



MIAMI-DADE COUNTY PUBLIC SCHOOLS

Strategic Plan

2026-2031



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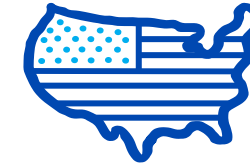


WHO WE ARE

Miami-Dade County Public Schools is the third largest school district in the United States, serving more than 320,000 students and 20,000 adult learners, supported by more than 27,000 dedicated employees.

We are proud to have earned a districtwide A rating for six consecutive years.

Our schools offer an exceptional range of opportunities, from early childhood education through technical colleges and postsecondary programs. We are committed to excellence, innovation, safety, and choice so that every student has the opportunity to reach their full potential and shape their own future.



3rd Largest
School district in
the U.S.



A
A-rated school district
for six consecutive years



1000+
Choice
Programs



95%
Graduation Rate
for District Schools



807
Magnet Schools of
America (MSA)
Merit Awards



60
NAF Distinguished
Career Academies



OUR WHY

When every student reaches their full potential,
our entire community thrives.

VALUES MATTER MIAMI

For more than a decade, M-DCPS has been committed to nine core values that continue to shape the daily student experience and the culture of our schools.



CITIZENSHIP



COOPERATION



FAIRNESS



HONESTY



KINDNESS



INTEGRITY



RESPECT



RESPONSIBILITY



EXCELLENCE



PLAN BLUEPRINT: BUILDING A DIFFERENT KIND OF PLAN

M-DCPS is operating in a more complex and competitive landscape than at any point in its history. That reality called for a different kind of planning process, one grounded in honest diagnosis, genuine community co-creation, and clear strategic choices rather than broad goals alone. The result is a strategic plan that addresses our core challenges with focus.

M-DCPS built this plan in four connected stages.

We started with the community. Through the largest public engagement effort in district history, M-DCPS asked students, families, educators, community members, and industry partners two things: what they envision for Miami's children, and what their honest experience of M-DCPS is today. Those conversations shaped the Portrait of an M-DCPS Graduate and set the foundation for everything that followed.





PLAN BLUEPRINT: BUILDING A DIFFERENT KIND OF PLAN

We reflected deeply on our strengths and challenges. Using data, stakeholder feedback, and structured reflection, M-DCPS conducted an organizational diagnostic to identify core strengths and most pressing challenges. That thorough assessment ensured the strategy that followed was shaped by a clear and accurate picture of where M-DCPS stands — and where it needs to go.

We separated strategy from performance. M-DCPS carries significant business-as-usual (BAU) responsibilities, from school safety to academics and student services, that are essential and ongoing, and will continue to be monitored and prioritized as core commitments of the organization, separate from this plan. This plan represents the deliberate choices M-DCPS is making about where to focus additional energy and resources to improve outcomes over the next five years.

We defined clear priorities and how we will measure progress. From the diagnostic, M-DCPS developed a guiding policy that defines where M-DCPS will concentrate its efforts and why. Objectives and Key Results (OKR) translate those priorities into specific, time-bound commitments that can be tracked and reported on over the life of the plan.

BUILT BY THE COMMUNITY, FOR THE COMMUNITY

This strategic plan is rooted in a core principle: community comes first. Before setting direction, M-DCPS began by listening. More than 190,000 survey responses and 65 focus groups with students, families, educators, community members, and industry partners helped shape the future of our school system.



This engagement took place across the community in English, Spanish, and Haitian Creole, creating meaningful opportunities for voices from many backgrounds and experiences to be heard. The process was designed not only to gather input, but to ensure that the plan reflects the values, priorities, and aspirations of the people it serves.

What we heard directly informed the development of the Portrait of a Graduate, a community-defined vision for the knowledge, skills, and mindsets students need to thrive. It also helped shape the organizational diagnostic, an honest assessment of strengths, challenges, and opportunities that sharpened the focus of this plan.



The guiding policy, Objective and Key Results, and commitments throughout this strategic plan are grounded in what our community named, prioritized, and helped build together.

This plan was shaped by the community and belongs to all of us.

PORTRAIT OF AN M-DCPS GRADUATE

The Portrait of an M-DCPS Graduate is a community-created vision, shaped by the voices of students, families, educators, and partner organizations across Miami-Dade.

It defines the key skills and qualities every Miami graduate needs to reach their academic, personal, and professional goals.



