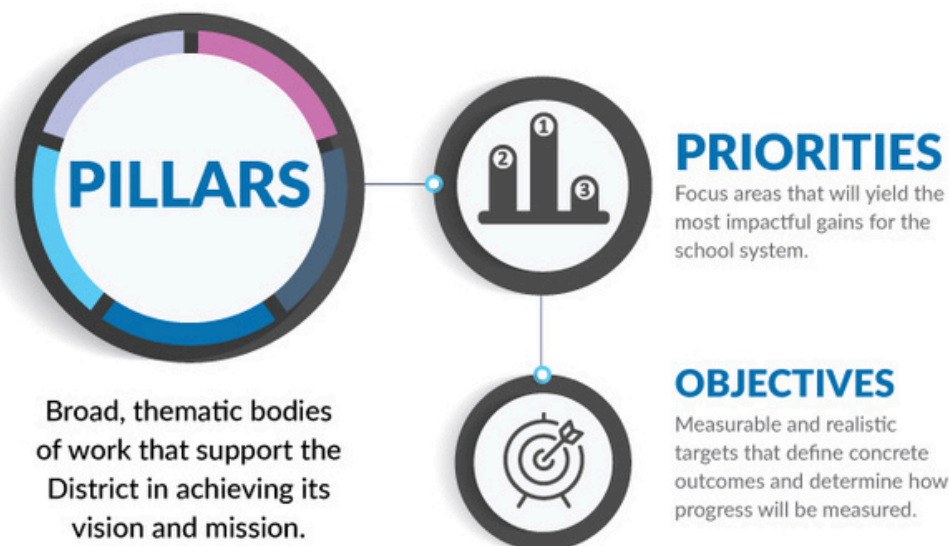
Recognizing these challenges, the District has developed multiple strategies to increase community engagement and targeted outreach efforts that strengthen recruitment and retention. These efforts include innovative program offerings, showcases, targeted marketing, alliances and partnerships, school-site enrollment task forces, and continued stakeholder engagement. By proactively addressing shifting demographics and evolving educational options, M-DCPS seeks to preserve its fiscal stability while offering top-tier academic and extracurricular programs. In doing so, the District remains focused on continuous improvement to ensure it remains the best educational choice for all students and families in Miami-Dade County.

Budget

Miami-Dade County Public Schools continues to navigate a fiscal environment that is increasingly complex. The expiration of federal pandemic-era stimulus funds, an accelerating decline in enrollment driven by new migration patterns and the rising cost of living, and growing capital obligations have led to budget reductions that are expected to continue as the educational landscape becomes even more complex.

The District remains focused on protecting what matters most — students, classrooms, and the workforce — and sound fiscal stewardship has positioned M-DCPS to adapt to evolving conditions without compromising the quality of instruction or the services students and families depend on. As the District moves into its next phase of strategic planning, these realities underscore the importance of continuing to innovate, pursue operational optimization, and ensure that every resource is aligned with student achievement, safety, and well-being.

Pillars, Priorities, & Objectives



Pillar I: Relevant, Rigorous, & Innovative Academics

- Priority 1: Ensure that all students graduate with a relevant, viable post-secondary plan
- Priority 2: Eliminate the achievement gap while accelerating all students to their full academic potential
- Priority 3: Provide equitable access to quality and innovative instructional programs

Pillar II: Safe, Healthy, & Supportive Learning Environments

- Priority 1: Provide a safe, secure, and clean environment for all district students, staff, and visitors
- Priority 2: Promote the physical, emotional, and mental health of students and employees within and beyond school
- Priority 3: Provide the necessary supports to promote student access and engagement

Pillar III: Highly Effective Teachers, Leaders, & Staff

- Priority 1: Recruit and retain the most qualified employees
- Priority 2: Develop a culturally responsive and high-performing workforce
- Priority 3: Develop administrators as effective leaders of human capital

Pillar IV: Informed, Engaged, & Empowered Stakeholders

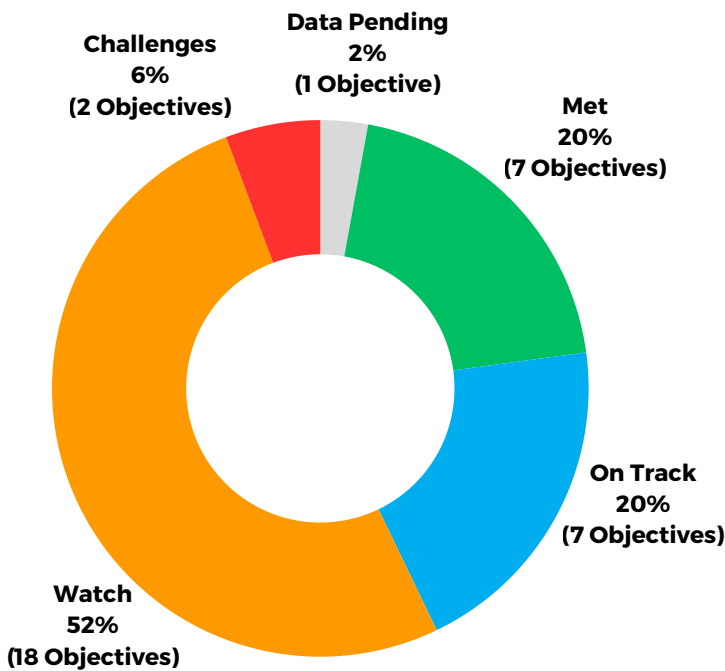
- Priority 1: Enhance and diversify communication strategies to strengthen stakeholder understanding
- Priority 2: Improve and amplify meaningful two-way communication with stakeholders to ensure equity and access
- Priority 3: Empower all stakeholders to be active participants and advocates in public education

Pillar V: Effective & Sustainable Operational Practices

- Priority 1: Maintain the District's strong financial position
- Priority 2: Ensure efficient and effective business practices
- Priority 3: Ensure equitable purchasing/ procurement practices
- Priority 4: Establish and implement sustainability practices

Objective Status Update

Objective Status: SY 2023-24



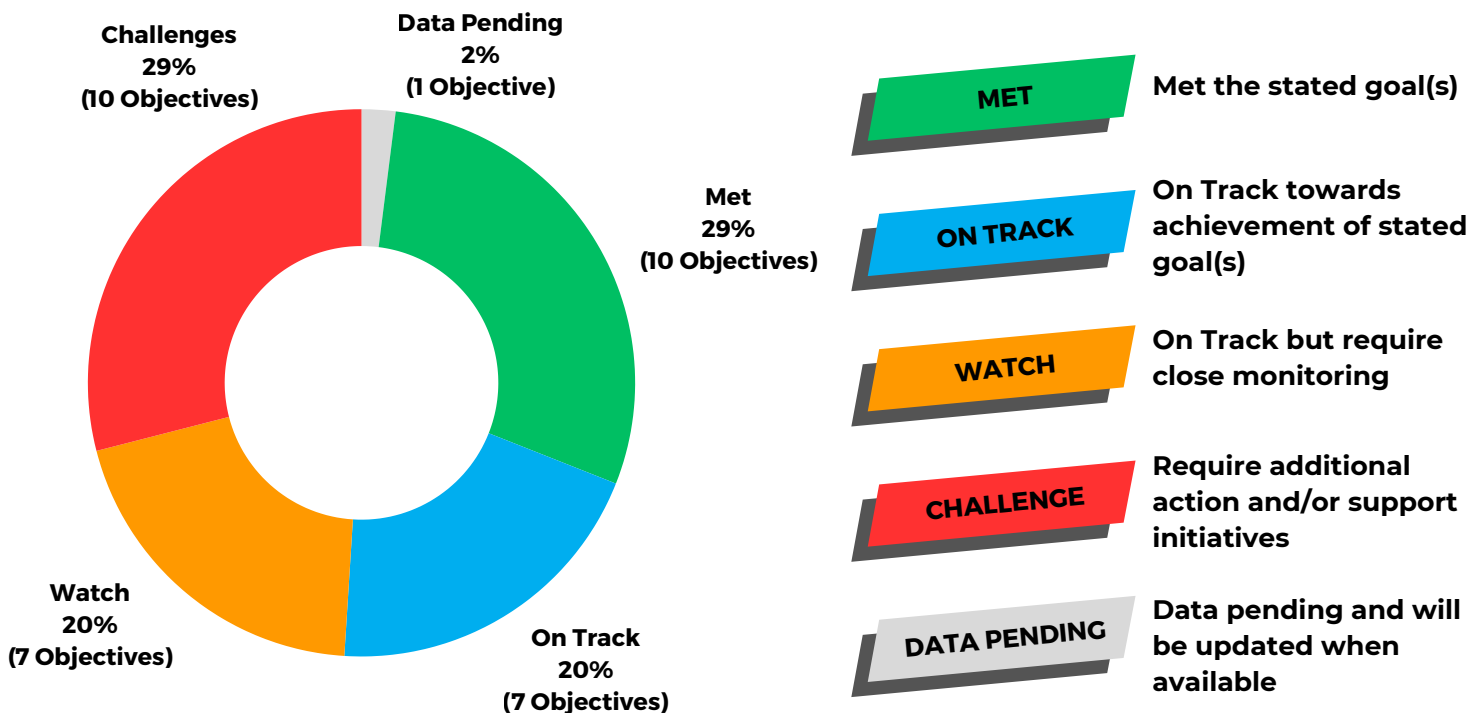
Performance Summary

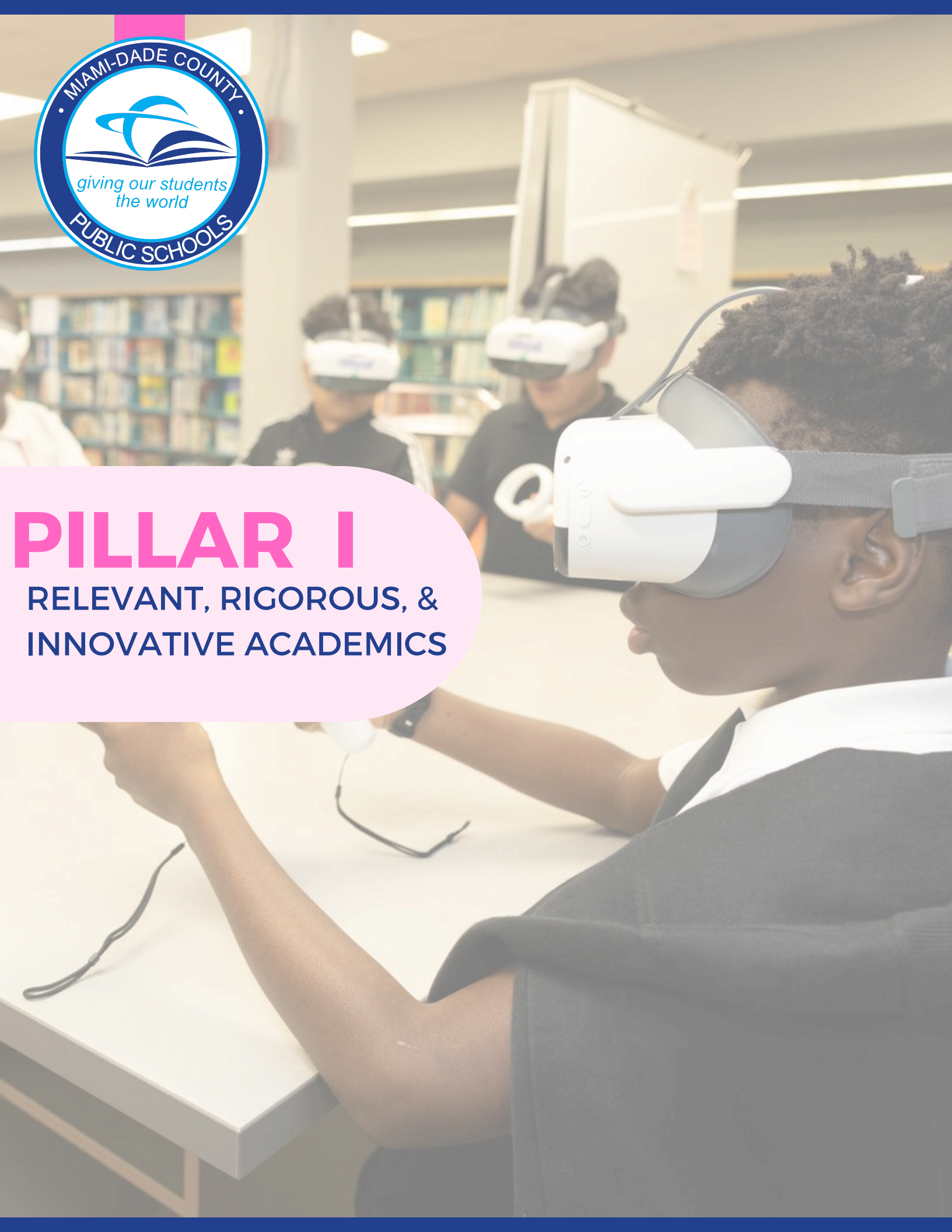
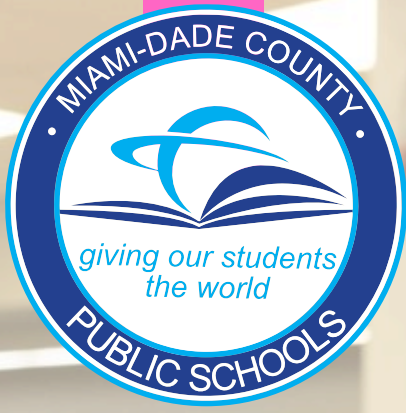
The annual performance summary for M-DCPS shows gains between the 2023-2024 and 2024-2025 school years.

The percentage of objectives meeting their established target increased from 20% to 29%. The proportion of objectives identified as challenges increased from 6% to 29%. With only a year left to report on this plan, we have moved many of the measures previously under watch status to challenge based on statistical forecasting of available data. Only 20% of objectives remain under watch status, this primarily reflects the rapidly evolving educational environment and statewide changes in academic standards.

Twenty percent of the objectives for 2024-2025 are on track to achieve their targets. Altogether, 49% of objectives have either met their goals or are progressing as planned.

Objective Status: SY 2024-25

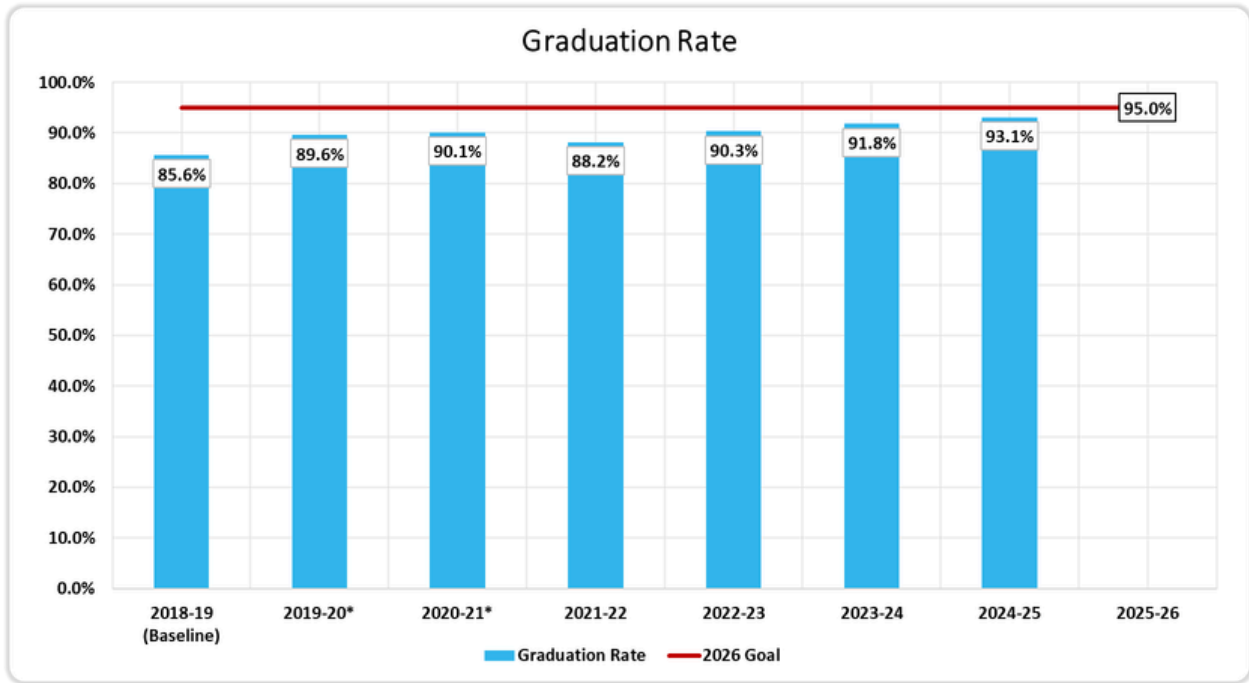




PILLAR I
RELEVANT, RIGOROUS, &
INNOVATIVE ACADEMICS

Priority 1: Ensure that all students graduate with a relevant, viable post-secondary plan.

Objective 1: 95% of high school students will obtain a standard diploma.



Data includes charter schools

*FLDOE allowed districts to waive assessment graduation requirements in 2019-20 and 2020-21

Purpose:

Graduation rates are a key indicator of the effectiveness of a school system as they measure students' educational attainment and correspond with college and workforce readiness.

Key Action Steps:

- Utilized a portal report for students and parents to monitor progress towards graduation. The portal report, which starts during a student's freshman year, helps ensure on-track academic performance through high school.

