

Miami-Dade County Public Schools



Superintendent's
Assessment & Evaluation

The School Board of Miami-Dade County, Florida

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THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA
SUPERINTENDENT’S ASSESSMENT AND EVALUATION

INTRODUCTION

The School Board of Miami-Dade County, Florida, understands how critical the relationship between the Superintendent and the Board is to the ultimate success of the District. The Board has hired the Superintendent as its chief executive officer and delegates authority to him to operate the district and provide leadership. Delegating such authority empowers the Superintendent and staff to pursue the Board’s ultimate ends, its mission, vision, and goals. The Board also has the responsibility to monitor performance ensuring that the District is making appropriate progress and is in compliance with written Board policies and State Statutes. Furthermore, it is important to address the following:

- The Board employs and evaluates the Superintendent pursuant to contractual stipulations.
- An effective Board develops and maintains a productive relationship with the Superintendent.
- The employment relationship consists of mutual respect and a clear understanding of respective roles, responsibilities, and expectations.

An effective assessment and evaluation process helps drive school improvement and student achievement, develops a positive relationship between the Board and the Superintendent, demonstrates accomplishments of the District, and identifies future challenges and opportunities for continuous improvement. The assessment and evaluation process is not a means to an end, but rather an ongoing and energetic process that establishes a specific timeline and ensures that all contractual stipulations are met.

WRITTEN DOCUMENTS WHICH PROVIDE THE FOUNDATION FOR THE ASSESSMENT AND EVALUATION PROCESS

- A copy of the Miami-Dade County Public Schools (M-DCPS) 2021-2026 Strategic Plan (Appendix A)
- M-DCPS Board policy and Florida State Statute (Appendix B)

COMPONENTS OF THE SUPERINTENDENT’S ASSESSMENT AND EVALUATION

The Board and the Superintendent shall mutually develop an assessment and evaluation process acceptable to both parties for use in the evaluation of the Superintendent that includes:

- A vibrant and comprehensive assessment process
- A continuous assessment throughout the year
- An agreed upon timeline for the implementation of the assessment and evaluation process

ASSESSMENT AND EVALUATION MODEL/PROCESS OFFERS A FOUR-PART GUIDE FOR EVALUATING THE SUPERINTENDENT*

The assessment and evaluation process begins with a clear understanding of roles, responsibilities, and relationships. The employment of the Superintendent is based on concepts outlined in his contract, job description, State Statutes, District goals and Board policies. The Board and the Superintendent reach consensus regarding expectations, timelines, measurements, and related documentation to be used in the assessment and evaluation process. Time is scheduled for this work, taking into account dates by which certain decisions have to be made pursuant to the Superintendent's contract. A number of opportunities for informal performance assessment are scheduled in the process to allow for Board members and the Superintendent to continuously discuss District issues and solutions to problems that may arise. Once the formal evaluation is completed, the Board and the Superintendent should take great strides towards strengthening the District's future goals and moving the District forward to even higher levels of achievement and success.

Part I offers a continuous assessment of the Superintendent's performance by each Board member throughout the process by means of individual meetings, conversations, and follow-up actions pursuant to inquiries, committee discussions, and Board actions.

Part II offers, pursuant to School Board Policy 0173 – District Strategic Plan, an update, including any adjustments, on the status and progress towards achievement of the goal(s) included in the District Strategic Plan. A majority of the goals and objectives in the implementation of the District Strategic Plan (Standard #3) should address and quantify progress related to student achievement.

Part III offers, pursuant to the Superintendent's contract, that no later than thirty (30) calendar days prior to June 1, the Superintendent shall submit to the Board a written self-assessment of his performance based on the assessment standards, meeting established goals and objectives, and his overall performance.

Part IV offers the opportunity for individual Board members to provide an evaluation of goals and objectives achieved and mutually-agreed upon recommendations for future development and growth of the school district.

