

Ms. Maria Teresa Rojas, Chair

CO-SPONSORS:

Ms. Monica Colucci, Vice Chair
Mr. Roberto J. Alonso
Ms. Mary Blanco
Mr. Danny Espino

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SUBJECT:

FEASIBILITY OF EXPANDING THE CONCEPT OF ESTABLISHING 6-12 AND K-12 SCHOOL CAMPUSES IN MIAMI-DADE COUNTY PUBLIC SCHOOLS (M-DCPS)

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COMMITTEE:

ACADEMICS, INNOVATION, EVALUATION, & TECHNOLOGY

LINK TO STRATEGIC PLAN:

RELEVANT, RIGOROUS, & INNOVATIVE ACADEMICS

As Miami-Dade County Public Schools (M-DCPS) continue to experience changing and declining enrollment patterns, evolving family expectations, and increased educational choice options, it is important and critical for M-DCPS to explore innovative and sustainable approaches to school organization and program delivery. One potential strategy is the development of comprehensive K–12 educational campuses that provide students and families with a seamless and continuous educational experience from kindergarten through high school graduation.

The K-12 concept has already been successfully implemented in Miami-Dade County Public Schools. iPreparatory Academy (iPrep), a flagship school within M-DCPS, serves students from Pre-Kindergarten through Grade 12 and is recognized nationally for its forward-thinking approach to teaching and learning. Furthermore, at the School Board meeting of June 17, 2026, the Board approved Agenda Item D-67, based on the Attendance Boundary Committee (ABC) recommendations, for Pine Villa Elementary School and Arthur and Polly May Conservatory of the Arts to be established as a K-12 Center. Therefore, the Board has already approved and implemented the concept of this model.

A K–12 campus model may offer significant advantages for both students and parents by creating a cohesive educational pathway that eliminates many of the transitions traditionally associated with moving between elementary, middle, and high schools. Under this model, students would benefit from a consistent academic vision, aligned instructional practices, and a unified support system throughout the educational journey. Parents would have the opportunity to enroll their children in a school community where long-term relationships can be established with teachers, administrators, and support staff, providing greater continuity, stability, and engagement.

The planning process may include a comprehensive review of existing facilities, enrollment trends, community demographics, transportation considerations, traffic patterns, and academic program offerings to determine the feasibility and long-term benefits of a K–12 campus structure. Particular attention should be given to creating a vertically aligned curriculum that ensures students are progressively prepared for each stage of learning while maintaining consistent expectations and educational standards across all grade levels.

In addition to academic alignment, the K–12 model would support a coordinated approach to student services, social-emotional learning, extracurricular opportunities, college and career readiness, and family engagement. Students would have access to expanded academic

pathways and specialized programs that begin in the early grades and continue through graduation, allowing them to develop interests and skills over time.

The development of a K–12 campus framework would also provide the District with an opportunity to maximize facility utilization, strengthen enrollment stability, and create distinctive educational offerings that respond to the needs of the communities it serves. Through careful planning, stakeholder engagement, and data-driven decision-making, the District can evaluate whether a K–12 model represents a viable strategy for enhancing educational opportunities, improving operational efficiencies, and providing families with other meaningful school choice options.

Consideration should also be given to exploring opportunities to expand the 6–12 school campus model. Expanding this model would provide families with additional educational options that offer continuity from middle through high school while maintaining access to a strong, rigorous, and academically challenging curriculum. Such expansion has the potential to enhance student achievement, strengthen long-term academic planning, and provide parents with greater choice in selecting a learning environment that aligns with their children's educational goals and aspirations.

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As part of this process, attention including strategic community and higher education partnerships should be considered in addition to local industries, business leaders, and workforce development organizations, which will certainly expand student opportunities. These may provide access to dual enrollment programs, industry certifications, internships, mentorships, apprenticeships, and work-based learning experiences. Community resources can enhance real-world learning and strengthen connections between classroom instruction and career pathways.

District administration would work collaboratively with the Attendance Boundary Advisory Committee, school leadership, families, and community stakeholders to review enrollment projections, facility capacity, demographic trends, and programmatic needs. In evaluating the feasibility of a 6-12 campus model and a K–12 campus model, consideration should also be given to student assignment and enrollment policies, including whether students residing within the designated attendance boundary should receive priority access to the school. The District should carefully examine how a choice-based enrollment model would be structured to balance the needs of boundary students with opportunities for students residing outside the attendance area. Factors such as available capacity, programmatic offerings, traffic patterns, transportation considerations, enrollment demand, and equitable access should be incorporated into the development of admission criteria. Establishing clear enrollment guidelines will help ensure transparency, maintain community confidence, and provide families with a clear understanding of how seats are allocated while preserving the integrity of both the attendance boundary system and the District's school choice initiatives.

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The goal would be to develop a comprehensive implementation plan that supports student success, responds to community priorities, and ensures that every child has access to a high-quality, seamless educational experience from kindergarten through graduation.

This item has been reviewed and approved by the Office of the General Counsel as to form and legal sufficiency.

**ACTION PROPOSED BY CHAIR
MS. MARIA TERESA ROJAS:**

That The School Board of Miami-Dade County, Florida, direct the Superintendent of Schools to:

1. explore the feasibility of expanding the concept of establishing 6-12 and K-12 school campuses in Miami-Dade County Public Schools; and
2. provide a report to the School Board at the Academics, Evaluation, and Technology Committee on October 7, 2026.

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