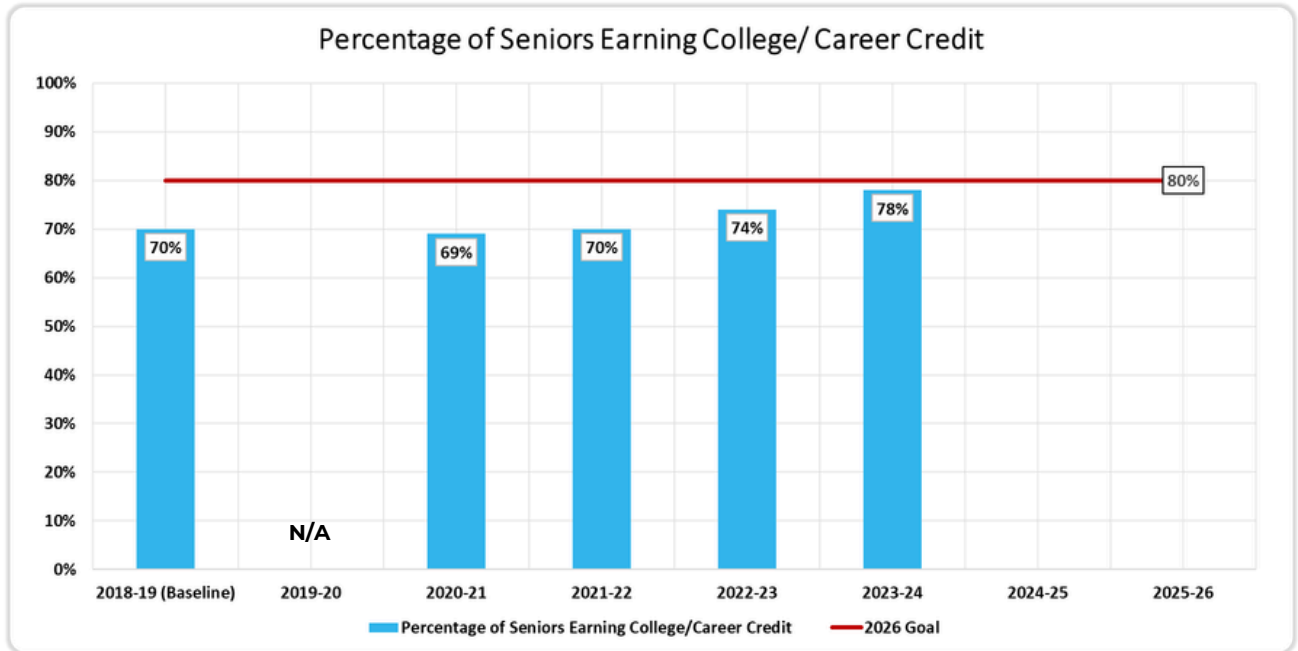
Data Insights:

During the 2019-20 and 2020-21 school years, graduation assessment requirements were waived under Florida Department of Education Order 2021-EO-02. Beginning in 2021-22, these waivers were discontinued, and assessment requirements were reinstated. Data from 2018-19 onwards is shown, as it predates the impact of the Covid-19 health emergency and associated school closures.

It is important to note that the data displayed includes charter schools. For the 2024-25 school year, the M-DCPS graduation rate for our District schools remained stable at 95%, reflecting continued consistency in student outcomes. This notable success spanned all demographic groups, with Hispanic, White, Black, English Language Learners, Students with Disabilities, and Economically Disadvantaged students outperforming their peers across the state.

Priority 1: Ensure that all students graduate with a relevant, viable post-secondary plan.

Objective 2: Increase the percentage of graduating seniors earning one college or career credit to 80%.



Data includes charter schools.
Data will be available Summer 2026.

Purpose:

Earning college or career credit in high school accelerates learning, reduces overall tuition costs, and fosters a seamless transition to higher education or the workforce post-graduation.

Key Action Steps:

- Added Dual Enrollment courses in collaboration with Miami Dade College with more flexible Grade Point Average (GPA) requirements to broaden the pool of students who can participate.
- Increased Career Dual Enrollment opportunities for students in CTE programs by expanding course offerings at the District’s seven technical colleges.

Data Insights:

Data shown starts in 2018-19, the last unaffected year prior to the Covid-19 health emergency and school closures.

Priority 2: Eliminate the achievement gap while accelerating all students to their full academic potential.

Objective 1: Increase the percentage of students achieving on or above grade-level performance on state assessments in English Language Arts, Mathematics, Algebra I, Geometry, Science, and Social Studies by at least 10 percentage points per content area.

Assessment	2018-19 (Baseline)	20-21	21-22	22-23	23-24	24-25	25-26	2026 Goal
ELA	58%	54%	55%	52%*	56%	60%		68%
MATH	60%	45%	54%	56%*	58%	63%		70%
ALGEBRA I	63%	46%	57%	57%*	61%	66%		73%
GEOMETRY	55%	41%	49%	50%*	56%	58%		65%
SCIENCE (GRADE 5)	53%	43%	49%	50%	53%	56%		63%
SCIENCE (GRADE 8)	43%	37%	39%	40%	42%	46%		53%
BIOLOGY	68%	61%	62%	65%	70%	74%		78%
CIVICS	73%	63%	71%	68%	70%	74%		83%
U.S. HISTORY	71%	59%	66%	66%	70%	75%		81%

Data includes charter schools

**The FLDOE transitioned to the FAST assessments in 2022-23. Results reflect retrofitted scores*

Purpose:

Increasing student achievement on state-wide assessments in these core content areas is an important element of ensuring students are making adequate progress towards graduation and college and career readiness.

Key Action Steps:

- Implemented an enhanced progress monitoring system to ensure data-driven instructional methods are prioritized.
- Provided elementary and K-8 Principals, 3rd Grade ELA teachers, and literacy coaches with targeted professional development opportunities to enhance data analysis, literacy instruction, and improve student reading proficiency through collaboration, best practices, and expert insights.

Data Insights:

To ensure accurate comparisons, it is important to consider the shift to Florida Assessment of Student Thinking (FAST) assessments, changes in educational standards, and the transition from paper-based to computer adaptive formats and the implementation of new scales. Therefore, it is recommended to treat the 2022-23 academic year as a new baseline for comparison. When evaluating results for the 2024-25 academic year, comparisons should be limited to the 2023-24 and 2022-23 school years, which provide the most reliable foundation for assessing student progress and growth.

Priority 2: Eliminate the achievement gap while accelerating all students to their full academic potential.

Objective 2: Narrow the achievement gap by decreasing the percentage difference between each underperforming subgroup and the highest performing subgroup achieving on or above grade level on state assessments in English Language Arts and Mathematics by 50%.

English Language Arts (Grades 3-10)

YEAR	WHITE	BLACK	HISPANIC	ED*	ESE	ELL
2018-19 (Baseline)	77%	40%	61%	51%	26%	19%
2020-21	73%	34%	56%	46%	23%	14%
2021-22	75%	38%	58%	49%	25%	15%
2022-23**	70%	41%	52%	47%	25%	11%
2023-24	73%	46%	56%	52%	31%	15%
2024-25	77%	51%	60%	54%	36%	18%
2025-26						
2025-26 GOAL		59%	69%	64%	52%	48%

Mathematics (Grades 3-8)

YEAR	WHITE	BLACK	HISPANIC	ED*	ESE	ELL
2018-19 (Baseline)	77%	44%	63%	53%	32%	38%
2020-21	67%	26%	48%	36%	21%	21%
2021-22	74%	36%	56%	47%	27%	31%
2022-23**	74%	42%	57%	51%	32%	32%
2023-24	77%	46%	61%	56%	37%	36%
2024-25	80%	50%	65%	57%	41%	41%
2025-26						
2025-26 GOAL		61%	70%	65%	55%	58%

Algebra I EOC Exam

YEAR	WHITE	BLACK	HISPANIC	ED*	ESE	ELL
2018-19 (Baseline)	79%	47%	65%	55%	31%	35%
2020-21	66%	28%	48%	37%	22%	16%
2021-22	71%	42%	58%	51%	28%	24%
2022-23**	74%	45%	57%	52%	31%	28%
2023-24	77%	53%	61%	57%	39%	39%
2024-25	82%	55%	67%	61%	44%	42%
2025-26						
2025-26 GOAL		63%	72%	67%	55%	57%

Geometry EOC Exam

YEAR	WHITE	BLACK	HISPANIC	ED*	ESE	ELL
2018-19 (Baseline)	74%	35%	57%	47%	23%	28%
2020-21	63%	23%	43%	32%	19%	14%
2021-22	69%	30%	52%	41%	22%	19%
2022-23**	72%	33%	51%	44%	22%	23%
2023-24	75%	44%	57%	52%	31%	33%
2024-25	73%	48%	58%	52%	36%	39%
2025-26						
2025-26 GOAL		55%	66%	61%	49%	51%

*ED = Students directly certified for Free/Reduced Price Lunch

**The FLDOE transitioned to the FAST assessments in 2022-23. Results reflect retrofitted scores.

Priority 2: Eliminate the achievement gap while accelerating all students to their full academic potential.

Objective 2 (Continued)

Objective 2: Narrow the achievement gap by decreasing the percentage difference between each underperforming subgroup and the highest performing subgroup achieving on or above grade level on state assessments in English Language Arts and Mathematics by 50%.

Purpose:

The achievement gap in education refers to the disparity in academic performance between groups of students. In this case, the comparison is made between the achievement of the highest performing subgroup of White students and other student groups to ensure that all students are making adequate academic progress. Factors that impact the achievement gap include those within K-12, such as attendance, and factors outside of K-12, such as family poverty.

Key Action Steps:

- Established an Achievement Gap Oversight Committee to monitor progress in this area.
- Expanded early childhood programs across the District.
- Employed a Multi-Tiered System of Support (MTSS) to integrate academic and behavior interventions as the driving mechanism for improving student outcomes.

Data Insights:

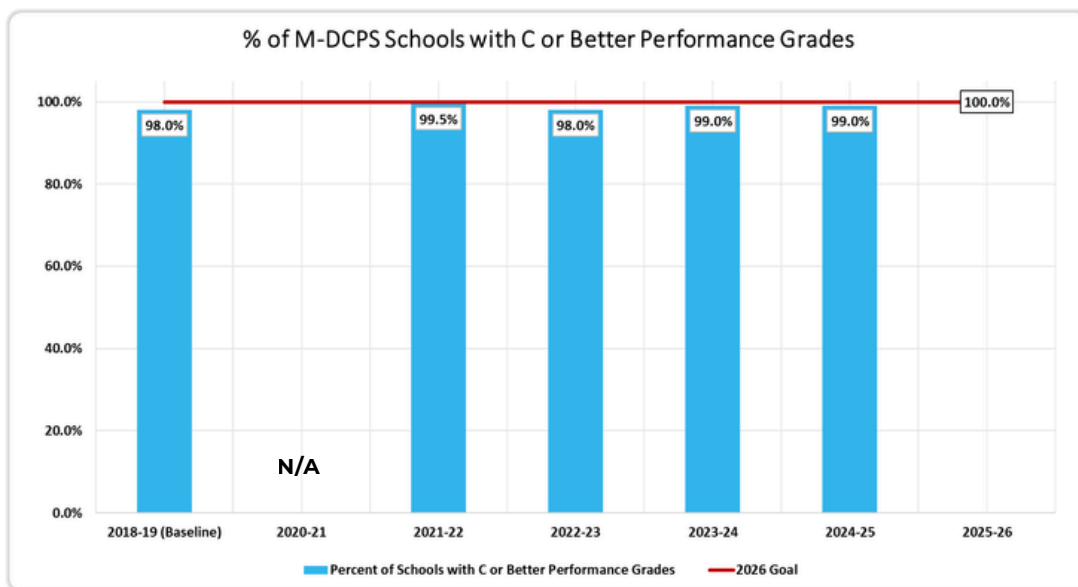
All subgroups demonstrated increases in proficiency from the 2023-24 to the 2024-25 school year across all subject areas. The ESE subgroup showed the largest and most consistent improvements, including 5-percentage-point gains in ELA, Algebra I, and Geometry, and a 4-point gain in Mathematics. These strong year-over-year increases highlight the success of targeted supports and interventions designed to accelerate learning for students with disabilities.

Although comparisons to earlier years may suggest larger shifts, results prior to 2022-23 should be interpreted with caution. The transition to the Florida Assessment of Student Thinking (FAST), updated academic standards, the move to computer-adaptive testing, and the implementation of new scoring scales established 2022-23 as the baseline year for evaluating progress under the current assessment system.



Priority 3: Provide equitable access to quality and innovative instructional programs.

Objective 1: Improve school performance to ensure 100% of District schools earn or maintain a grade of C or better as determined by Florida's School Accountability Program.



Purpose:

Improving school performance to ensure all district schools achieve or maintain a grade of C or better is essential in providing equitable access to high-quality and innovative instructional programs. This objective emphasizes the commitment to educational excellence and equity, ensuring every student can learn and succeed in a highly effective school environment.

Key Action Steps:

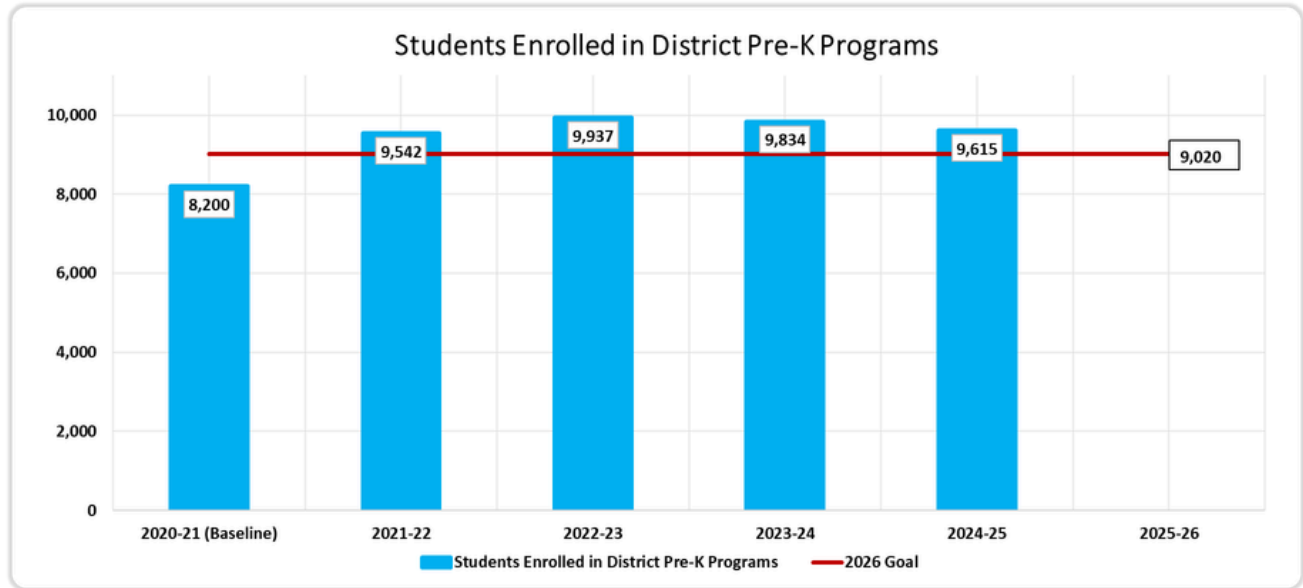
- Analyzed formative assessments and applied the District Support Formula for targeted support in underperforming schools.
- Implemented extended learning programs and professional development to accelerate performance and enhance teaching strategies.
- Employed a Multi-tiered Support System and expanded partnerships for comprehensive academic and behavioral support across all grades.

Data Insights:

School grades incorporated various components that were not considered in previous years. This included learning gains, achievement and learning gains from the Florida Alternate Assessment, and the Grade 3 ELA/Reading component. The Grade 3 ELA/Reading component is determined by the percentage of eligible students who score at Level 3 or above on the Grade 3 Florida Assessment of Student Thinking (FAST) in English Language Arts Progress Monitoring (PM) 3. School grades were calculated using specific performance grade scales tailored to each school type. Objective status was upgraded due to steady progress towards goal.

Priority 3: Provide equitable access to quality and innovative instructional programs.

Objective 2: Increase the number of students that participate in District pre-school programs by 10%.



Purpose:

Increasing participation in district pre-school programs is pivotal for providing access to quality and innovative instructional programs. Early childhood education lays the foundation for lifelong learning and success, setting the stage for academic achievement and reducing disparities in educational opportunities.

Key Action Steps:

- Monitored and expanded Pre-K programs based on regional needs and waitlists, collaborating with community organizations for enhanced recruitment.
- Promoted Early Childhood Programs on various platforms alongside community outreach and partnership efforts to ensure parents are aware of these programs and that they are located in areas where there is need/demand.
- Developed collaborative and engaging professional development and resources to strengthen capacity among Pre-K teachers to create nurturing learning environments to prepare students for kindergarten and beyond.
- Carried out progress monitoring plans in conjunction with a tiered system of classroom support, with trained District staff providing coaching to strengthen targeted interventions and improve student outcomes.

Priority 3: Provide equitable access to quality and innovative instructional programs.

Objective 2: Increase the number of students that participate in District pre-school programs by 10%.

Data Insights:

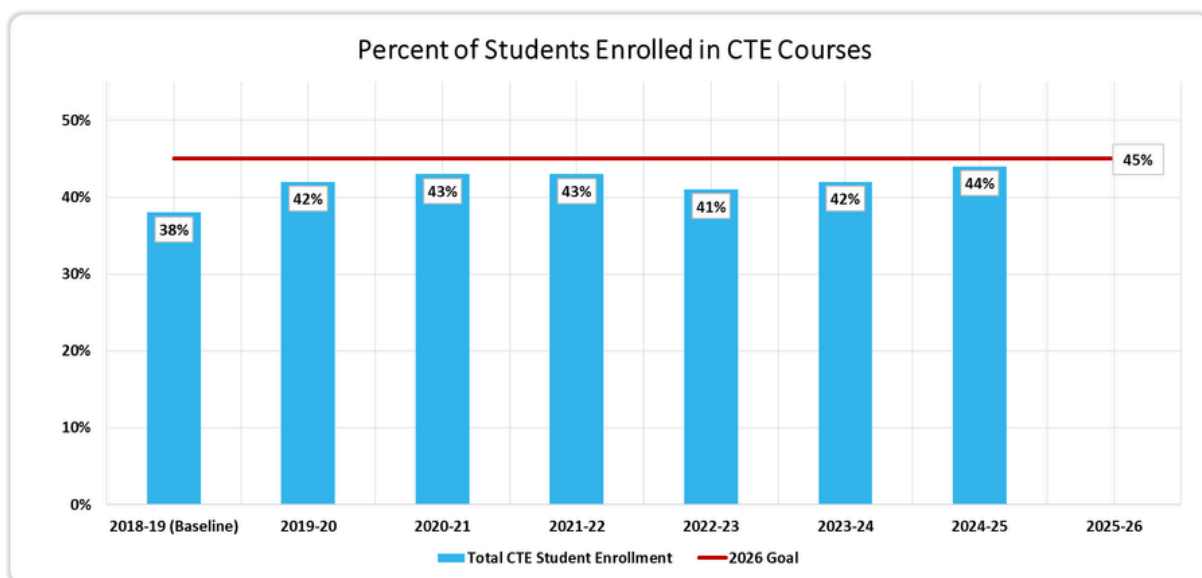
While the goal of increasing Pre-K enrollment has been met, sustaining this growth remains challenging, especially as demographic changes, including a declining population of children under 5, continue to impact enrollment. February FTE provides the most reliable data, as some parents enroll later in the year.