** It is important to note that, due to unforeseen circumstances or a shift in District priorities, both the School Board and the Superintendent may determine if any adjustments to yearly plans are required.*

TIMELINE FOR THE ASSESSMENT AND EVALUATION OF THE SUPERINTENDENT

DATES	ACTIVITY	BOARD POLICIES, STATE STATUTES, CONTRACTUAL OBLIGATIONS
July 1, 2023 - May 31, 2024	Continuous assessment of the Superintendent's performance by each Board member through individual meetings, conversations, and follow-up actions pursuant to inquiries, committee discussions, and Board actions.	• Superintendent's contract • Florida State Statute 1001.51 Duties and Responsibilities of District School Superintendent • 2021-2026 M-DCPS Strategic Plan
December 2023	Pursuant to School Board Policy 0173 – District Strategic Plan, "An update on the status and progress toward achievement of the goal(s) included in the District Strategic Plan, including any adjustments, shall be presented by the Superintendent and approved by the Board annually."	• School Board Policy 0173 – <i>District Strategic Plan</i>
May 1, 2024 - June 30, 2024	"No later than thirty (30) days prior to June 1 of each year, the Superintendent shall submit to the Board a written self-assessment of his performance in meeting the established goals and objectives and his total performance." Individual Board members shall provide an evaluation of goals and objectives achieved and recommendations for future development of the school district.	• Superintendent's contract • Florida State Statute 1001.51 Duties and Responsibilities of District School Superintendent • 2021-2026 M-DCPS Strategic Plan

ASSESSMENT STANDARDS FOR THE ASSESSMENT AND EVALUATION OF THE SUPERINTENDENT

STANDARD	STATE STATUTE ALIGNMENT WITH THE STANDARD	STRATEGIC PLAN ALIGNMENT WITH THE STANDARD
1. District-wide shared vision for teaching and learning in support for enhanced student achievement for all students	Sections from Florida Statute 1001.51, Duties and responsibilities of the school superintendent: (5) School program; prepare plans (6) Establishment, organization, and operation of schools, classes, and services (7) Personnel (8) Courses of study and other instructional aids (10) School plant (11) Finance (15) Cooperate with district school board (16) Visitation of schools (21) Recommend procedures for informing the general public (22) School improvement and accountability (23) Parental involvement	Pillar I: Relevant, rigorous, and innovative academics Pillar II: Safe, healthy, and supportive learning environments Pillar III: Highly effective teachers, leaders, and staff Pillar IV: Informed, engaged, and empowered stakeholders Pillar V: Effective and sustainable operational practices
2. Effective and efficient leadership in the management of district finances and operations	Sections from Florida Statute 1001.51, Duties and responsibilities of the school superintendent: (1) Assist in organization of district school board (2) Regular and special meetings of the district school board (3) Records for the district school board (4) School property (6) Establishment, organization, and operation of schools, classes, and services (7) Personnel (9) Transportation of students (10) School plant (11) Finance (13) Cooperation with other agencies (14) Enforcement of laws and rules (18) Professional and general improvement (19) Recommend revoking certificates (22) School improvement and accountability (24) Orderly classrooms and school busses	Pillar I: Relevant, rigorous, and innovative academics Pillar II: Safe, healthy, and supportive learning environments Pillar III: Highly effective teachers, leaders, and staff Pillar IV: Informed, engaged, and empowered stakeholders Pillar V: Effective and sustainable operational practices