COLLABORATOR

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



PROBLEM SOLVER

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



RESILIENT LEARNER

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



COMMUNITY CHAMPION

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



ADAPTIVE GRADUATE

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



CENTRAL CHALLENGES

M-DCPS is serving students in a very different landscape than in the past. Shifting demographics, including declining birthrates and changing migration patterns, mean fewer school-age children live in our community than before. Each year, fewer new students enter M-DCPS than those who graduate, meaning enrollment shrinks a little more with every class. As a result, M-DCPS is operating more space, infrastructure, and staffing than today's student population requires.

Families today have more educational options than ever before. When those families choose alternatives, it deepens the pressure on enrollment, stretching resources further and making it harder to invest as strongly as we want in all schools, strong experiences, and responsive systems for students, families, and staff.



THE PATH FORWARD



SMARTER FOOTPRINT, STRONGER SCHOOLS

Our community is changing. Fewer families with school-age children live in Miami-Dade today than a generation ago — a shift happening across the country. That means some of our buildings, staffing, and day-to-day operations were built for a much larger district than the one we serve today. By aligning our organization to the community we currently serve, we free up resources that can be reinvested directly into classrooms, teachers, and the student experience, creating a more adaptive organization positioned for future success.



THE SCHOOL EXPERIENCE FAMILIES SEEK

In a landscape of expanding choice, earning trust every single day matters more than ever. By right-sizing strategically, we unlock the resources to re-invest in systems and processes that enhance the experience for all families, students, employees, and community partners across the organization.

OUR GUIDING POLICY

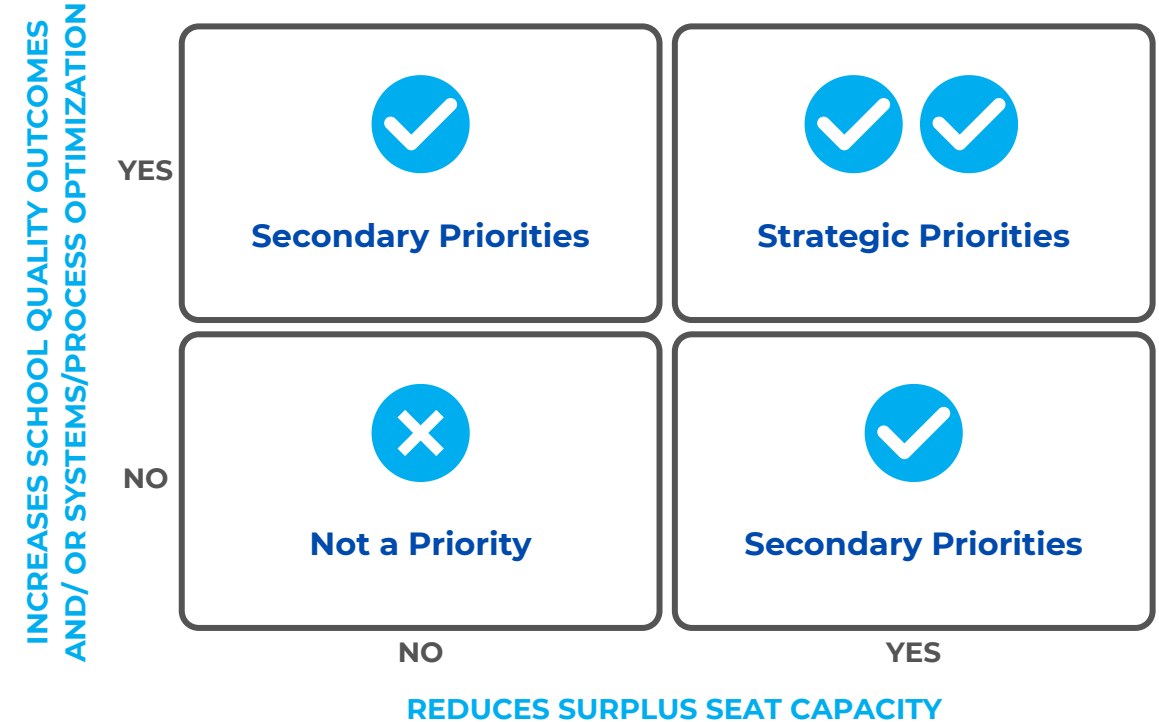
Miami-Dade County Public Schools will build a stronger, leaner Education Enterprise by optimizing our facilities and workforce to reinvest in:

- high-quality educational programs
- better experiences for students, families, employees and community & industry partners, and
- the systems and processes that support them.