Demand for Pre-K varies across schools in the District, with some facing a scarcity of available seats while others have vacancies, highlighting disparities in distribution. The new state assessments carry substantial weight, as results from the VPK accountability system may place underperforming programs at risk of closure. To date, however, District programs have shown strong results and continue to meet state expectations.



Priority 3: Provide equitable access to quality and innovative instructional programs.

Objective 3: Increase the percentage of students enrolled in Career and Technical Education Courses by 5%.



Based on February FTE

Purpose:

Increasing the percentage of students enrolled in CTE courses is integral to providing access to high-quality and innovative instructional programs. CTE courses offer valuable skills and career pathways. Expanding enrollment ensures that more students, regardless of background, can benefit from these educational opportunities, enhancing their readiness for future careers and college success.

Key Action Steps:

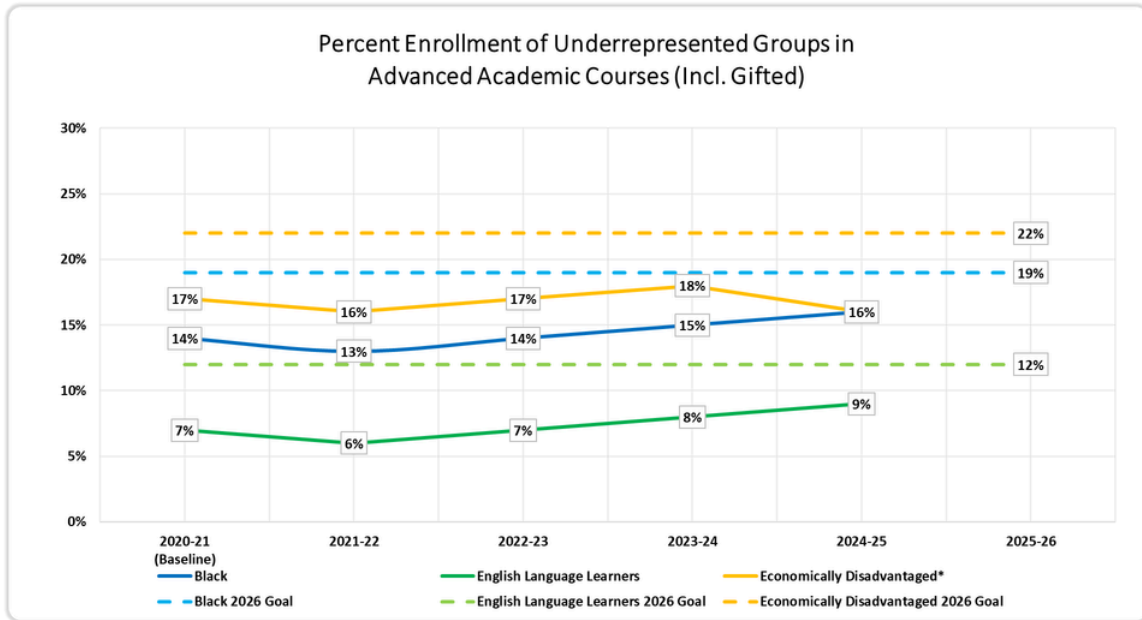
- Expanded Registered Pre-apprenticeship Programs to include AI/Data Scientist and Culinary to existing programs such as Hotel Associate, Cybersecurity, Computer Help Desk, Building Trades/Construction, and Teacher Assistant.
- Implemented outreach activities including social media campaigns, CTE Connections magazine, career fairs, student challenges, and presentations at business and community organizations.
- Increased the number of articulation agreements with Miami Dade College to intentionally align dual enrollment with career academies.

Data Insights:

Data shows an increase in student participation in industry certification exams, with a notable pass rate. Data include a growing number of K-12 students dual-enrolled in new programs launched at the technical colleges and through Miami Dade College. The District continues to face the challenge of attrition of instructional personnel in key CTE areas such as Healthcare and Information Technology. The difficulty in acquisition and retention of talent for these positions is further exacerbated by the fact that industry wages for the positions are more competitive than district instructional salaries.

Priority 3: Provide equitable access to quality and innovative instructional programs.

Objective 4: Increase enrollment of underrepresented subgroups in advanced academic course offerings, including gifted, by 5 percentage points.



*Student directly certified for Free/Reduced Price Lunch

Purpose:

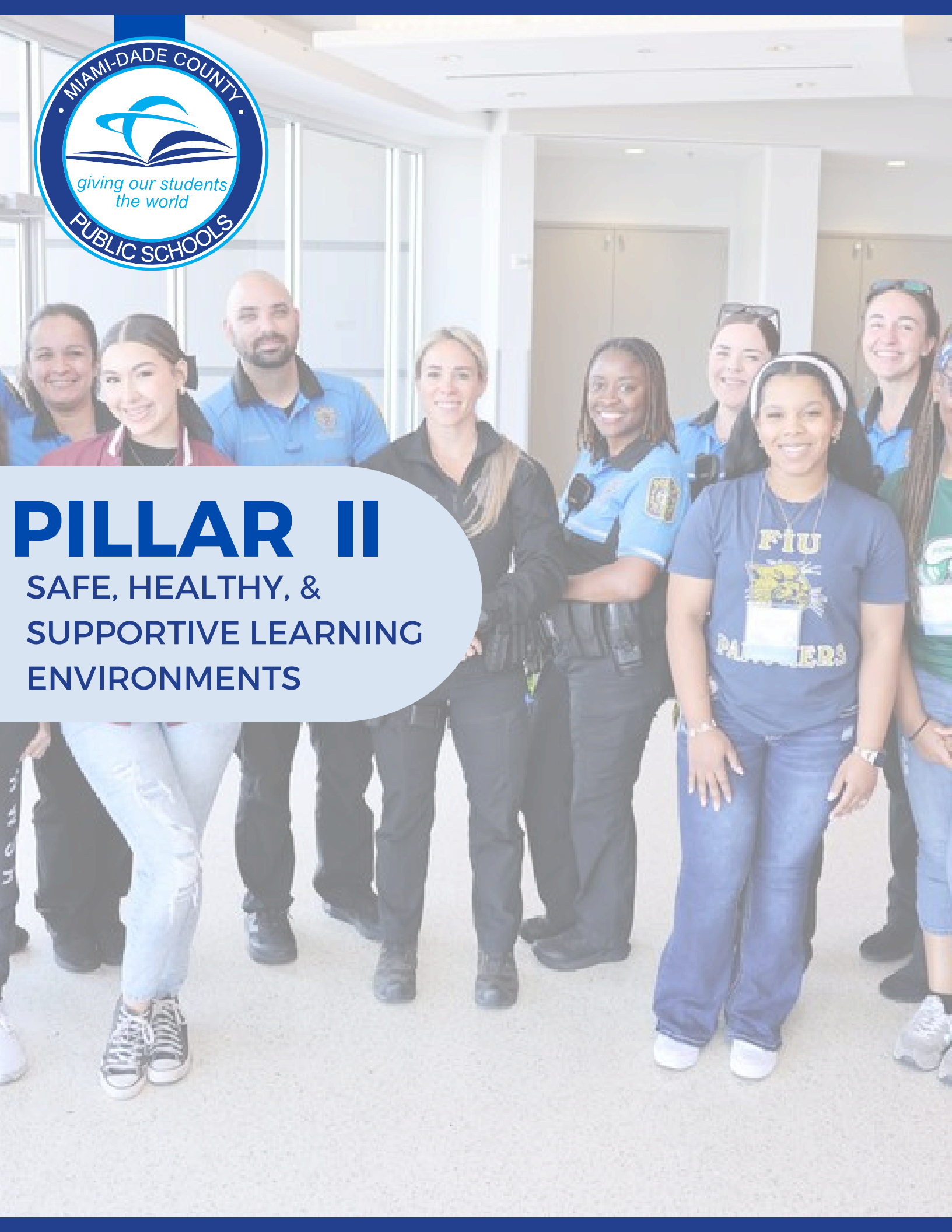
By increasing the enrollment of underrepresented subgroups in advanced academic course offerings, including gifted programs, the District aims to bridge educational disparities, ensuring that students from historically marginalized backgrounds have equal opportunities to participate in challenging academic courses, fostering their intellectual growth and future success.

Key Action Steps:

- Gifted programming is an important entry point for students into advanced academic coursework. The Naglieri Nonverbal General Ability Assessment (NNAT) is administered to all first graders to broaden the pool of students being considered for gifted.
- Expanded advanced and dual enrollment programs through partnerships and teacher credentialing, ensuring equitable access.

Data Insights:

The data reflects unduplicated student counts across grades K-12; however, programs like Advanced Placement, Dual Enrollment, AICE, and IB are available only to high school students. As such, participation in these initiatives is concentrated in the upper grade levels. Several initiatives are ongoing, including collaborations with organizations like the National Education Equity Lab, Impact Florida's Opportunity Cadre, the College Board, and College Connect, aimed at further enhancing participation rates and reaching the desired goals. The district is exploring new ways to measure secondary student participation in advanced courses for the next strategic plan, as this provides a better indicator of access to and engagement in rigorous academics.



PILLAR II

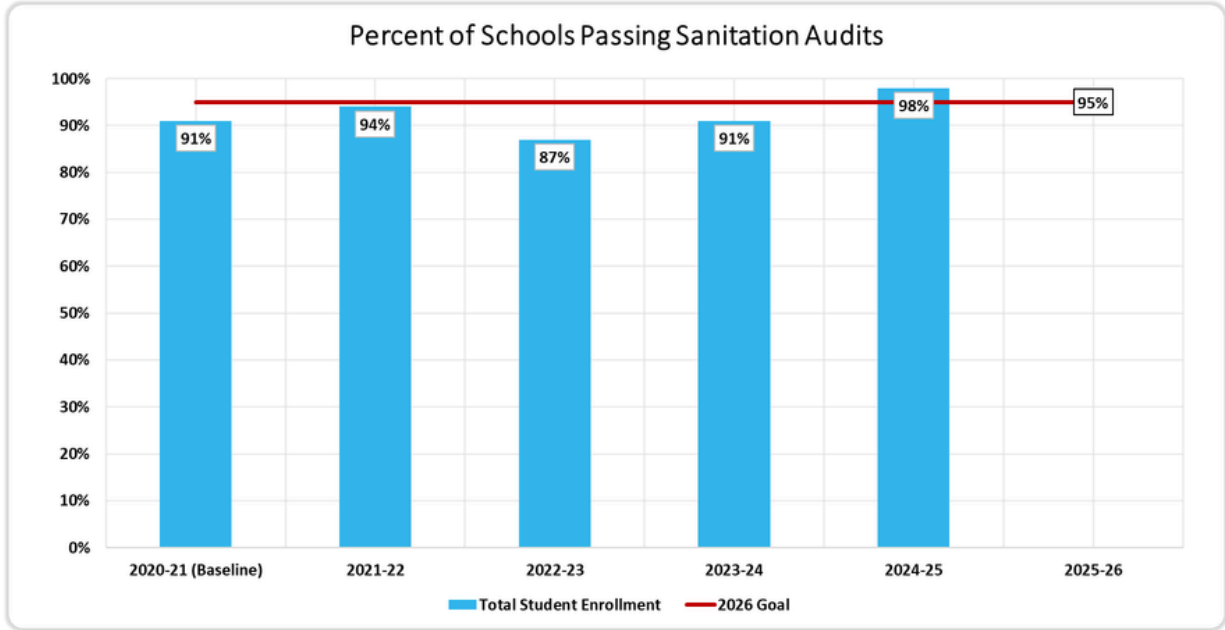
SAFE, HEALTHY, &
SUPPORTIVE LEARNING
ENVIRONMENTS





Priority 1: Provide a Safe, Secure, and Clean Environment for all District Students, Staff, and Visitors

Objective 1: Increase the overall school passage rate on sanitation audits to 95%



Purpose:

Increasing the overall school passage rate on sanitation audits underscores the District’s commitment to maintaining high cleanliness standards in educational facilities, supporting the physical well-being of everyone within the school community. Achieving a 95% passage rate signifies a safe and hygienic environment conducive to learning and overall health.

Key Action Steps:

- Plant Operations, in collaboration with the Region Offices, has created specialized custodial teams to support work locations that have been deemed in need of expanded custodial assistance based on their most recent required annual sanitation audit.
- Fostered competition through Clean Sweep awards, leading to improved performance.
- Reduced custodial staff turnover by strategically placing custodians to minimize commute times and strengthening principal relationships to improve optimal staff placement.

Data Insights:

Increase in the passage rate of sanitation audits can be attributed to enhanced training and monitoring as well as efforts that positively impacted staff retention. Additionally, efforts are underway to evaluate and maximize sustainable practices to optimize facility efficiency.

Priority 1: Provide a Safe, Secure, and Clean Environment for all District Students, Staff, and Visitors

Objective 2: Increase indoor environmental quality in at least 80% of all schools.

Year	Annual Number	Cumulative Number	Cumulative Percent
2020-21	59*	59*	17%*
2021-22	56*	115*	34%*
2022-23	34	149*	44%*
2023-24	71	220	64%
2024-25	26	246	72%
2025-26			
2026 Goal		274	80%

Any remaining schools will be prioritized for upgrades within 1-2 years following the conclusion of this Strategic Plan; Adjustments to 2021-22 data are due to New Roofing Systems being added as an improvement category; Qualifying repairs include Chillers, Cooling Towers, Air Handling Units, MERV 13 Filters, Bi-Polar Ionization Systems, Exhaust Fans, and New Roofing Systems

**Data updated due to enhancements made to reporting mechanisms*

Purpose:

By increasing indoor environmental quality, the District aims to create an optimal learning and working environment that promotes well-being, health, and productivity for all stakeholders. This goal emphasizes the commitment to improving air quality, reducing pollutants, and enhancing overall environmental conditions within the majority of schools.

Key Action Steps:

- Improved indoor air quality with bi-polar ionization, MERV 13 filters, and CO2 sensors in HVAC projects, and replaced obsolete HVAC systems in at-risk facilities.
- Completed roof repairs (12 roofing projects in the 2023-2024 SY) which reduced the overall amount of pollutants that could enter the HVAC system and impact air quality, while also preventing leaks and water damage and improving ventilation.

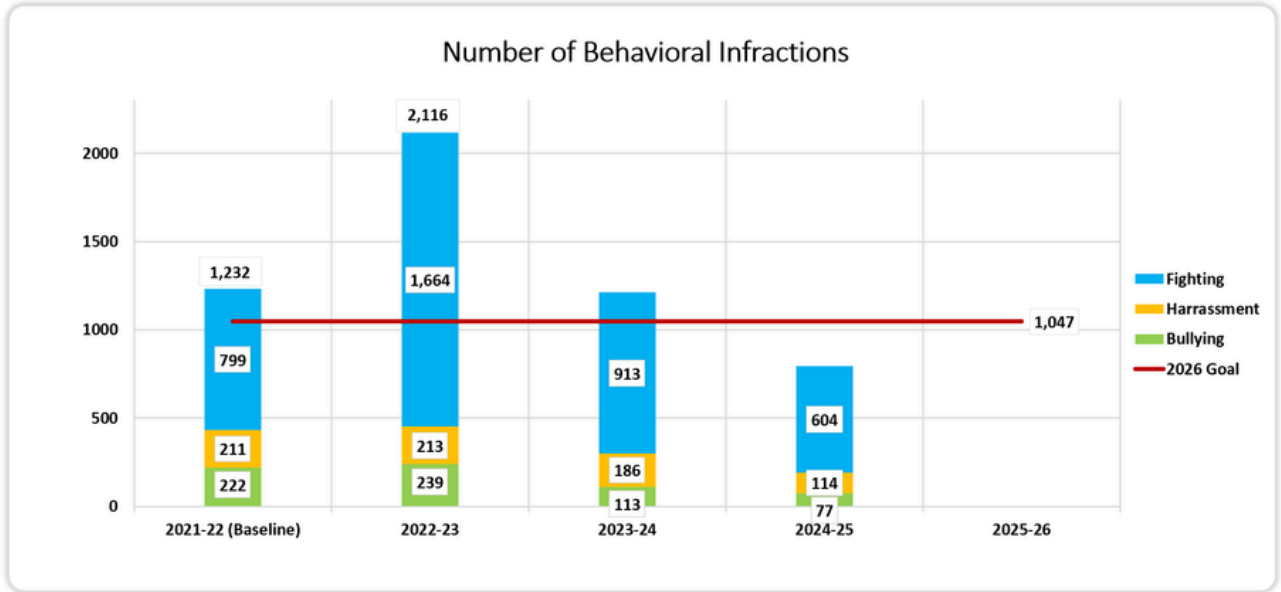
Data Insights:

Significant progress was made during the 2023–24 school year, supported by increased funding from the ESSER program, which expired in September 2024. Funding for future years remains a concern. While a decline in the total number of projects is expected over the next two fiscal years, we remain committed to striving toward our goals. Scientific methods to annually test air quality before and after upgrades are cost prohibitive; however, upgrades selected and utilized are known to improve air quality. Additionally, new reporting and data tracking methods have increased the accuracy in tracking indoor environmental quality improvements at schools, while improving data collection.



Priority 1: Provide a Safe, Secure, and Clean Environment for all District Students, Staff, and Visitors

Objective 3: Ensure a safe and supportive learning environment for students by reducing behavioral infractions related to bullying, harassment, and fighting by at least 15% in aggregate.



Data collected from the FLDOE School Environmental Safety Incident Reporting (SESIR)

Purpose:

Ensuring a safe and supportive learning environment for students by reducing behavioral infractions related to bullying, harassment, and fighting emphasizes the commitment to fostering positive behavior and creating a conducive atmosphere for learning and personal growth. Achieving a 15% reduction signifies progress toward a safer and more supportive educational setting.

Key Action Steps:

- Provided professional development for staff on de-escalation, classroom management, safety, and restorative practices.
- Recognized and rewarded model student behaviors aligned with core values.
- Utilized Student Case Management data and School Resource Officers to enhance safety, support, and awareness of the Code of Student Conduct.
- A disciplinary dashboard was utilized to strengthen district-level monitoring, provide targeted support to schools, and implement proactive interventions to foster a more positive school climate.
- Region offices worked with schools to identify emerging behavioral trends and ensure timely deployment of targeted supports and interventions.