ASSESSMENT STANDARDS FOR THE ASSESSMENT AND EVALUATION OF THE SUPERINTENDENT

STANDARD	STATE STATUTE ALIGNMENT WITH THE STANDARD	STRATEGIC PLAN ALIGNMENT WITH THE STANDARD
3. Implementation of the District's Strategic Plan 2021-2026 <i>(50% of goals should address and quantify progress related to student achievement.)</i>	Sections from Florida Statute 1001.51, Duties and responsibilities of the school superintendent: (1) Assist in organization of district school board (2) Regular and special meetings of the district school board (3) Records for the district school board (4) School property (11) Finance (16) Visitation of schools (18) Professional and general improvement (22) School improvement and accountability (23) Parental involvement (24) Orderly classrooms and school busses	Pillar I: Relevant, rigorous, and innovative academics Pilar II: Safe, healthy, and supportive learning environments Pillar III: Highly effective teachers, leaders, and staff Pillar IV: Informed, engaged, and empowered stakeholders Pillar V: Effective and sustainable operational practices
4. Collaboration with families, community members, and the business community	Sections from Florida Statute 1001.51, Duties and responsibilities of the school superintendent: (5) School property (7) Personnel (13) Cooperation with other agencies (21) Recommend procedures for informing the general public (23) parental involvement	Pillar I: Relevant, rigorous, and innovative academics Pilar II: Safe, healthy, and supportive learning environments Pillar III: Highly effective teachers, leaders, and staff Pillar IV: Informed, engaged, and empowered stakeholders Pillar V: Effective and sustainable operational practices
5. Work and effectively partner with School Board Members to establish a positive and productive relationship	Sections from Florida Statute 1001.51, Duties and responsibilities of the school superintendent: (1) Assist in organization of district school board (2) Regular and special meetings of the district school board (3) Records for the district school board (4) School property (11) Finance (13) Cooperation with other agencies (14) Enforcement of laws and rules (15) Cooperate with school district board (22) School improvement and accountability (23) Parental involvement (25) Other duties and responsibilities	Pillar I: Relevant, rigorous, and innovative academics Pilar II: Safe, healthy, and supportive learning environments Pillar III: Highly effective teachers, leaders, and staff Pillar IV: Informed, engaged, and empowered stakeholders Pillar V: Effective and sustainable operational practices

Miami Dade County Public Schools

Superintendent's Assessment and Evaluation

School year: _____

Standard 1: District-wide shared vision for teaching and learning in support of enhanced achievement for all students.

Comments on progress and expectations pertaining to standard.

Continuous improvement focus for future development and growth.

Miami Dade County Public Schools

Superintendent's Assessment and Evaluation

School year: _____

Standard 2: Effective and efficient leadership in the management of district finances and operations.

Comments on progress and expectations pertaining to standard.

Continuous improvement focus for future development and growth.

Miami Dade County Public Schools

Superintendent's Assessment and Evaluation

School year: _____

Standard 3: Implementation of the District's strategic plan.

(50% of goals should address and quantify progress related to student achievement.)

Comments on progress and expectations pertaining to standard.

Continuous improvement focus for future development and growth.

Miami Dade County Public Schools

Superintendent's Assessment and Evaluation

School year: _____

Standard 4: Collaboration with families, community members, and the business community.

Comments on progress and expectations pertaining to standard.

Continuous improvement focus for future development and growth.

Miami Dade County Public Schools

Superintendent's Assessment and Evaluation

School year: _____

Standard 5: Work and effectively partner with School Board Members to establish and maintain a positive and productive relationship.

Comments on progress and expectations pertaining to standard.

Continuous improvement focus for future development and growth.

Superintendent's Signature _____

Date: _____

School Board Member's Signature _____

Date: _____

Appendix A

(Strategic Plan and Annual Report Update)