Through this commitment, we will strive to deliver better outcomes for all students, and greater value for families and our community for every public dollar spent, than any other option in Miami-Dade, making M-DCPS the best choice.



DECISION MATRIX FOR NEW INITIATIVES & PROGRAMS



MEASURING PROGRESS

PLAN ORGANIZATION

This plan is organized around four Objectives, each representing a core area of focus for M-DCPS over the next five years. Each Objective is supported by Key Results, specific and measurable targets that define what success looks like and allow M-DCPS and community to track progress over time.

Some Key Results have target dates earlier than the end of the plan. This reflects a deliberate decision to move with greater urgency on that particular commitment.

STRATEGY VS. BUSINESS-AS-USUAL

This plan reflects the strategic choices M-DCPS is making about where to direct focused energy and resources over the next five years. It does not capture everything M-DCPS does.



Essential day-to-day work, including school safety, academics, student services, and other core operational work, remains a priority and is measured and reported separately as Business-as-Usual (BAU) Key performance Indicators (KPIs). The absence of these areas from this plan is not a signal that they matter less. It is a recognition that strategy is about choices, and that meaningful progress requires focus.

MONITORING PROGRESS

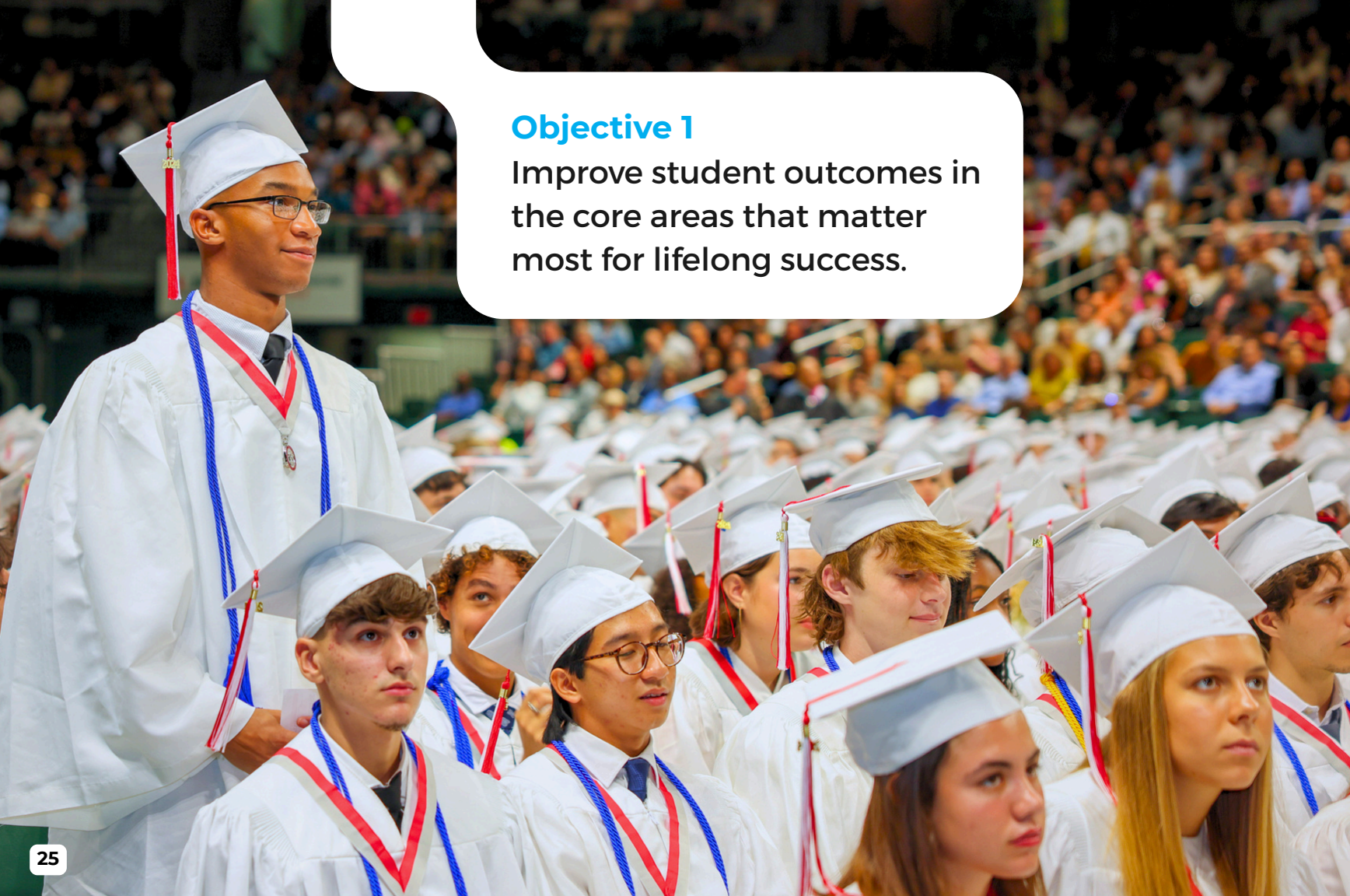
Progress on the strategic plan will be presented to the School Board twice each year. Those updates will be made publicly available on the organization's strategic plan website. Internally, progress will be monitored on a quarterly basis to ensure M-DCPS stays on track and can respond quickly if course corrections are needed.