Priority 1: Provide a Safe, Secure, and Clean Environment for all District Students, Staff, and Visitors

Objective 3 (Continued)

Objective 3: Ensure a safe and supportive learning environment for students by reducing behavioral infractions related to bullying, harassment, and fighting by at least 15% in aggregate. (Continued)

Data Insights:

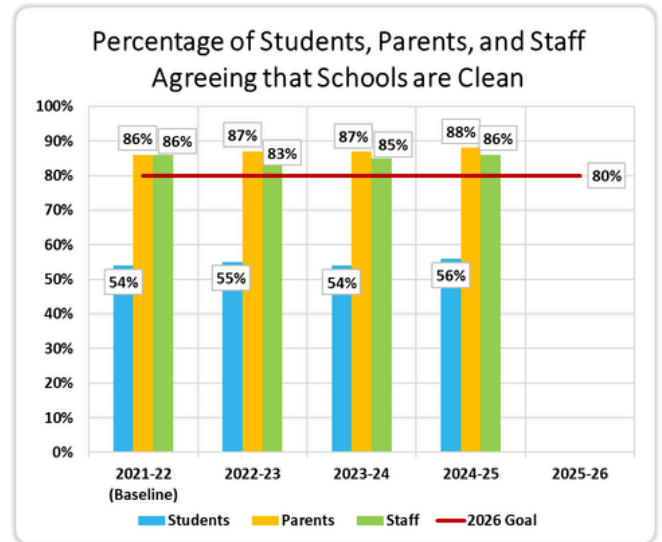
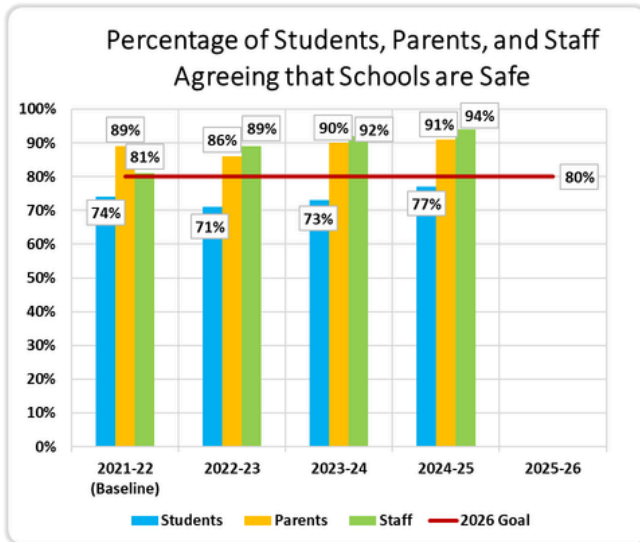
As previously noted, a new methodology and protocol reflecting a shift in incident classification and reporting standards was developed by the FLDOE beginning in the 2022-23 school year, pursuant to Emergency F.A.C Rule 6AER23-01. Therefore, it is appropriate to view 2022-23 as a new baseline year. The increase in infractions was expected, particularly in the area of fighting, due in part to modified reporting mechanisms and staff training.

To reduce infractions going forward, all schools are conducting periodic reviews of the Code of Student Conduct with students and administration is performing quarterly reviews of discipline data to identify and deploy additional support and interventions to schools, as needed.

The 2023-2024 data demonstrated a promising downward trend across all behavioral categories. The 2024-2025 data further indicates that schools implementing consistent Tier 1 preventive strategies and reinforcing expectations through routine Code of Student Conduct reviews experienced the most significant reductions in infractions. Furthermore, at the conclusion of the 2024-2025 school year, data shows significant decreases across all three major behavioral categories reflecting a strong continuation of the downward trajectory. These reductions suggest that the district's emphasis on proactive monitoring, routine Code of Student Conduct reviews and strengthened preventive practices is having a sustained impact.

Priority 1: Provide a Safe, Secure, and Clean Environment for all District Students, Staff, and Visitors

Objective 4: At least 80% of students, parents, and staff will agree that schools are safe and clean.



Purpose:

This objective is focused on fostering a positive atmosphere that instills confidence, well-being, and trust. It underscores the importance of maintaining the safety and cleanliness of schools, a priority shared among students, parents, and staff.

Key Action Steps:

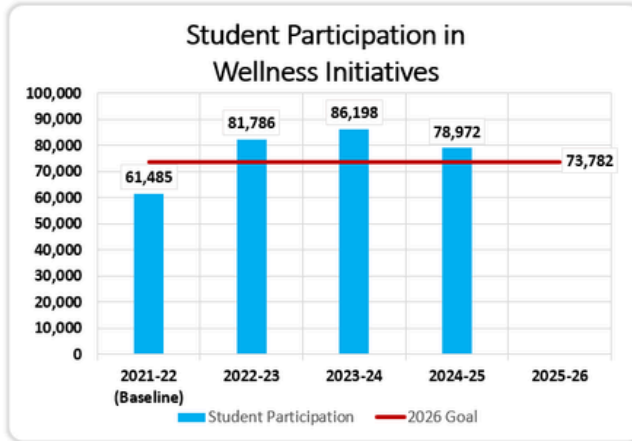
- Utilized health inspection and sanitation audit findings to inform school improvements and enhanced professional development.
- Expanded safety training, implemented multi-functional student IDs, and improved family communication for safety-related content.
- Heightened emphasis on training programs for all custodial staff and administrators on key areas that are commonly noted by students as needing improvement, such as cafeterias, restrooms, and floors.
- Introduced cross region “School Security Secret Shopper Walkthroughs” to gather firsthand feedback on safety and cleanliness and guide immediate site-based improvements.

Data Insights:

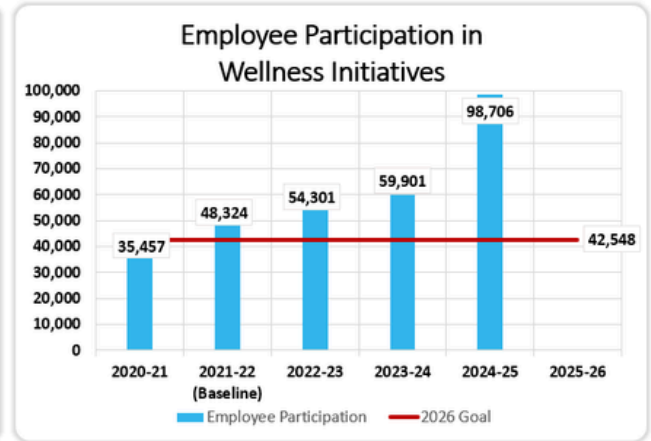
Perceptions of both safety and cleanliness differ among students, parents, and staff. As students have provided the lowest ratings, the District is actively enhancing strategies to continually gather and understand student perspectives. Data is collected from the School Climate Survey. Survey results from 2024–2025 indicate that while parent and staff ratings improved slightly, student perceptions showed only marginal gains, highlighting the need for more direct student engagement to accurately identify priority areas for improvement.

Priority 2: Promote the physical, emotional, and mental health of students and employees within and beyond school.

Objective 1: Increase student and employee participation in district-sponsored wellness initiatives and activities by 20 percentage points.



Includes programs run by the Office of Mental Health and Student Services



Includes programs run by the Office of Risk and Benefits Management

Purpose:

Elevating student and employee engagement in district-sponsored wellness initiatives is instrumental in advancing the priority of promoting the physical, emotional, and mental health of individuals within and beyond the school environment. This objective underscores the importance of fostering a culture of well-being, encouraging active participation, and prioritizing the holistic health of both students and employees.

Key Action Steps:

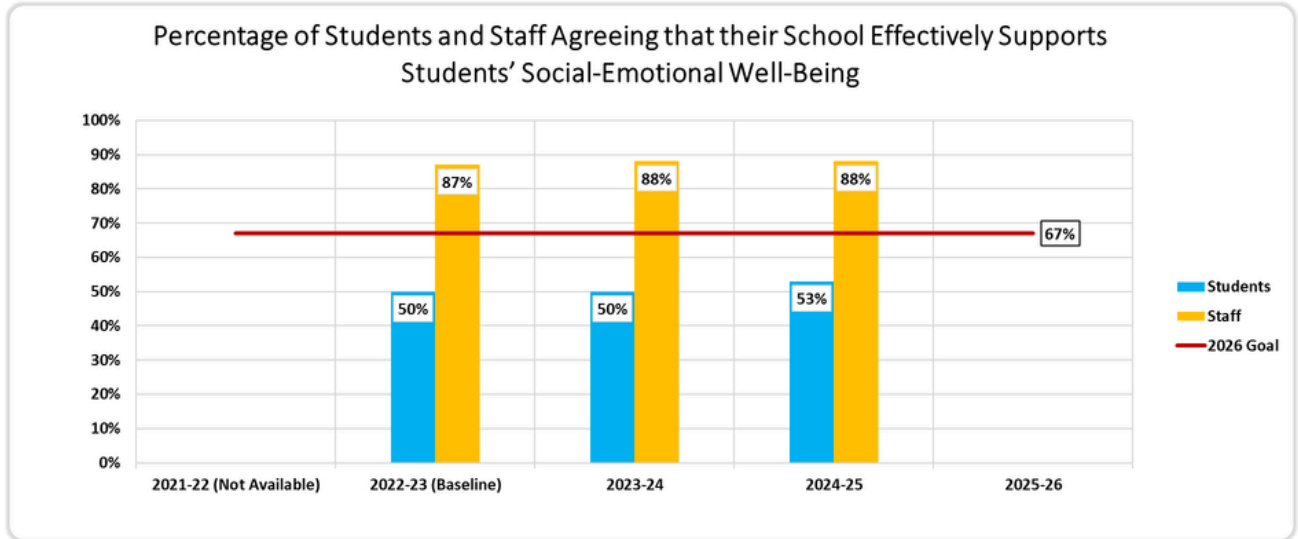
- Promoted student engagement in extracurricular activities and events that encourage physical activity and/or social-emotional well-being.
- Promoted Well Way activities among all employee groups.
- Increased onsite wellness events that further strengthen our efforts to increase awareness and engagement.

Data Insights:

Student wellness initiatives encompass a range of programs, including Teen Mental Health First Aid, Ending the Silence (NAMI), Mindful Peer Exchange, Great Minds-Great Athletes, Mental Wellness Clubs, Mindfulness Champions, and Health Information Project (HIP). These initiatives aim to bolster student mental and emotional health. Employee initiatives include programs such as Preventative / Biometric Screenings, Mental Health Virtual Care, Diabetes Weight Loss, and Mammograms. The sharp increase in employee initiatives is attributed to three new programs (Visana, Wellness on Wheels, and Omada) launched during the 2024-2025 school year. Additionally, there has been an overwhelming interest in onsite wellness events with daily visits by the Wellness Team to locations across the District.

Priority 2: Promote the physical, emotional, and mental health of students and employees within and beyond school.

Objective 2: Two-thirds of students and staff will agree that their school effectively supports students' social-emotional well-being.



Purpose:

Supporting students' social and emotional well-being is essential for academic success, mental health, and positive behavior. This objective aims to measure how students and staff feel their schools support students beyond academics, contributing to a sense of belonging and community.

Key Action Steps:

- Implemented mental wellness programs and initiatives across all schools.
- Provided school staff with enhanced mental wellness training, expanded mental wellness clubs in schools, and monitored early warning indicators.
- Enhanced threat management protocols and integrated an online monitoring system that flags concerning behaviors to enable interventions to support students and schools.
- Increased visibility and accessibility of mental wellness support through comprehensive, school site-based and digital outreach campaigns, including newly established initiatives such as the Upstander Designation.
- Implemented recognition activities for schools that further cultivate and support a positive and nurturing learning environment, providing a platform to promote program integration, initiatives, showcases, professional development, partnerships, and parent activities.

Priority 2: Promote the physical, emotional, and mental health of students and employees within and beyond school.

Objective 2 (Continued)

Objective 2: Two-thirds of students and staff will agree that their school effectively supports students' social-emotional well-being.

Data Insights:

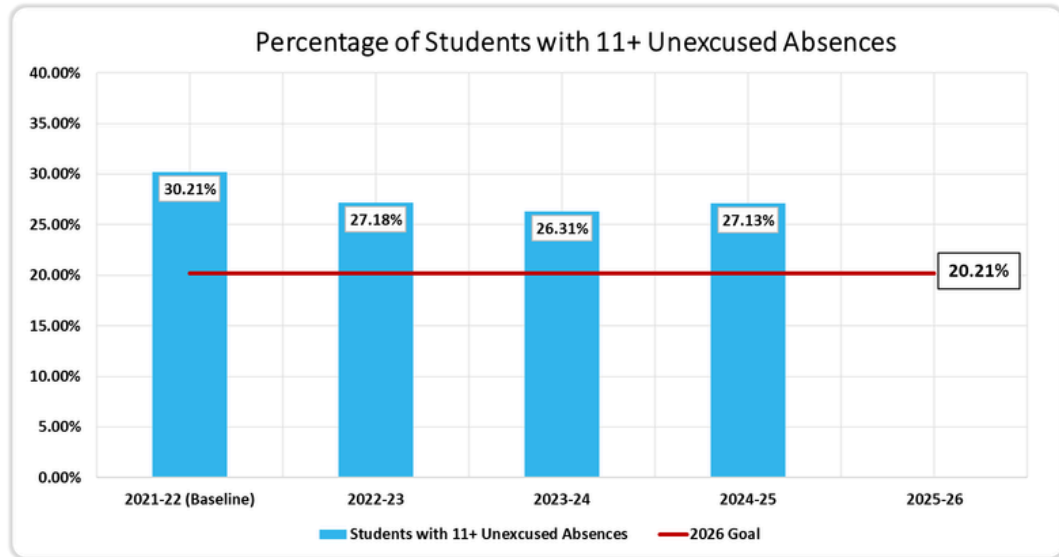
In the 2022-23 Climate Survey, a question about students' perspectives on social and emotional well-being was introduced, collecting responses from many students across grades 4-12. While the 2023-24 survey showed teacher perceptions increased to 88%, student responses remained at 50%. The 2024-25 survey showed teacher perceptions remained at 88% and student responses increased by 3 percentage points to 53%.

Further analysis by grade level showed that students responded consistently to social emotional well-being questions, with elementary students showing higher agreement (70.03%) and less uncertainty ("Don't know" responses) compared to middle (47.2%) and high school (48.6%) students. Feedback from students participating in school-based programs like Teen Mental Health First Aid, Navigate360, Mental Wellness Clubs, and Mindfulness Champions indicates positive outcomes, with 76-84% agreeing these initiatives supported their overall well-being, taught new skills, and increased mental health knowledge.

Recognizing the importance of better understanding the student experience, the District continues to develop strategies to gather and understand student perspectives on an ongoing basis.

Priority 3: Provide the necessary supports to promote student access and engagement.

Objective 1: Decrease the percentage of students with 11 or more unexcused absences by 10 percentage points.



Excludes students enrolled in charter schools

Purpose:

By reducing the percentage of students with excessive unexcused absences, the District aims to create a learning environment where students can consistently participate, ensuring their academic progress and success.

Key Action Steps:

- Assessed and enhanced attendance intervention programs.
- Monitored and intervened for students with 6+ absences, providing tiered attendance interventions at all schools.
- Incorporated student attendance as a key focus point during DATA/COM, periodic collaborative data evaluation sessions, which include the Superintendent, senior district administrators, and school Principals.
- Collaborated with families, partnered with community organizations, recognized improvements, and supported especially vulnerable foster, homeless, and migrant youth.
- Continued the utilization of the attendance dashboard to streamline the ability to monitor and analyze student attendance.
- Leveraged wraparound services (uniform, homeless support services, etc.) that connected students and families with community partners and in-house resources.

Priority 3: Provide the necessary supports to promote student access and engagement.

Objective 1 (Continued)

Objective 1: Decrease the percentage of students with 11 or more unexcused absences by 10 percentage points.

Key Action Steps (continued):

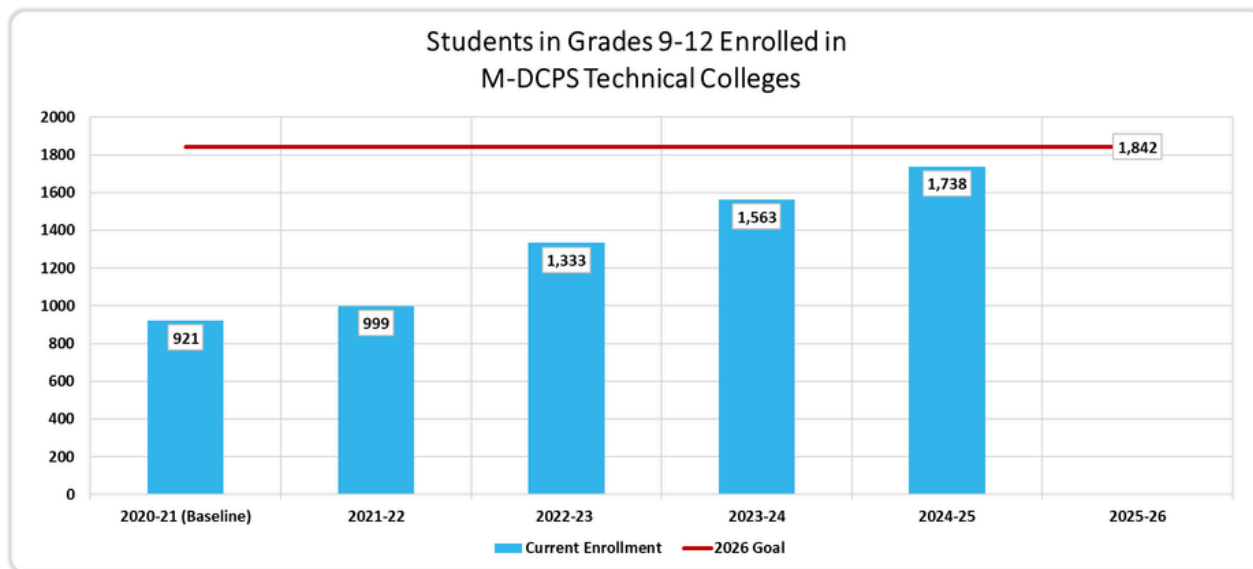
- Schools implemented targeted communication strategies—including early outreach messages and personalized follow-up—to ensure families received timely information about attendance concerns and available support services.