2022-2023 Annual Report Update



2021 – 2026 Strategic Plan



2022-2023 Annual Report

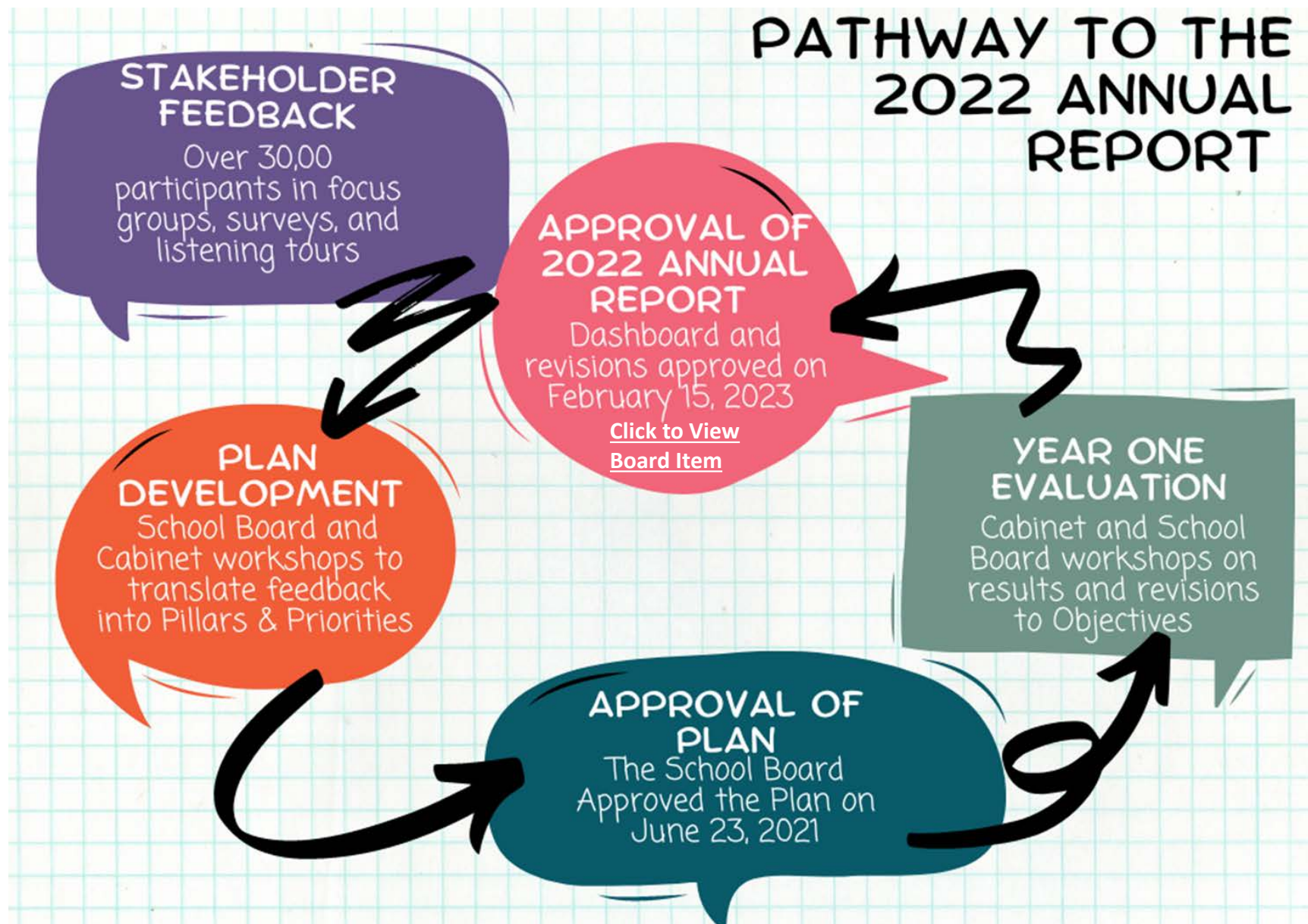
Approved February 15, 2023

Background (Narrative)

On June 23, 2021, the School Board approved *Infinite Possibilities*, Miami-Dade County Public Schools' 2021-2026 Strategic Plan grounded in a theory of action tied to our mission to provide relevant learning experiences that foster life-long curiosity and enable all students to achieve their full academic, personal, and civic potential. The Pillars and Priorities in the Plan were developed based on feedback from over 30,000 participants in surveys, focus groups, and listening tours. Pursuant to School Board Policy 0173, *District Strategic Plan*, the School Board must be provided an annual update on the status and progress toward achievement of the goals delineated in the Plan.