OBJECTIVES



1. Improve student outcomes in the core areas that matter most for lifelong success.
2. Elevate student, family, and community experiences to ensure we are the best choice.
3. Create a positive and supportive workplace culture.
4. Adjust the organization's facilities footprint and prioritize school investment.





Objective 1

Improve student outcomes in the core areas that matter most for lifelong success.

→ Key Result 1

Increase percentage of students performing on-grade level (or higher) on 3rd Grade ELA to 70% by June 2031. [Baseline: 60%] 🔍

→ Key Result 2

Increase percentage of students performing on-grade level (or higher) on 8th Grade Math to 70% by June 2031. [Baseline: 60%] 🔍

→ Key Result 3

Reduce the Achievement Gap Index for English Language Arts and Mathematics by 5 percentile points by June 2031. [Baseline ELA: 33%; Baseline Math: 29%] 🔍

→ Key Result 4

Increase the percentage of High School Students Graduating with a diploma *plus** to 95% by June 2031. [No Baseline - New Measure] 🔍

→ Key Result 5

Establish and implement a system-wide Portrait of a Graduate (PoG) measurement framework, with at least 5 PoG-aligned indicators collected annually across all grade bands by July 2027. [No Baseline - New Measure]



Details on methodology can be found on page 34.

→ **Key Result 1**

Reduce student withdrawals to competitors to 10% by July 2028. [Baseline: 31%]

→ **Key Result 2**

Establish a District-wide Family Experience Score, measured as the percentage of respondents rating their experience 9 or 10 out of 10, for:

A: Students, with a validated baseline published by July 2027, improving by at least +15 percentage points from baseline by July 2029.

B: Parents, with a validated baseline published by July 2027, improving by at least +15 percentage points from baseline by July 2029.

[No Baselines - New Measures]

→ **Key Result 3**

Establish and implement a partner satisfaction survey for vendors, community partners, community-based organizations, industry partners, mentors, and advisory committee members, with a baseline published by July 2027, improving by at least +15 percentage points from baseline by July 2028.

[No Baseline - New Measure]

→ **Key Result 4**

Improve five high-impact student, family, or community-facing systems or processes by July 2029, achieving:

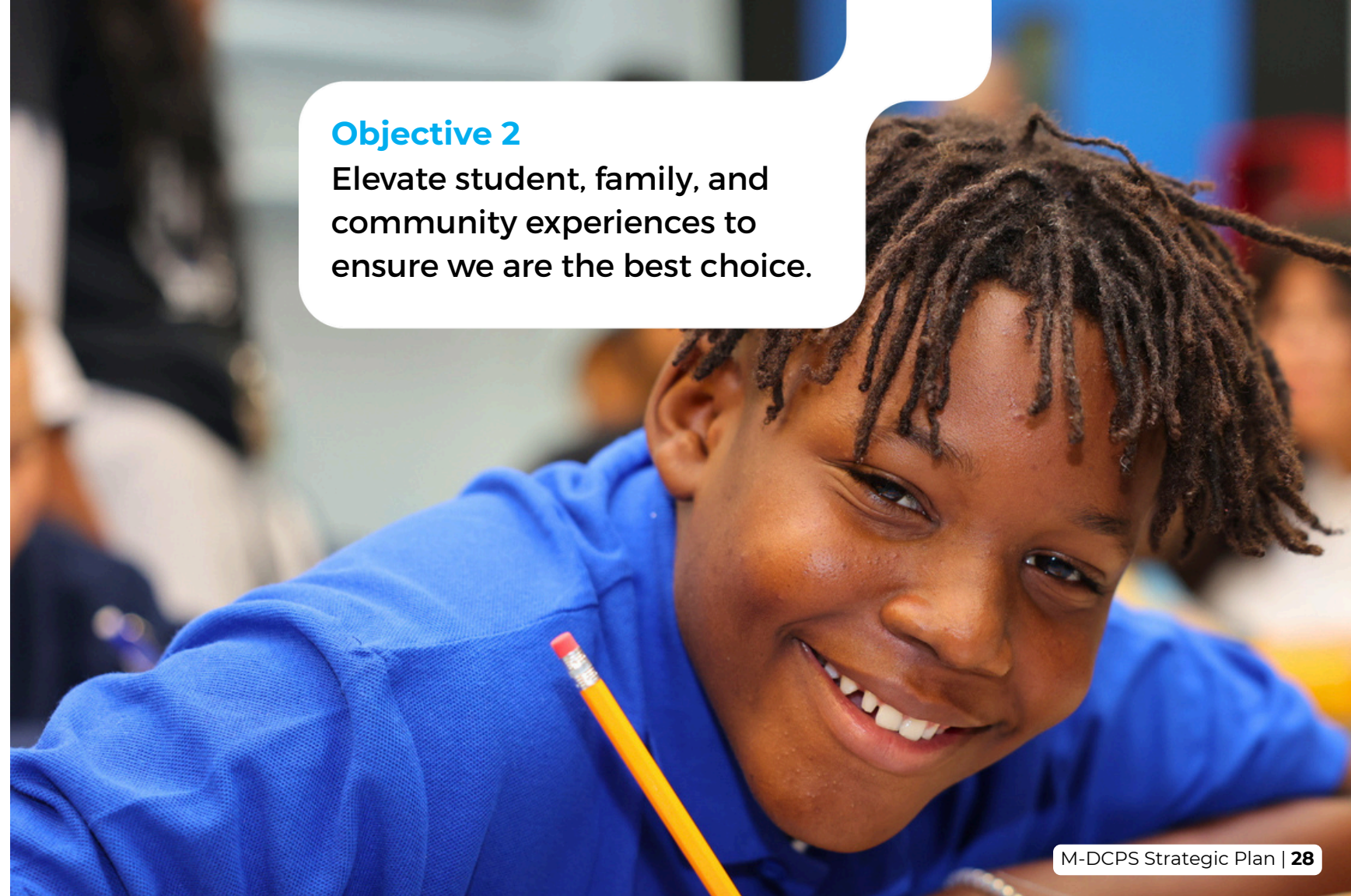
A: At least 80% of stakeholders using each improved system or process rating their experience 9 or 10 out of 10.

B: At least 30% reduction in end-to-end processing time for each improved system or process.

[No Baselines - New Measures]

Objective 2

Elevate student, family, and community experiences to ensure we are the best choice.





Objective 3

Create a positive and supportive workplace culture.

→ Key Result 1

Establish a District-wide Employee Net Promoter Score for:

A: Instructional employees and improve by at least +20 points from baseline by July 2029.

B: Non-Instructional employees and improve by at least +20 points from baseline by July 2029.

[No Baselines - New Measures]

→ Key Result 2

Establish an Employee Wellbeing Indicator and grow the % of employees at the highest level of satisfaction to +25% from the baseline by July 2030.

[No Baseline - New Measure]

→ Key Result 3

Improve five high impact employee-facing systems or processes by July 2029, achieving:

A: At least 80% of stakeholders using each improved system or process rating their experience 9 or 10 out of 10.

B: At least a 30% reduction in end-to-end processing time for each improved system or process.