Data Insights:

In district schools, 26.08% have 11+ unexcused absences. This gradual decline in the 2024–25 data reflects steady progress in reducing chronic unexcused absences, indicating that sustained attendance interventions are helping more students remain consistently engaged in school. Attendance remains a focus and regional attendance directors will continue to support the attendance strategies and goals.

Priority 3: Provide the necessary supports to promote student access and engagement.

Objective 2: Provide secondary learners additional postsecondary career pathways by doubling the number of students, in grades 9-12, dual-enrolled in career technical education courses at M-DCPS Technical Colleges.



Purpose:

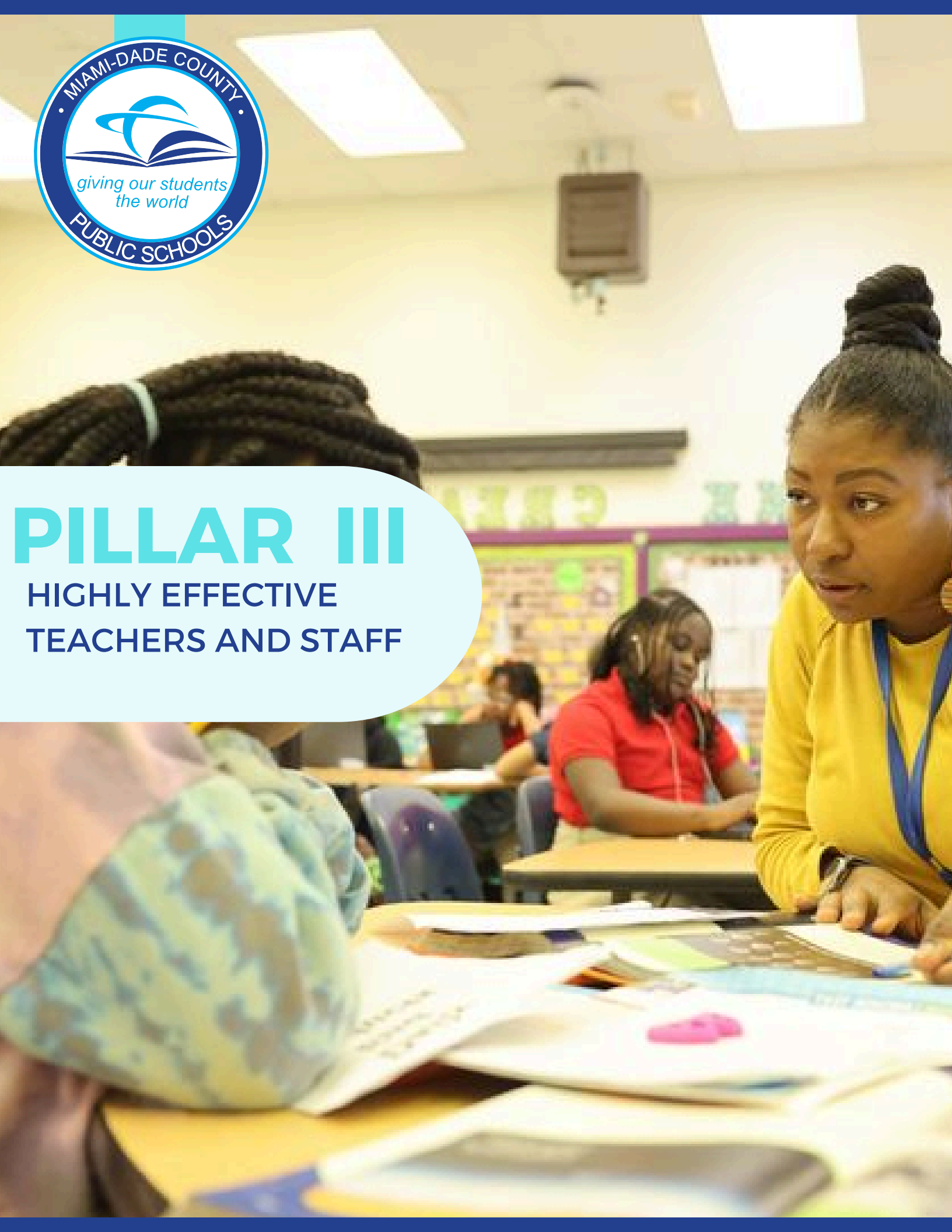
Career and Technical Education (CTE) is crucial for teaching technical skills, meeting workforce demands, and reducing the skills gap. It is a critical investment in our local economy generated by growing the talent pool for key industry sectors such as healthcare, information technology, manufacturing, and transportation. By aligning with industry needs, these courses prepare students for diverse careers, enhancing job readiness, and contributing to local economic development.

Key Action Steps:

- Continued deployment of Postsecondary CAP Advisors to engage high school seniors, parents, and counselors for recruitment and subject selection.
- Performed comprehensive labor market analysis to determine key areas of demand.
- Utilized market research to increase digital and social media marketing efforts
- Hosted Technical College Career Expositions in collaboration with the Miami-Dade County Youth Fair and other region and district offices. Participated in various district sponsored and non-district community outreach events.
- Performed program needs analysis and utilized findings to deploy push-in models at 5 targeted high schools, expanding access and opportunities for 6 career dual-enrollment programs.

Data Insights:

The growth trend in the data is attributed to expanded marketing and recruitment strategies as well as embedding CTE programming at traditional high schools. Furthermore, the District has actively engaged in identifying and securing grant funding to expand postsecondary CTE programs across essential industry sectors.



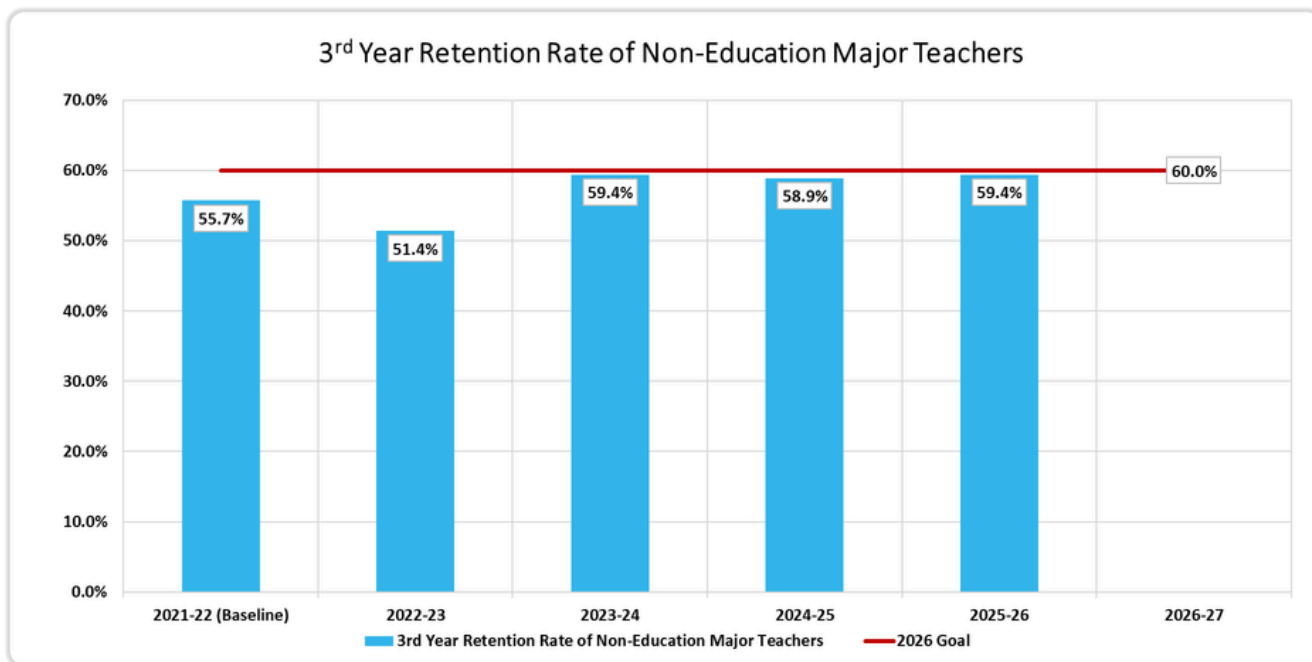
PILLAR III

HIGHLY EFFECTIVE
TEACHERS AND STAFF



Priority 1: Recruit and Retain the Most Qualified Employees.

Objective 1: Develop and retain at least 60% of all teachers who are non-education majors.



Purpose:

Teacher retention is a growing challenge and priority nationwide. The aim of this objective is to foster professional growth and retention of a substantial portion of teachers with non-education majors, recognizing that approximately 60% of all new teachers are new to the field of teaching.

Key Action Steps:

- Maintained the establishment of an immediate relationship with newly hired teacher candidates through the New Teacher LAB.
- Promoted participation in Florida Teaching Certification Examination (FTCE) tutorials, and increased participation in Professional Pathway to Certification (PP2C), the District's new teacher induction program.
- Facilitated the Teacher Retention Advisory Committee and identified areas of growth, implemented surveys to gauge new teacher satisfaction, and established a triage unit to address concerns of early career teachers at risk of leaving the profession.

Data Insights:

Retention of non-education majors slightly increased to 59.4%. Early career retention increased as well by another 2.4% while retention for all teachers increased 0.7%. Retention rates for all teachers including early career and non-education majors increased from 2024-25 to 2025-26.



Priority 1: Recruit and Retain the Most Qualified Employees.

Objective 2: Increase the number of qualified candidates for the annually identified difficult-to staff areas by at least 5%.

Pool Activity (Qualified Candidates Plus Hires)

SUBJECT	2021-2022 (Baseline)	2022-23	2023-24	2024-25	2025-26	2025-26 Goal
Math	108	108	98	183		113
English	130	106	105	136		137
Physics	6	6	3	12		10
Social Studies	120	133	97	212		126
MG Science	28	42	37	29		29
Biology	39	41	35	71		41
Chemistry	14	15	7	20		20
Guidance Counselor	40	58	25	35		42
ESE K-12	156	189	156	282		164

Purpose:

Increasing the number of qualified candidates for annually identified difficult-to-staff areas is crucial for ensuring high-quality education and addressing specific staffing challenges. By focusing on these areas, the District aims to enhance educational outcomes through skilled and dedicated professionals, particularly in subjects where finding qualified staff has been historically challenging.

Key Action Steps:

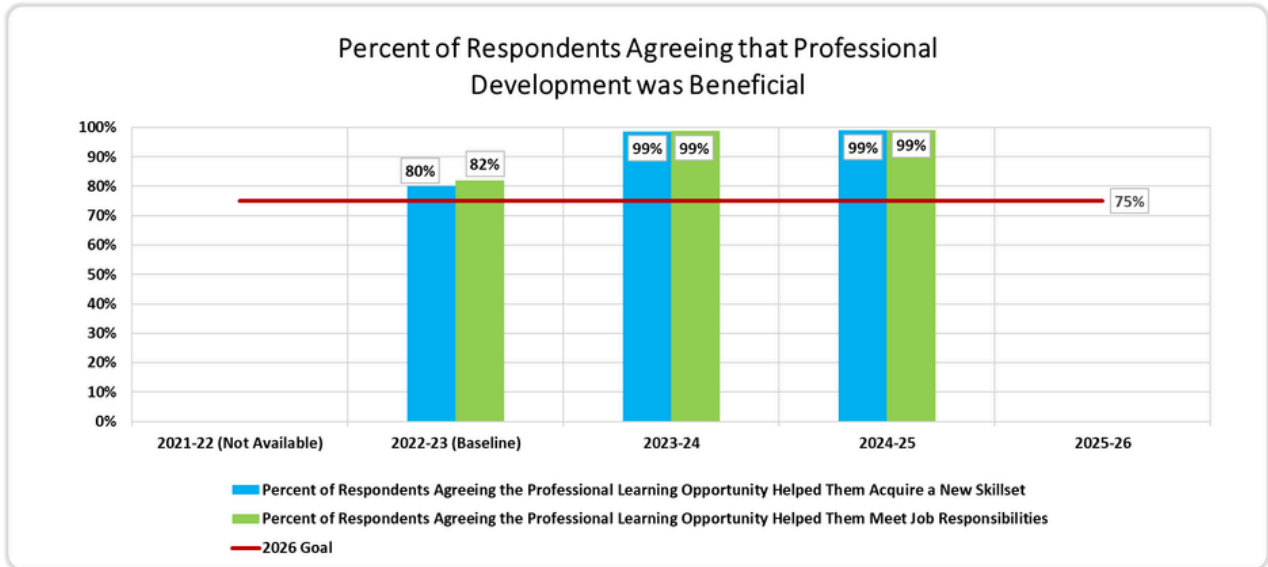
- Targeted recruitment of content experts and technical specialists, with exploration of enhanced compensation and incentives; expanded pre-service programs for ESE teacher training.
- Deployed a credit conversion platform for advanced degrees, explored specialized "Adjunct Educator" roles, and established an academy for training qualified substitute teachers with annual promotion.
- Grew social media presence through platforms including LinkedIn and Handshake.
- Continued M-DCPS Connect Cafes, virtual information sessions held twice per month.

Data Insights:

Candidate pool numbers significantly increased during the 2024-25 school year with seven of nine candidate pools reaching goals. Efforts to recruit teacher candidates across an array of activities, combined with increased experience using the new human capital management system, resulted in more extensive pools of candidates across the full spectrum of hard-to-staff areas.

Priority 2: Develop a culturally responsive and high-performing workforce.

Objective 1: Seventy-five percent of personnel who engage in professional development opportunities will perceive that participation in the training and development opportunity helped them enhance their skill set and has made them more capable of meeting their job responsibilities.



Purpose:

Improving personnel perception of the value of professional development is key to ensuring staff are well-equipped and confident in their roles. This objective aims to enhance skill sets and job capabilities and is vital for cultivating a skilled, high-performing workforce.

Key Action Steps:

- Continued to support high-quality professional learning (PL) by developing and delivering "Powerful Presentations" for District PL Presenters and the collaborative "Facilitators Symposium" for Teachers and Adjuncts, ensuring interactive and relevant content delivery.
- Elevated the teaching profession by supporting educators pursuing professional growth in Teacher Leadership, strategically expanding on-site PL expertise at every school.
- Reinforced and expanded the district's commitment to meaningful, educator-led professional learning through the implementation of engaging and informative podcasts, promoting a culture of continuous learning.
- Deployed a district-specific instructional coaching framework anchored in the MDCPS Framework of Effective Instruction, offering a consistent, research-based approach to instructional support and fostering peer-to-peer professional learning through coaching relationships.

Priority 2: Develop a culturally responsive and high-performing workforce.

Objective 1 (Continued)

Objective 1: Seventy-five percent of personnel who engage in professional development opportunities will perceive that participation in the training and development opportunity helped them enhance their skill set and has made them more capable of meeting their job responsibilities.

Key Action Steps (continued):

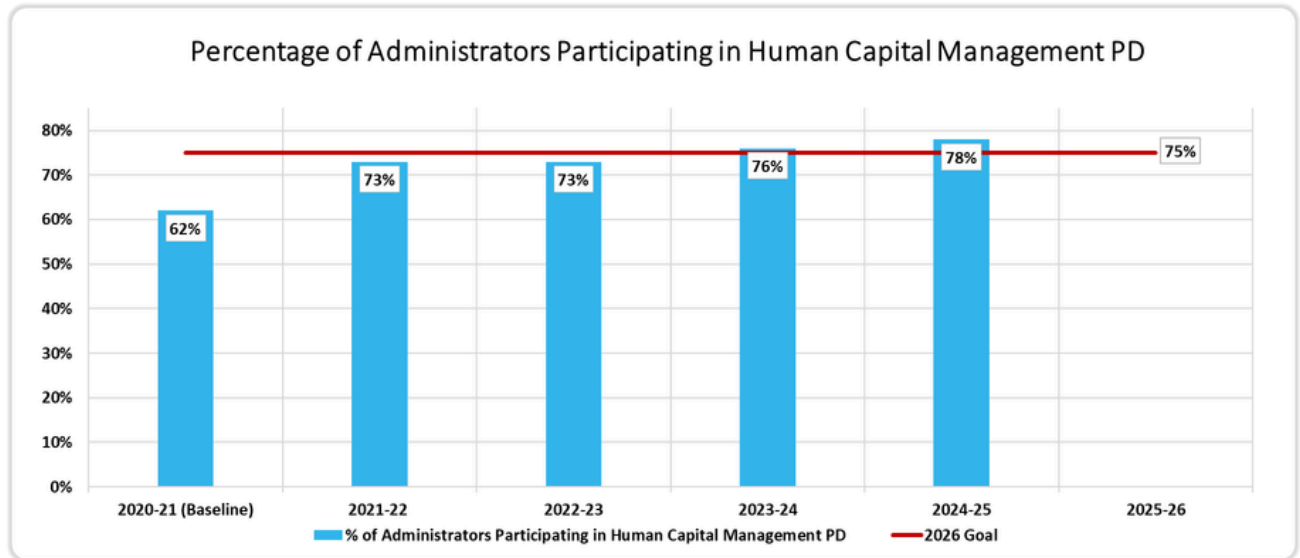
- Facilitated and delivered on the design of job-embedded, teacher-led learning modules grounded in best practices to support practical classroom application and provide opportunities for teachers to showcase their strengths and expertise with peers.

Data Insights:

For the 2024-25 school year, employees were surveyed using a rating scale of 1 to 5, where responses of 4 or 5 indicated effective skill acquisition and enhanced job capability. For both questions, 99% of participants agreed that professional learning experiences aided in the acquisition of new skills and in meeting job requirements.

Priority 3: Develop administrators as effective leaders of human capital.

Objective 1: 75% of administrators will participate in professional development aimed at improving effective human capital management.



Purpose:

Increased participation of administrators in professional development for effective human capital management is crucial in equipping administrators with the skills and knowledge necessary to meet the needs of increased performance expectations. This objective focuses on enhancing leadership capabilities in various areas, ensuring administrators can foster a productive, supportive, and culturally responsive working environment.