Through policy and practice, monitoring progress is essential to success. As such, the District has undergone a coordinated effort to examine the year one outcomes and evaluate the impact of unanticipated and evolving changes and challenges in the educational landscape to: (1) assess progress towards achievement of our goals, and (2) recommend appropriate adjustments, for the School Board's consideration. The original five-year Plan was structured around five pillars, with a series of 16 Priorities and a total of 56 Objectives. Given that the Superintendent and several School Board and Cabinet members were not in their current roles during the creation of the original Plan, a rigorous and deliberate process was conducted to evaluate each Objective within the Plan and propose any recommended adjustments. The Office of Strategic Planning and Initiatives (1) gathered individual feedback from School Board members, (2) met with each Bureau to review each Objective and associated data, and (3) hosted a full-day Superintendent's Cabinet Retreat which resulted in a robust, collaborative, and cross-bureau discussion of each Objective. Through these steps, a revised Strategic Plan was developed and presented to the School Board at the January 11, 2023 Academics, Innovation, Evaluation & Technology Committee Meeting. The presentation resulted in a robust and thoughtful conversation between School Board Members, the Superintendent, and Cabinet. Feedback from this discussion was incorporated into the final 2022 Annual Report that follows which was approved by the School Board on February 15, 2023. The full Board Item including details on revisions can be found by clicking [here](#).

Background (Infographic)



Vision and Mission

Vision Statement

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

Mission Statement

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

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.

Pillars and Priorities

5 YEAR STRATEGIC PLAN

5 Pillars – Broad, thematic bodies of work that support the District in achieving its vision and mission.

16 Priorities – Focus areas that will yield the most impactful gains for the school system.

35 Objectives – Measurable and realistic targets that define concrete outcomes and determine how progress will be measured.

Pillar I

Relevant, Rigorous, & Innovative Academics

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

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

Provide equitable access to quality and innovative instructional programs.

Pillar II

Safe, Healthy, & Supportive Learning Environments

Provide a safe, secure, and clean environment for all District students, staff, and visitors.

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

Provide the necessary supports to promote student access and engagement.

Pillar III

Highly Effective Teachers, Leaders, & Staff

Recruit and retain the most qualified employees.

Develop a culturally responsive and high-performing workforce.

Develop administrators as effective leaders of human capital.

Pillar IV

Informed, Engaged, & Empowered Stakeholders

Enhance and diversify communication strategies to strengthen stakeholder understanding.

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

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

Pillar V

Effective & Sustainable Operational Practices

Maintain the District's strong financial position.

Ensure efficient and effective business practices.

Ensure equitable purchasing/procurement practices.

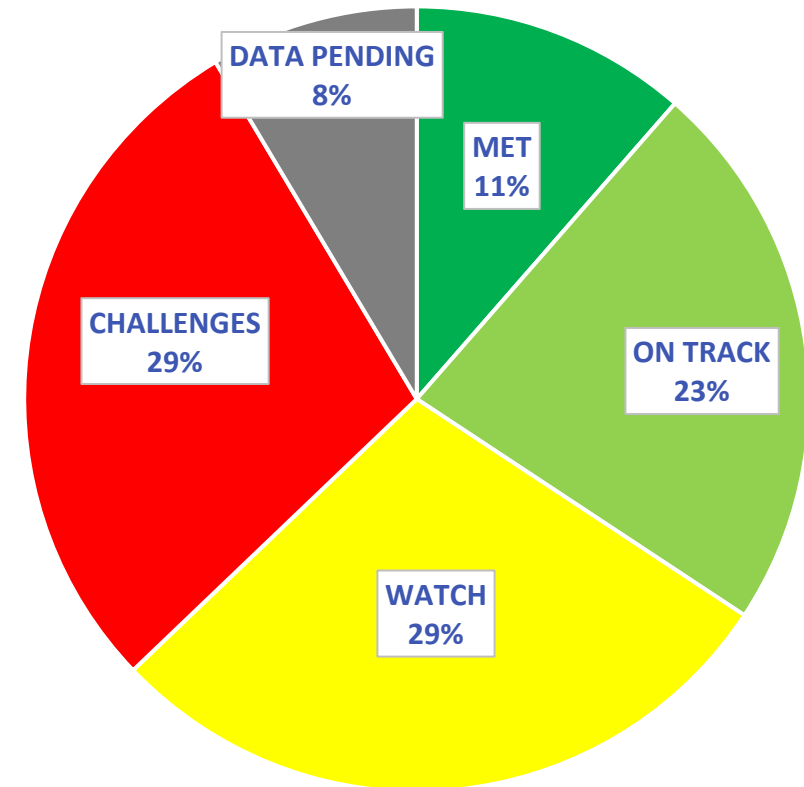
Establish and implement sustainability practices.