[No Baselines - New Measures]



Key Result 1

Increase utilization of student stations at active schools to 80% district-wide by June 2031. [Baseline: 66%] 🔍



Key Result 2

Reduce district-wide facilities deferred maintenance by \$1.5B by June 2031. [Baseline: \$3.69B] 🔍



Key Result 3

Develop a transparent facilities reinvestment framework to be presented and adopted by the School Board that guides how resources generated through school re-envisioning, consolidation, co-location, repurposing, boundary adjustments, and other facilities optimization efforts are communicated, prioritized, and reinvested, which appropriately weighs voting district needs, as well as district wide needs. [No Baseline - New Measure]



Key Result 4

Publish an annual Re-envisioning Impact Report documenting how school re-envisioning efforts optimize resources to better support students and schools. [No Baseline - New Measure]

All re-envisioning efforts will align to our Enterprise Development Asset Management Framework core principles:

- Education First
- Policy and Legal Compliance
- Transparency and Accountability
- Community-Centered Engagement and Planning
- Financial Sustainability and Asset Optimization
- Retention of Ownership and Asset Management
- Strategic Housing Development

REVISED AT DAIS
BY BOARD ACTION

Objective 4

Adjust the organization's facilities footprint and prioritize school investment.





NOTES ON METHODOLOGY

• Objective 1

- **KR1** - Percentage of students scoring on grade level or higher (defined as achievement levels 3, 4, or 5) on the Spring Florida Statewide Assessment results for Grade 3 ELA using raw statewide assessment results.
- **KR2** - Percentage of students scoring on grade level or higher (defined as achievement levels 3, 4, or 5) on the Spring Florida Statewide Assessment results for Grade 8 Mathematics using raw statewide assessment results.
- **KR3** - Measured using a standardized Achievement Gap Index that compares the performance of disadvantaged student groups to a reference population using standardized scale score differences translated into percentile gap measures, allowing for consistent comparison across grades and subjects.
- **KR4** - High School Diploma accompanied by a postsecondary credit or a documented real-world experience such as an internship or pre-apprenticeship, measured as the percentage of graduates earning a passing grade on applicable course code(s).

• Objective 2

- **KR1** - Percentage of students withdrawing to Charter or Private school options.

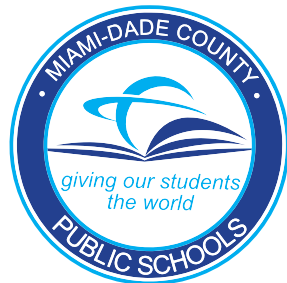
• Objective 4

- **KR1** - Defined as the district total enrollment count divided by the district total number of student stations.
- **KR2** - Defined as the district total 5-year deficiencies cost for all facilities, as measured through the Facilities Condition Assessment (FCA).

MIAMI-DADE COUNTY PUBLIC SCHOOLS LEARNING ECOSYSTEM

Learning happens everywhere—in homes, schools, workplaces, and cultural spaces, but no one shapes a child's future alone. Every child is full of potential, and it's up to all of us as families, educators, industry leaders, and community organizations to add the brushstrokes that help bring their Portrait of a Miami Graduate to life.

Together, we can create the opportunities, experiences, and support every child needs to thrive.



Postsecondary Education Partners: Universities and colleges bridge K-12 learning to college and career success, offering dual enrollment programs and early college access that expand students' opportunities.



Community Organizations: Nonprofits, youth programs, and cultural institutions enrich learning beyond the classroom through museum experiences, after-school tutoring, and STEM or leadership programs.



Private Industry Partners: Businesses connect students to career pathways by providing internships, apprenticeships, and job shadowing that foster real-world skills and innovation.



Government Agencies: Public institutions help students succeed by supporting early childhood programs, youth initiatives, and policies that create new opportunities for civic engagement.



Philanthropic Partners: Foundations, donors, and businesses invest in the future of Miami's students by funding scholarships, resources, and innovative projects. Their contributions promote opportunities for all learners.

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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M-DCPS
YOUR BEST CHOICE
MIAMI-DADE COUNTY
giving our students
the world
PUBLIC SCHOOLS

Visit our website at
www.strategicplan.dadeschools.net
to view our progress and strategic plan
updates or scan the QR code below.



SCAN ME

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

Ms. Mari Tere Rojas, Chair

Ms. Monica Colucci, Vice Chair

Mr. Roberto J. Alonso

Dr. Dorothy Bendross-Mindingall

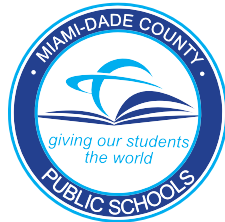
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