Key Action Steps:

- Sustained implementation of IMPACT, a professional development program, to further refine teacher observation processes, encourage reflective feedback conversations, and promote responsive leadership in administrators.
- Enhanced and expanded Leader-to-Leader professional learning sessions, based on needs assessment results and insights, to include new topics ranging from Locations Analytics, Artificial Intelligence, FTE Compliance, Affiliating Agreements, VPK/Early Childhood, Optimizing Student Recruitment/Retention alongside long-standing offerings addressing Safety, Code of Student Conduct, Title IX, Civil Rights, Labor Relations, and the Americans with Disabilities Act, among others.
- Conducted LAUNCH sessions for new district administrators (MEP) to develop leadership skills and advance departmental goals.

Priority 3: Develop administrators as effective leaders of human capital.

Objective 1 (Continued)

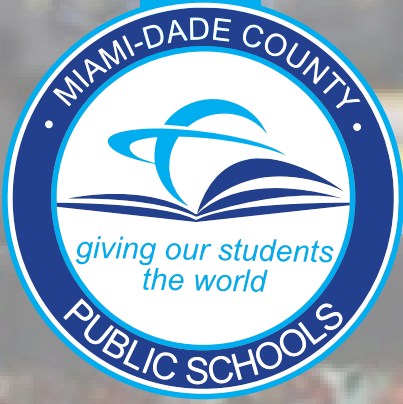
Objective 1: 75% of administrators will participate in professional development aimed at improving effective human capital management.

Key Action Steps (continued):

- Expanded targeted professional learning opportunities through the DCSAA Leadership Academy initiative, developed and facilitated by the Office of Professional Learning and Career Development and Labor Relations, to address specific skills and leadership topics, provide expert guidance, and facilitate networking opportunities for DCSAA administrators.

Data Insights:

For the 2024-25 school year, the percent of administrators participating in professional learning opportunities focused on effective human capital management increased to 77.94%, exceeding the target of the goal by nearly 3%.



M-DCPS
OUR BEST
CHOICE

PILLAR IV

INFORMED, ENGAGED, &
EMPOWERED
STAKEHOLDERS



Priority 1: Enhance and Diversify Communication Strategies to Strengthen Stakeholder Understanding.

Objective 1: Increase communications with an emphasis on underrepresented communities by 10%.

Year	Community Outreach Events Attended & Held	District-Created Pieces Published	Parent Academy Information Sessions	Radio Interviews	TV Interviews/ Segments
2020-21 (Baseline)	519*	39	213	437	355
2021-22	805*	51	246	445	207
2022-23	613*	32	650	491	131
2023-24	729	41	1,213	888	168
2024-25	1,529	27	1,566	541	226
2025-26					
2026 Goal	532	43	234	481	391

*Title I community outreach events were added to this figure to more comprehensively represent the breadth of outreach programming to stakeholders.

Purpose:

Increasing communication with a focus on underrepresented communities is a critical component of ensuring that all community segments, especially those traditionally underrepresented, are effectively informed and engaged. By expanding and tailoring communication methods, the District aims to strengthen stakeholder understanding and inclusivity, fostering a more connected and informed community.

Key Action Steps:

- Expanded M-DCPS Parent Academy resources and offerings by increasing internal and external partnerships with district bureaus and community agencies to promote and offer resources on a variety of topics via informational sessions and webinars to parents and families in English, Spanish, and Haitian-Creole.
- Expanded M-DCPS Parent Academy's social media presence through district-wide livestream events on timely topics such as mental health and AI.
- Launched M-DCPS Marketplace by leveraging grant funding and community partners to provide bi-monthly food distributions and supplies for families of students in need year-round with 10 additional satellite school pantries.

Priority 1: Enhance and Diversify Communication Strategies to Strengthen Stakeholder Understanding.

Objective 1 (Continued)

Objective 1: Increase communications with an emphasis on underrepresented communities by 10%

Key Action Steps (continued):

- Enhanced the relevance of M-DCPS media pitches by aligning them with monthly themes and observations, and by actively incorporating community-based organizations and partners in our outreach efforts.
- Extended the reach of major events by sharing high-quality media assets, through EdVentures 305, with the support of media outlets to ensure coverage.
- Catered effectively to print and digital text-based outlets by turning successful video stories into written columns for easy publication.
- Created original content (articles/Op-Eds) that introduced new voices, such as students authoring content, marking a first for M-DCPS.
- Expanded platform integration (radio/TV) by diversifying the content shared via traditional media using local school-community newspaper podcasts like Magnet Pull and The Blue Streak and radio interviews which aired on major stations including Cox, iHeart, Actualidad, and Univision Radio.
- Proactively worked with alternative digital outlets, recognizing their increasing reach and influence in the current media landscape.

Data Insights:

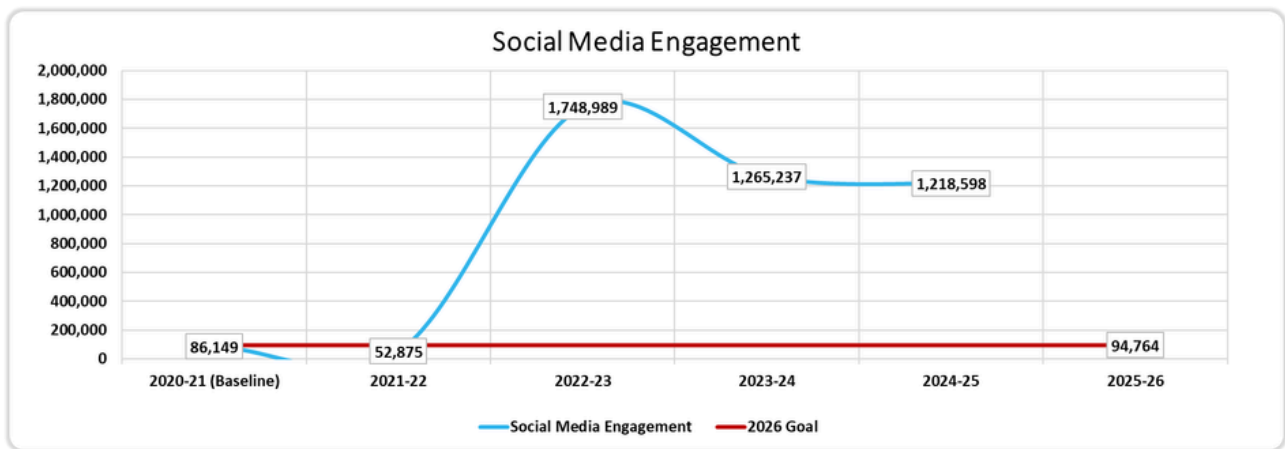
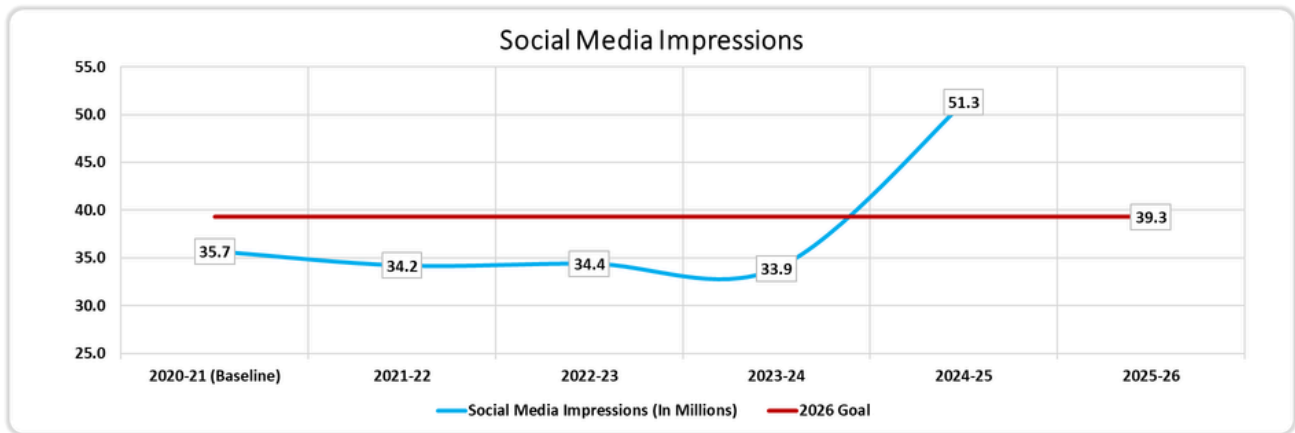
In the 2024-25 school year, the Office of Communications coordinated 541 radio interview segments, 226 TV interviews/segments, published 27 district-created pieces, and managed over 650 media inquiries. Additionally, the Parent Academy expanded its reach increasing sessions from 1,213 to 1,566, representing a 29% increase in the number of Parent Academy information sessions facilitated during the 2024-25 school year when compared to 2023-24. This growth is attributed to the requests for presentations from both external and internal partners that target diverse audiences throughout our school community. Furthermore, the district participated in over 90 resource tabling events within the community to showcase and promote the Parent Academy's weekly scheduled webinar programming.

There has been a 94% increase in outreach events through the Office of Community Partnerships, Education and Business Access (formerly the Office of Family and Community Engagement) by providing schools with tools for participation of more than 210,000 families in district-led initiatives; particularly the introduction of All Pro Dad chapters with monthly meetings through the Fathers in Education initiative, and additional Marketplace pantries which build relationships with families in supporting their child. Objective status upgraded due to strong performance across all categories. Currently, three out of five categories have already met or exceeded their 2026 goal.



Priority 1: Enhance and Diversify Communication Strategies to Strengthen Stakeholder Understanding.

Objective 2: Increase social media impressions and engagement by 10%.



Purpose:

By increasing social media impressions and engagement, the District aims to foster a more connected, informed community, promoting awareness and involvement through timely and relevant content on various social media platforms.

Key Action Steps:

- Continued to build on and enhance the #YourBestChoiceMDCPS communications campaign showcasing schools, students, staff, partners, families, and alumni.
- Bolstered capacity through EdVentures 305, which included hiring three dedicated Visual Media Managers—one for each region—to ensure dynamic, localized content creation.
- Significantly grew presence on YouTube by producing high-quality features, including School Virtual Tours, the educational series Learning with M-DCPS, and original EdVentures 305 segments.
- Focused on optimizing content placement (distinguishing between short-term Stories and permanent Posts), along with interactive content to maximize platform-specific engagement and retention.



Priority 1: Enhance and Diversify Communication Strategies to Strengthen Stakeholder Understanding.

Objective 2 (Continued)

Objective 2: Increase social media impressions and engagement by 10%.

Key Action Steps (continued):

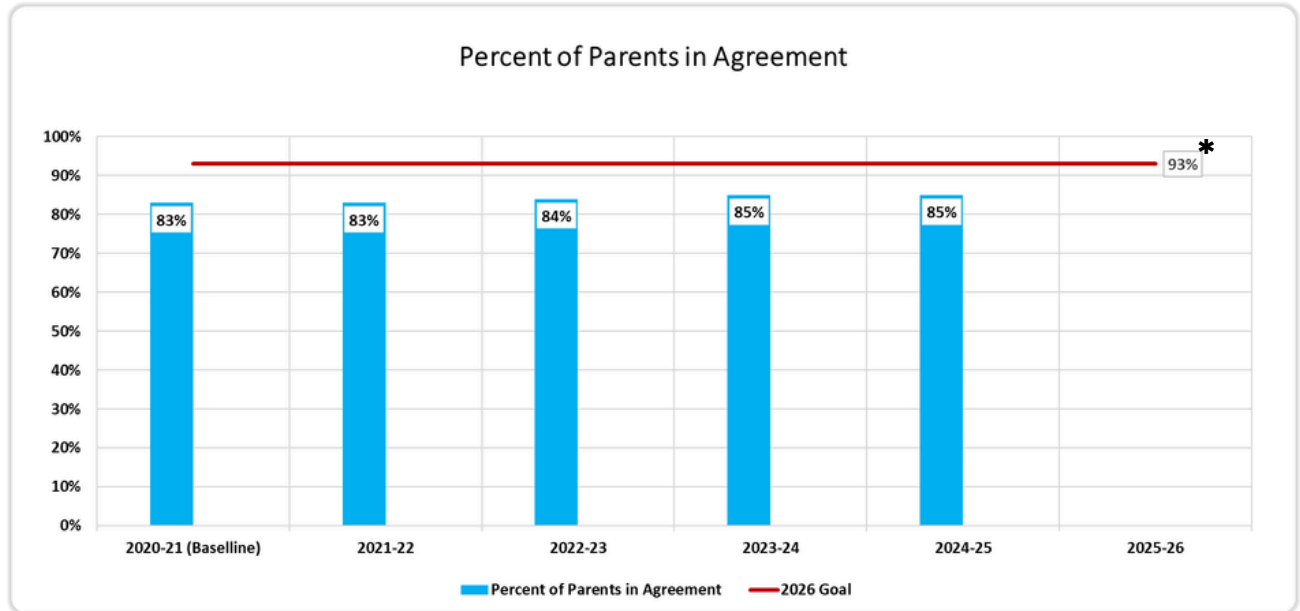
- Strategically allocated resources to run paid social media promotions to target key schools and communities with positive stories and important enrollment information.

Data Insights:

Social media engagement remains well above the target due to the efforts of a fully staffed marketing team, frequent posting, and engaging content. Social media impressions measured 51.3 million in 2024–25, exceeding the 2026 goal of 39.3 million. This confirms the expanded reach achieved through increased content frequency and strategic paid promotion. Social media engagement performed exceptionally well, reaching 1,218,598 in 2024–25—over 12 times the 2026 goal of 94,764. This rise confirms that the localized, high-quality, and interactive content delivered by our expanded team is highly relevant and successfully driving community interaction. The investment in video content (YouTube) attracted 501 new subscribers while generating 43,471 views and 561,226 impressions. Overall, the effective strategy is best reflected by the rise in engagement, which soared from 52,875 in 2021–22 to over 1.2 million in 2024–25. This validates the investment in specialized staff and the strategy of producing frequent, high-quality, and interactive content.

Priority 2: Improve and amplify meaningful two-way communication with stakeholders to ensure equity and access.

Objective 1: Increase the percentage of parents indicating they agree there are opportunities to engage with their child's school by 10 percentage points.



*Target corrected to reflect 10-point increase from previously rounded baseline and 2021-22 figures.

Purpose:

The goal of this objective is to strengthen the connection between parents and schools, creating a welcoming and adaptive learning atmosphere that highlights the critical role of parental participation in enriching the educational journey.

Key Action Steps:

- Provided professional learning and support to school-site principals on best practices for engaging hard-to-reach families.
- Provided professional learning to school-site Community Involvement Specialists and Community Liaison Specialists on effective family engagement strategies in conjunction with the district's Enrollment Officer and school-site Enrollment Teams.
- Held Fathers in Education Day and Fathers in Action and Advocacy Week in the Fall rather than Spring to provide fathers and father figures more opportunities to engage throughout the school year.

Data Insights:

Parental engagement is measured through the annual School Climate Survey; specifically questions regarding teacher approachability, inclusion in child's progress, principal availability, respectful treatment by office staff, and timely response to concerns. From 2021 to 2024, the average positive response rate indicates gradual improvements in parent perceptions of school engagement and communication efforts and remained steady at 85% for 2024-2025.

Priority 3: Empower all stakeholders to be active participants and advocates in public education.

Objective 1: Ensure 100% of schools provide opportunities for families to become empowered to advocate on behalf of their child’s education.

Year	# and % of Schools with PTA/PTSA Organizations	# and % of Schools Hosting Parent Academy Sessions
2020-21 (Baseline)	160 47%	165 48%
2021-22	185 54%	237 69%
2022-23	307* 89%**	299 87%
2023-24	306 89%**	319 88%
2024-25	277 81%	328 90%
2025-26		
2026 Goal	100%	100%

*Data correction from previously reported 310.

**Data correction due to updated data received from Miami-Dade County Council of PTAs/PTSAs.

Purpose:

By ensuring schools offer opportunities for families to become empowered, Miami-Dade County Public Schools aims to activate family engagement and advocacy, recognizing the vital role families play in the educational process. The District focuses on equipping parents with the tools and platforms necessary to be effective advocates, thereby enhancing the educational experience and outcomes for students.

Key Action Steps:

- Aligned family engagement efforts across various district departments, and supported administration at school sites in forming, re-establishing and maintaining Parent Teacher Associations/Parent Teacher Student Associations (PTAs/PTSAs).
- Provided platforms for family participation in school and district decision-making processes and offered additional opportunities for engagement to strengthen families' ability to support their children’s education.
- Provided professional learning to school administrators, bus drivers, registrars, cafeteria staff, school-site CIS/CLS, and teachers on resources offered by the Parent Academy to all parents and caregivers.

Priority 3: Empower all stakeholders to be active participants and advocates in public education.

Objective 1 (Continued)

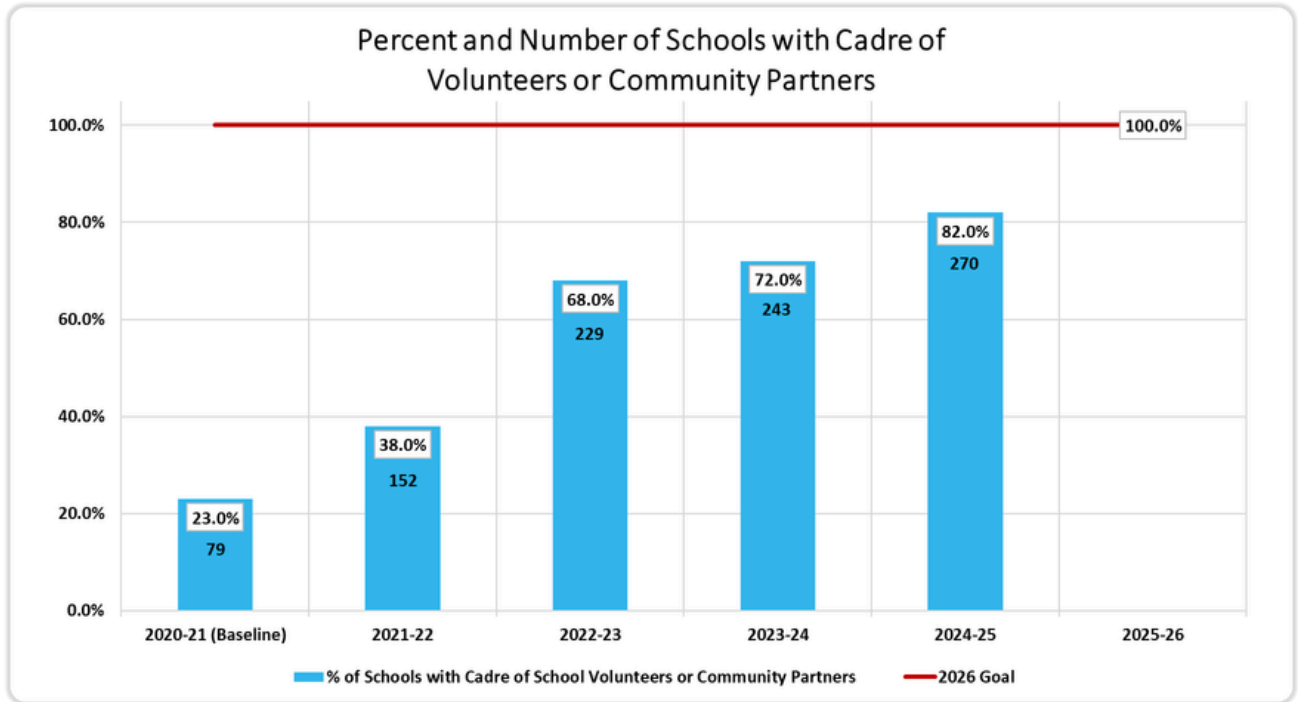
Objective 1: Ensure 100% of schools provide opportunities for families to become empowered to advocate on behalf of their child's education.