Summary of Objective Status

Objectives Status

Number	Percent	Status
4	11%	Met the stated goals
8	23%	On Track towards achievement of the stated goals
10	29%	Watch On track but will need to be closely monitored
10	29%	Objectives that face Challenges ; will require additional action and/or support initiatives
3	8%	Data Pending and will be updated when available
35	100%	Total

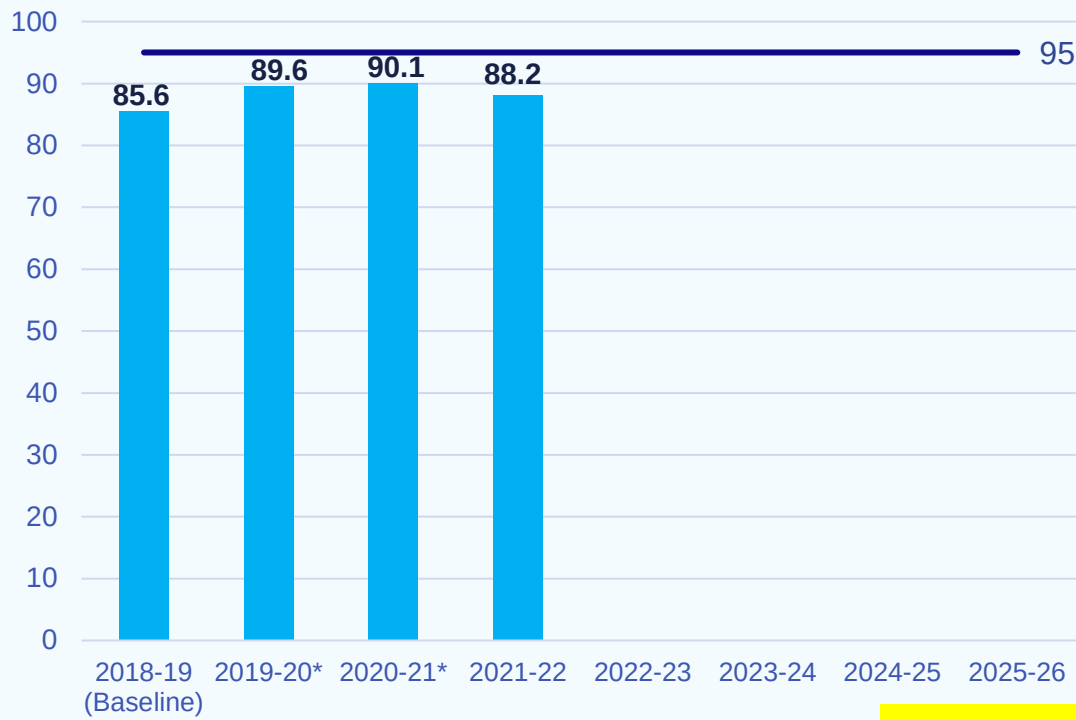


Based on data available as of January 31, 2023

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.