Data Insights:

During the 2024-25 school year, 328 schools provided opportunities for families to become empowered to advocate on behalf of their child's education. A 2% increase in participation can be attributed to outreach efforts targeting specific schools with little to no prior engagement with the Parent Academy. Additionally, the Parent Academy trained 2,922 school personnel, including school administrators, bus drivers, registrars, cafeteria staff, school site CIS/CLS, and teachers on how to improve communication with parents and caregivers through resources such as live webinars, watch parties, and workshops at Community Resource Hubs. PTAs/PTSAs data is provided by the Miami-Dade County Council of PTAs/PTSAs to the Office of Community Partnerships, Education and Business Access (formerly the Office of Family and Community Engagement). Miami-Dade County Council of PTAs/PTSAs conducted a review of existing data which resulted in a decrease in the number of active local units. This data correction is reflected in this year's update.

Priority 3: Empower all stakeholders to be active participants and advocates in public education.

Objective 2: Ensure 100% of traditional schools have a cadre of school volunteers or community partners to support students and families.



Purpose:

This objective seeks to establish robust networks of support for students and families, recognizing the critical role of community partners and volunteers in enhancing the educational experience, enriching the learning environment, and fostering a sense of community within schools.

Key Action Steps:

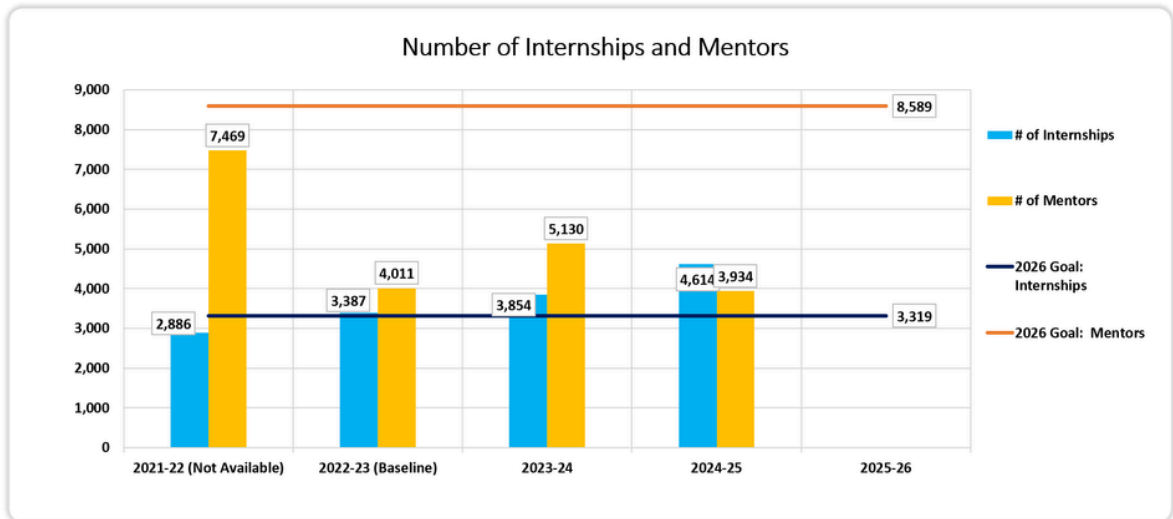
- Identified schools needing additional support and conducted targeted outreach to match resources with needs and sought new partnerships to address diverse student and family needs.
- Streamlined the partnership process for efficient service delivery and enhanced tracking of partnerships districtwide.
- Developed a M-DCPS Partners toolkit with recruitment, retention and recognition templates along with ongoing training to assist schools in building and strengthening their community partnerships.

Data Insights:

The benchmark for a school's volunteer and/or M-DCPS partner cadre is 15% of its enrollment. Data shows annual improvement from 72 to 79%; however, the current rate of growth may not be sufficient to achieve the 100% target by 2026.

Priority 3: Empower all stakeholders to be active participants and advocates in public education.

Objective 3: Ensure students develop positive relationships with adults who support their educational experiences by increasing internships and mentors by 15%.



Data adjusted to reflect number of internships provided/completed by students rather than the number of internship providers

Purpose:

By ensuring students develop positive relationships with supportive adults, the District is enhancing students' educational experiences through real-world connections and guidance. This objective emphasizes the importance of mentorship and practical learning opportunities, facilitating career readiness and personal growth by connecting students with experienced professionals.

Key Action Steps:

- Continued to provide professional development for school staff on managing and appreciating mentors and internship providers.
- Launched a dedicated internship-matching system for the Academic Year Internship Program.
- Implemented targeted school-site presentations, classroom engagements, and student-centered awareness campaigns to increase interest and participation in internships.
- Expanded outreach efforts to increase student, family, and community participation in key M-DCPS and community-based events, including, but not limited to, The Children's Trust Expo, the Career & Resource Fair at Miami Dade College (MDC), and the College & Career STEM Fair.
- Partnered with WLRN to produce high-quality videos that showcase program offerings, provider success stories, and real-world student-learning opportunities.
- Created a mentor coordinator position to work with schools and mentoring partners.

Priority 3: Empower all stakeholders to be active participants and advocates in public education.

Objective 3 (Continued)

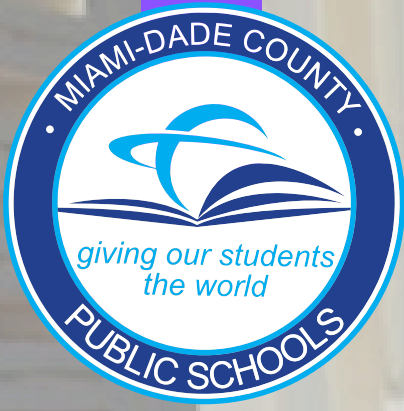
Objective 3: Ensure students develop positive relationships with adults who support their educational experiences by increasing internships and mentors by 15%.

Key Action Steps (continued):

- Alumni305 and M-DCPS Partners programs encouraged M-DCPS graduates and businesses to provide mentorship and internship opportunities for current students.

Data Insights:

Mentorship numbers reflect participation in programs run by 5K Role Models and Community Engagement. Progress is evident in both the number of mentors advocating for students, and internship placements through Summer Youth and Academic Year internship programs, with yearly increases. Staff has made progress in offering internships at schools previously not participating, however, mentor numbers are fluctuating due to a change in tracking systems.

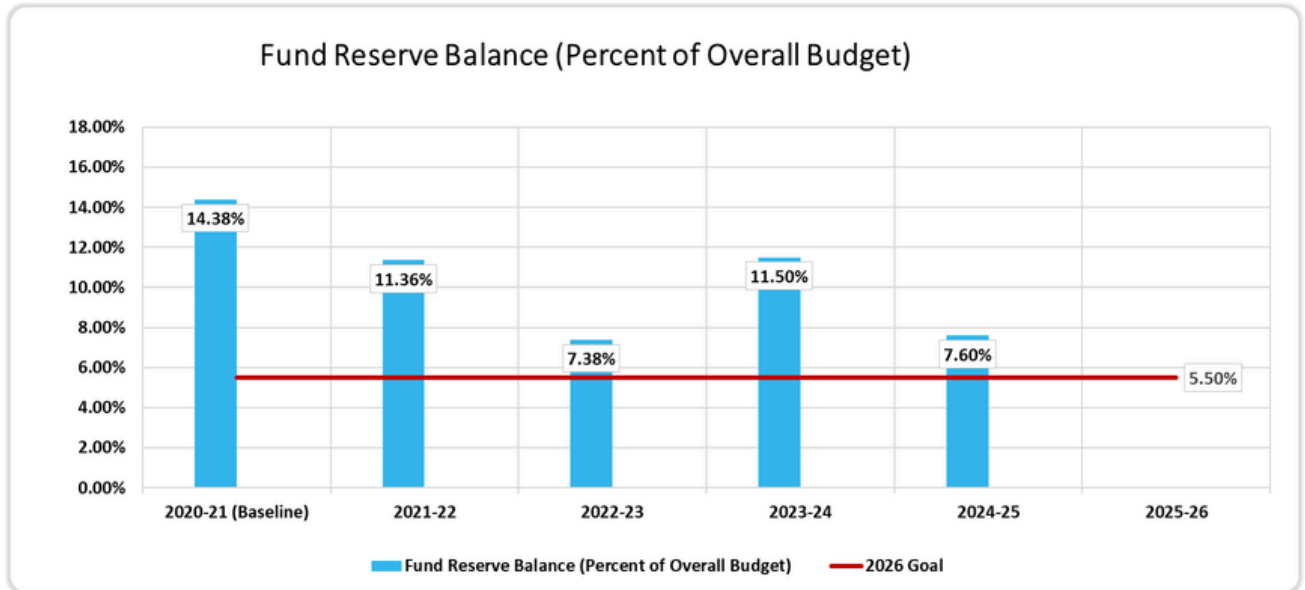


PILLAR V

EFFECTIVE & SUSTAINABLE
OPERATIONAL PRACTICES

Priority 1: Maintain the District's Strong Financial Position

Objective 1: Meet or exceed the Fund Balance Reserve target of 5.5% for the combined assigned and unassigned General Fund balance net of charter school revenues.



Purpose:

By meeting or exceeding the Fund Balance Reserve target of 5.5% for the General Fund, Miami-Dade County Public Schools is focusing on ensuring fiscal sustainability and responsibility, reflecting a commitment to effective financial stewardship. Achieving this target demonstrates the District's capacity to manage its resources strategically, ensuring ongoing financial health and the ability to support educational initiatives.

Key Action Steps:

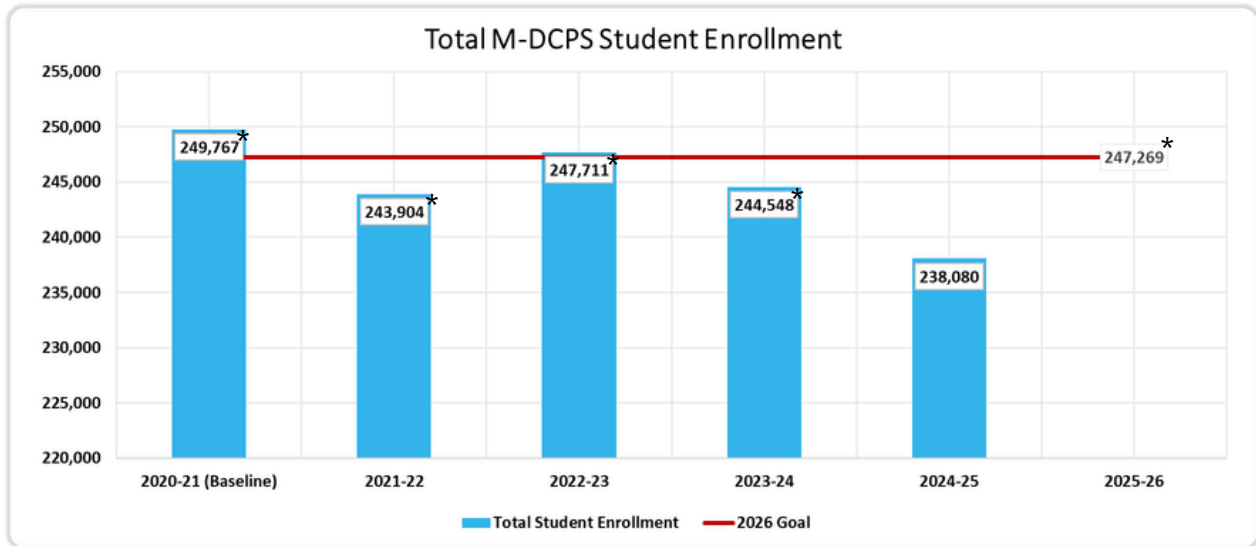
- Actively monitored revenue fluctuations and made necessary budget adjustments, including possible reductions at non-school locations and optimized use of physical assets.
- Developed reports to verify revenue for VPK and Community Schools, enhancing financial transparency and accountability.

Data Insights:

Current funding challenges due to complexity/change in state funding formulas continue to be an area of concern. FY 2024-25 saw a decrease due to the expiration of ESSER Funding. In FY 2025-26, the Fund Balance Reserve will continue to face pressure due to substantial drops in enrollment.

Priority 1: Maintain the District's Strong Financial Position

Objective 2: Maintain K-12 enrollment at no less than 99% of the 2020-2021 level.



Excludes charter schools; February FTE Survey

**All data were updated to remove Pre-K enrollment to better align with the objective, focused on K-12 enrollment.*

Purpose:

The recruitment and retention of students is critical to maintaining the District's financial stability and ensuring effective resource allocation to sustain and expand high quality academic and extracurricular programming. This objective aims to ensure that M-DCPS is the best choice for families given the increasing number of available educational options for students in Pre-Kindergarten through 12th grade.

Key Action Steps:

- Conducted districtwide outreach and market research efforts to identify the root cause of enrollment trends as well as each school's competitive advantage.
- Developed a marketing toolkit so schools can create individualized comprehensive marketing plans and effectively promote program offerings.
- Deployed training and support to school enrollment teams charged with enrollment and customer service matters.
- Conducted a comprehensive diagnostic to identify the organizational factors influencing enrollment changes.
- Included enrollment as a component of the school principal evaluation.

Priority 1: Maintain the District's Strong Financial Position

Objective 2: Maintain K-12 enrollment at no less than 99% of the 2020-2021 level.

Data Insights:

The enrollment data displayed in this objective is specific to traditional schools, with charter school enrollment excluded. The enrollment boost in the 2022-23 school year can be partially attributed to a higher-than-average influx of foreign-born students that year. The District currently faces challenges resulting from increased competition from private schools due to voucher legislation, the continued expansion of charter schools, falling birth rates, and out-of-state migration.

Cross-bureau efforts are underway to better understand community needs and employ effective recruitment and retention strategies to ensure M-DCPS is positioned as the best educational option for families.

Priority 1: Maintain the District's Strong Financial Position

Objective 3: Ensure no more than 1% of non-entitlement grant amounts are unspent within the grant period.

Year	Total Award	Total Spent	% of Funds Unspent
2021-22	\$33,712,566	\$33,096,265	1.83%
2022-23	\$167,834,802	\$166,527,769	0.50%
2023-24	\$444,259,065	\$442,502,058	0.40%
2024-25	\$1,199,907,600	\$1,186,179,722	1.14%
2025-26			
2026 Goal			<1%

Excludes charter schools

Purpose:

This objective is aimed at maximizing the use of available grant funds, demonstrating effective financial management and resource optimization. It reflects the District's commitment to fully utilizing external funding sources to support its educational and operational goals, ensuring that these valuable resources are not underutilized.

Key Action Steps:

- Collaborated with grant managers for regular monitoring of spending projections.
- Proactively managed and executed necessary expenditure transfers to optimize grant fund utilization.

Data Insights:

The liquidation of ESSER 2 and ESSER 3 funds in the 2023-24 and 2024-25 fiscal years, respectively, are significant milestones, highlighting the importance of agile and proactive financial management and maintaining the District's fiscal stability. The significant increases in both total award and total expenditures are primarily due to the liquidation of ESSER III funds in the 2024–25 fiscal year.

**Priority 2: Ensure efficient and effective business practices.****Objective 1: Provide school sites and district facilities with network upgrades for enhanced performance and improved cybersecurity.**

Year	Annual Number of Wireless System Upgrades	Cumulative Number of Wireless System Upgrades	Annual Number of Enhanced School Site Cybersecurity Protocols	Cumulative Number of Enhanced School Site Cybersecurity Protocols
2021-22	105	105	105	105
2022-23	137	242	137	242
2023-24	99	341	99	341
2024-25	17	358	17	358
2025-26				
2026 Goal		385		385

Purpose:

This objective is focused on upgrading the existing Wi-Fi infrastructure to improve coverage and enhance cybersecurity.

Key Action Steps:

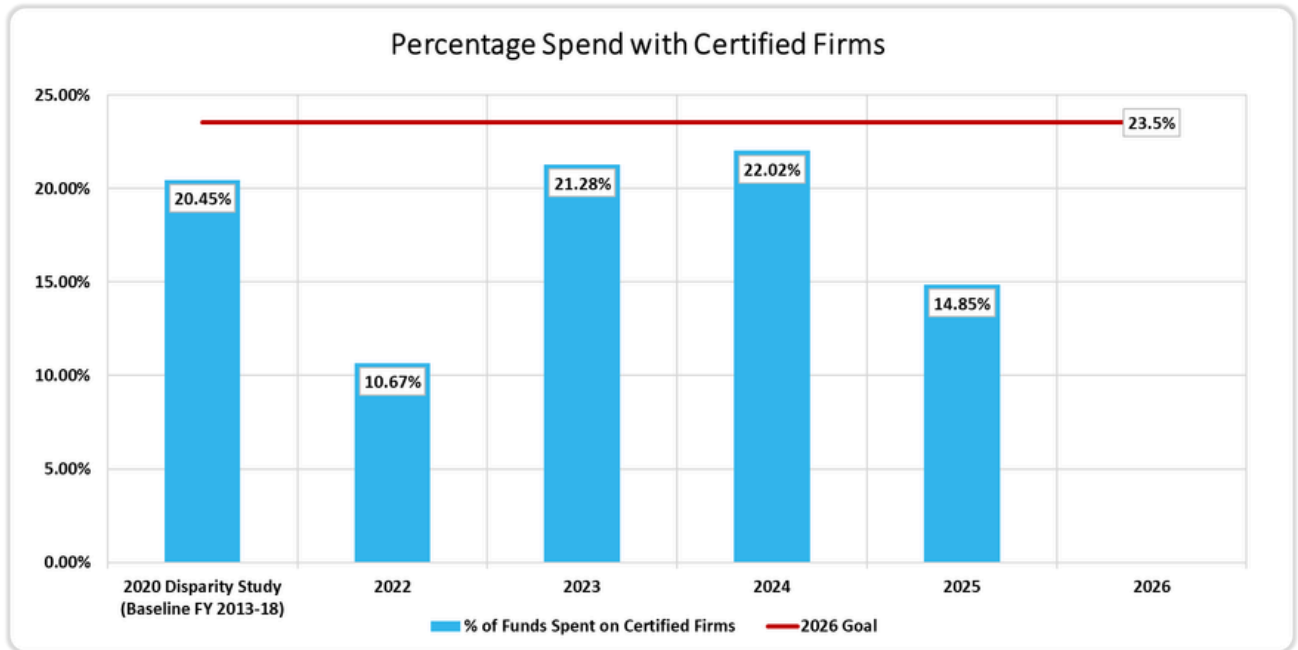
- Upgraded the existing Wi-Fi network, replacing existing access points with Wi-Fi 6 compatible equipment and upgraded routers.
- Upgraded areas with limited Wi-Fi signal (dead zones) and installed new Wi-Fi 6 compatible equipment.
- Contracted vendor to conduct Wi-Fi assessment at select sites to ensure compliance with manufacturers installation requirements and access point placement for maximum coverage.
- Implemented enhanced network cybersecurity protocols that provide centralized, identity-based access control that authenticates users and devices, enforces security policies, and prevents unauthorized access across wireless networks.

Data Insights:

The goal is to upgrade the Wi-Fi infrastructure at 385 schools and some district facilities. The Wi-Fi 6/6E upgrade enhances bandwidth and connection capacity, efficiently supporting more users and improving device performance and security. This upgrade is vital for maintaining service quality and security within the educational environment. Funding for this initiative was provided through both ESSER and E-rate programs. ITS anticipates completing this initiative by May 2026.

Priority 3: Ensure equitable purchasing/ procurement practices.

Objective 1: Increase goods and services expenditures with certified firms by 15%.



Purpose:

This objective focuses on the enhancement of inclusive procurement practices to empower and involve a broader range of vendors, particularly certified businesses, in procurement processes, thereby promoting economic growth within the local business community.

Key Action Steps:

- Monitored and reported school-site and department spending.
- Expanded certified vendor engagement by identifying and conducting targeted outreach and certification assistance to increase the pool of qualified vendors.
- Segmented large contracts and prioritized certified firms by collaborating with procurement and other departments to maximize participation and spending opportunities.
- Partnered with Procurement to publish upcoming bid opportunities and provide vendors with early visibility to improve competitive positioning.

Data Insights:

Although spending with certified firms did increase—from \$78.8 million in 2023–24 to \$78.9 million in 2024–25—the overall spend grew at a much higher rate, rising from \$385 million to \$531 million. Because total spending increased disproportionately, the share of overall spend going to certified firms declined, even though the dollar amount spent with them went up.

Priority 3: Ensure equitable purchasing/ procurement practices.

Objective 2: Maintain or improve facilities expenditures with minority and women-owned certified firms without mandatory race/gender conscious goals.

Year	Certified Firms	Total Spent	% Spent with African American Subs and Primes
2020 Disparity Study (Baseline FY 2013-2018)	52.70%	\$357,731,874	10.69%
2019	51.65%	\$373,362,289	10.32%
2020	52.41%	\$424,151,639	10.34%
2021	52.95%	\$472,824,720	10.59%
2022	53.14%	\$519,701,670	11.23%
2023	54.64%	\$571,696,255	11.90%
2024	55.20%	\$606,682,832	12.27%
2025	55.24%	\$639,121,978	12.22%
2026			
2026 Goal	52.70%		10.69%

Purpose:

This objective promotes fair contracting practices, offering impartial opportunities for all businesses regardless of race or gender. It emphasizes a commitment to equal access and support for minority and women-owned businesses, enhancing the fairness and integrity of procurement practices.

Key Action Steps:

- Monitored and reported expenditures on projects under General Obligation Bond, Facilities, and Maintenance without mandatory goals.
- Facilitated partnerships between established and new/non-contracted firms.
- Provided feedback and technical assistance to firms unsuccessful in M-DCPS contract bids.
- Increase participation and access for certified firms by expanding facilities-related spend, growing vendor bidding and engagement, and raising the share of segmented, maintenance, and capital projects awarded to certified minority- and women-owned firms.

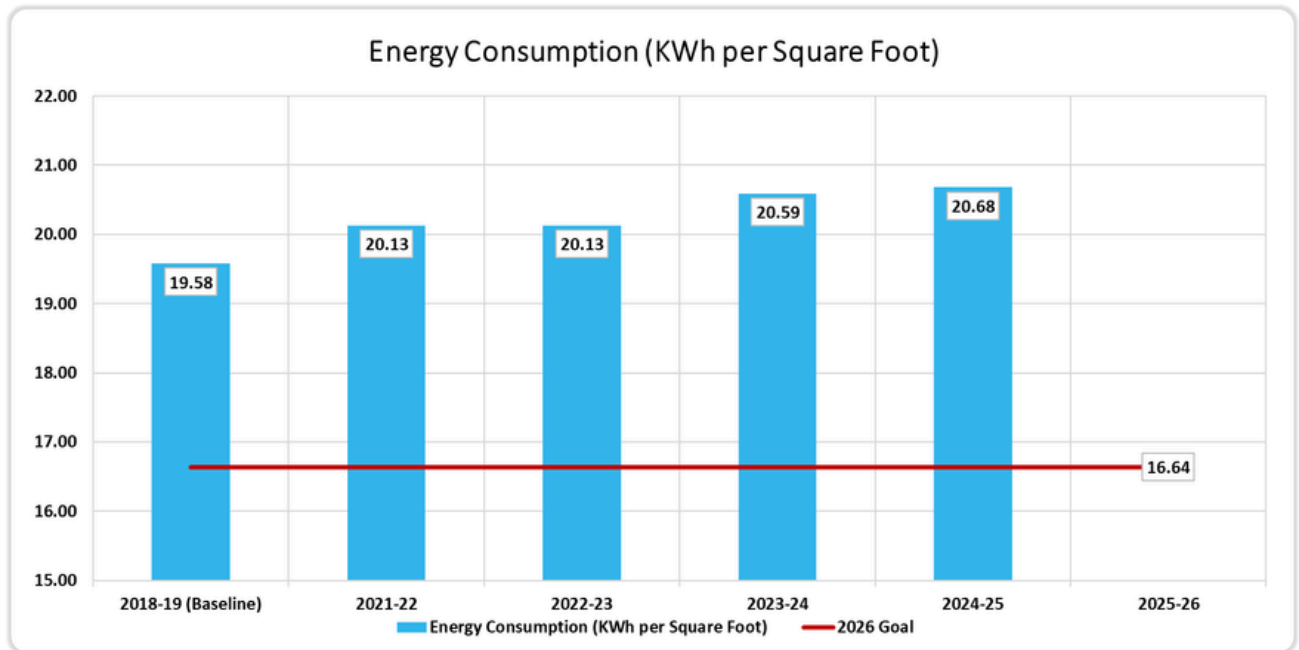
Data Insights:

While this data is reported in the aggregate, data on expenditures with various certified firms, such as women or Native American-owned businesses, is available upon request.

The data associated with this objective has remained stable throughout the current reporting period and is projected to maintain this level of stability through the conclusion of the strategic plan.

Priority 4: Establish and implement sustainability practices.

Objective 1: Reduce energy usage by 15%.



Purpose:

Reducing energy usage involves adopting innovative technologies and practices to reduce energy consumption, contributing to environmental sustainability and decreasing the District's environmental footprint through efficiency. This objective highlights the District's commitment to responsible energy management, promoting a greener, more sustainable approach to facility operations.

Key Action Steps:

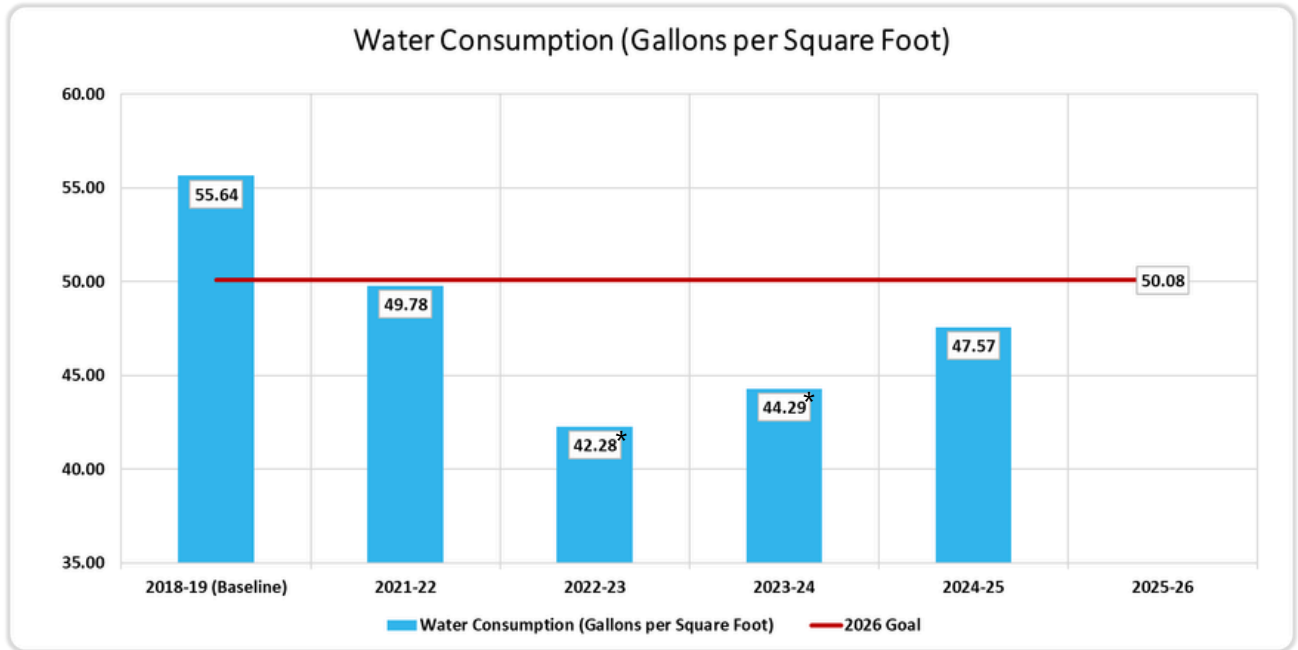
- Broke ground on MDCPS' first Net Zero Energy school building.
- Successfully completed the second year of EcoSaves Rewards Program recognizing 15 schools across the District, together reducing 6,096,998 kWh.
- Enhanced Energy Wise curriculum to enhance Custodial Training and incorporate Energy Conservation practices (e.g. Lights-Off and Water-Off campaigns).
- Executed the Energy Wealth Plan and drove progress across all four pillars, including onboarding a new Program Analyst to support the plan's key objectives.
- Completed the first year of Guaranteed Energy Performance Contract measurement and verification, resulting in more than 50% kWh avoidance.

Data Insights:

Despite a relatively small increase in consumption of approximately 5% when compared to the 2019-20 fiscal year baseline, costs have risen approximately 20% in the same period. This significant cost increase is mostly attributed to increased FPL rates.

Priority 4: Establish and implement sustainability practices.

Objective 2: Reduce water usage by 10%.



*Data has been updated to reflect utility company adjustments to billing reports.

Purpose:

This objective emphasizes the importance of water conservation in the District's operations. It involves initiatives to monitor and decrease water consumption, reflecting a commitment to environmental stewardship and resource efficiency. By setting targeted reduction goals and upgrading infrastructure, the District aims to demonstrate responsible water use and contribute to broader ecological sustainability efforts.

Key Action Steps:

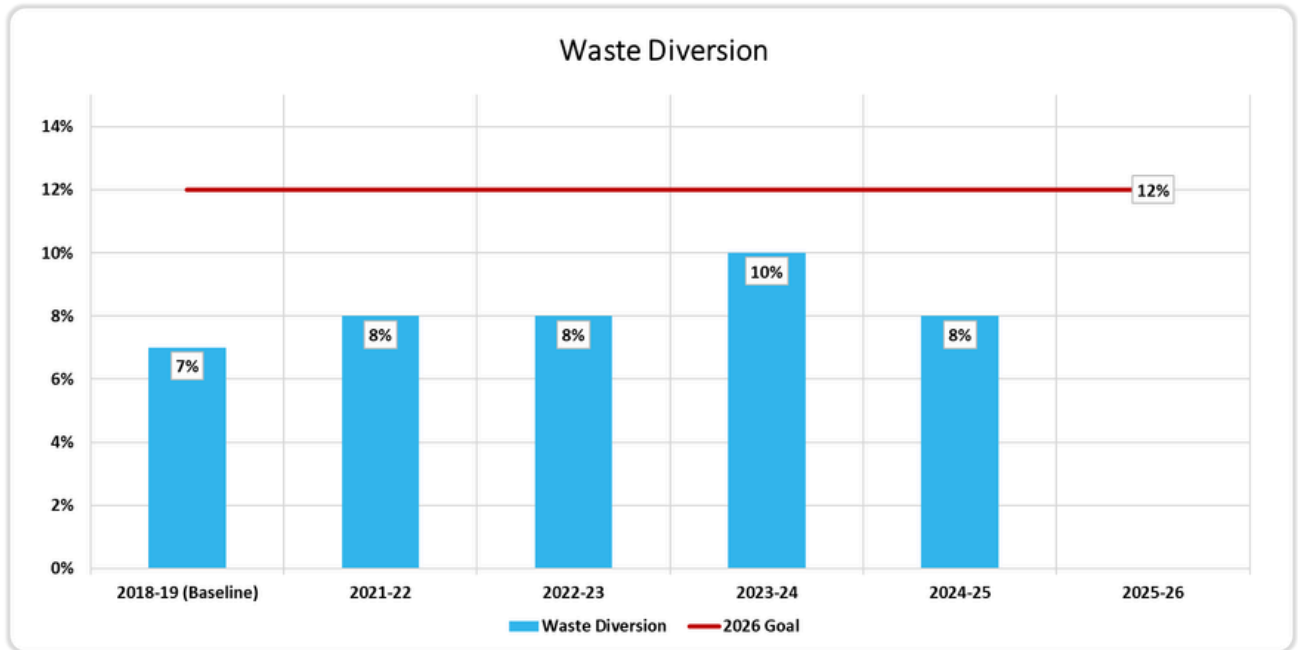
- Continued utilization of EnergyCAP for water usage benchmarking and monitoring.
- Pursued water conservation rebates for new constructions and renovations and initiated a water savings rebate competition among schools.
- Established Water Use Intensity (WUI) targets for new construction and major renovations, and continuously updated construction guidelines for water efficiency.

Data Insights:

Enrollment levels and the condition of equipment and infrastructure directly influence water consumption across school sites. Effective monitoring is important for promptly identifying and repairing leaks, helping to prevent unnecessary water use and manage resources efficiently.

Priority 4: Establish and implement sustainability practices.

Objective 3: Increase waste diversion by 5%.



Purpose:

This objective involves adopting practices that encourage recycling, composting, and the reduction of single-use materials, demonstrating the District's commitment to sustainable and responsible waste handling. This goal not only aids in environmental conservation but also aligns with broader global sustainability efforts.

Key Action Steps:

- Implemented construction waste management plans for new buildings and renovations.
- Encouraged waste diversion through the Green Schools Recognition Program.
- Conducted visits at all school sites to ensure recyclable containers were re-labeled and inspected to ensure they meet recyclable requirements.
- Secured an \$80,000 Food Waste Reduction Grant to advance food-waste diversion efforts, with the project launching in December 2026.

Data Insights:

Despite the well-documented hurdles of recycling in South Florida resulting in little year-over-year change, the District remains steadfast in its commitment to increasing waste diversion. While funding for some initiatives was highly dependent on solicitation of grants and donations, alternative strategies are being explored through community, county, and municipal partners.

Anti-Discrimination Policy

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, as amended - prohibits discrimination on the basis of race, color, and national origin, including actual or perceived shared ancestry or ethnic characteristics, or citizenship or residency in a country with a dominant religion or distinct religious identity.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, and national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex. M-DCPS does not discriminate on the basis of sex in any education program or activity that it operates as required by Title IX. M-DCPS also does not discriminate on the basis of sex in admissions or employment.

Age Discrimination Act of 1975 - prohibits discrimination based on age in programs or activities.

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

The Equal Pay Act of 1963, as amended - prohibits gender 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 qualified students with disabilities.

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, sex, gender, national origin, religion, marital status, or disability in public education.

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

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - prohibits discrimination against employees or applicants because of genetic information.

Boy Scouts of America Equal Access Act of 2002 – No public school shall deny equal access to or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 as a patriotic society.

Veterans are provided re-employment rights in accordance with 38 U.S.C. § 4312 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition:

School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and discrimination against students, employees, or applicants on the basis of age, citizenship status, color, disability, ethnic or national origin, FMLA, gender, gender identity, genetic information, linguistic preference, marital status, political beliefs, pregnancy, race, religion, sexual harassment, sexual orientation, social and family background, and any other legally prohibited basis. Retaliation for engaging in a protected civil rights activity is also prohibited.

For additional information about Title IX or any other discrimination/harassment concerns, contact the U.S. Department of Education Assistant Secretary for Civil Rights and/or:

**Office of Civil Rights Compliance (CRC)
District Director/Title IX Coordinator
155 NE 15th Street, Suite P104E
Miami, Florida 33132
Phone: (305) 995-1580 TDD: (305) 995-2400
Email: crc@dadeschools.net
Website: <https://tinyurl.com/MDCPS-CRC>**

For additional information on Section 504 of the Rehabilitation Act of 1973 or any other student disability concerns contact:

**Department of Exceptional Student Education
1501 NE 2nd Ave, Suite 407
Miami, Florida 33132
Phone: (305) 995-2037 TDD: (305) 995-2400
Email: ese@dadeschools.net
Website: <https://ese.dadeschools.net>**

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