M-DCPS Graduation Rate

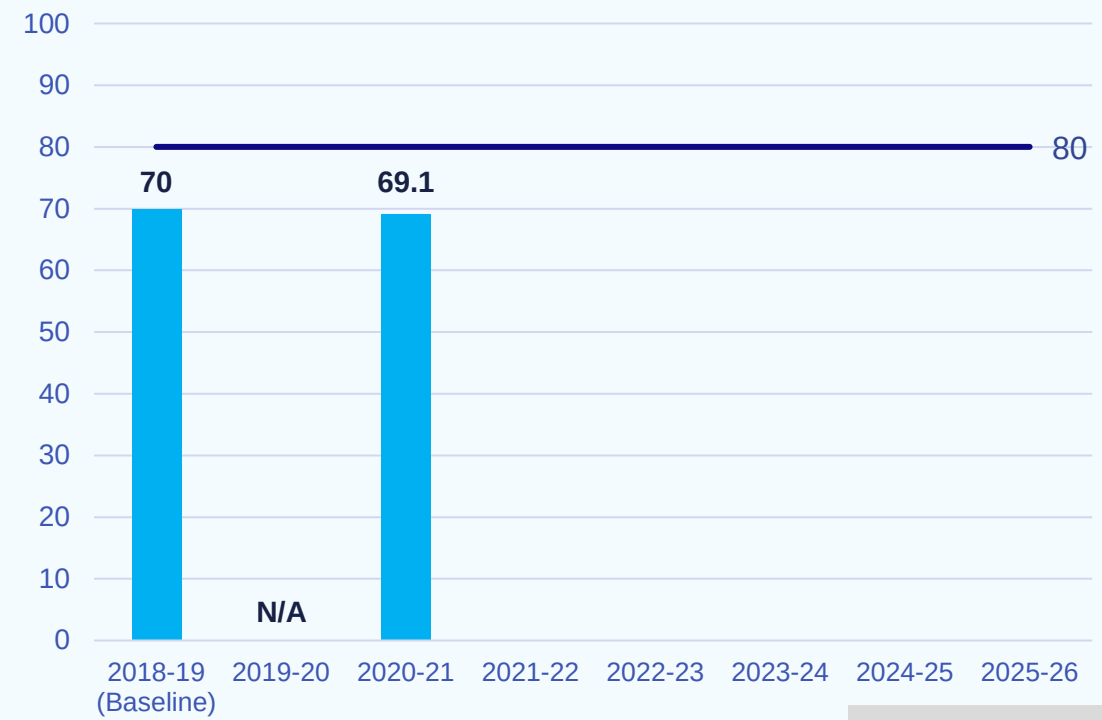


Data includes charter schools

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

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

Percentage of Seniors Earning College/Career Credit



Data includes charter schools

Data pending from FLDOE anticipated by the end of March 2023

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.

Percent of Students Proficient on State Assessments

Assessment	2018-19 (Baseline)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026 Goal
<i>ELA</i>	58%	54%	55%					68%
<i>Math</i>	60%	45%	54%					70%
<i>Algebra I</i>	63%	46%	57%					73%
<i>Geometry</i>	55%	41%	49%					65%
<i>Science (Gr. 5)</i>	53%	43%	49%					63%
<i>Science (Gr. 8)</i>	43%	37%	39%					53%
<i>Biology</i>	68%	61%	62%					78%
<i>Civics</i>	73%	63%	71%					83%
<i>U.S. History</i>	71%	59%	66%					81%

Data includes charter schools

WATCH

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%.

FSA English Language Arts (Grades 3-10)

Year	Black	Hispanic	ED*	ESE	ELL
2018-19 (Baseline)	40%	61%	51%	26%	19%
2020-21	34%	56%	46%	23%	14%
2021-22	38%	58%	49%	25%	15%
2022-23					
2023-24					
2024-25					
2025-26 Goal	59%	69%	64%	52%	48%

The highest performing subgroup (White) had 77% of students at Level 3 and above in 2019.

Algebra I EOC Exam

Year	Black	Hispanic	ED*	ESE	ELL
2018-19 (Baseline)	47%	65%	55%	31%	35%
2020-21	28%	48%	37%	22%	16%
2021-22	42%	58%	51%	28%	24%
2022-23					
2023-24					
2024-25					
2025-26 Goal	63%	72%	67%	55%	57%

The highest performing subgroup (White) had 79% of students at Level 3 and above in 2019.

*Students directly certified for Free/Reduced Price Lunch

FSA Mathematics (Grades 3-8)

Year	Black	Hispanic	ED*	ESE	ELL
2018-19 (Baseline)	44%	63%	53%	32%	38%
2020-21	26%	48%	36%	21%	21%
2021-22	36%	56%	47%	27%	31%
2022-23					
2023-24					
2024-25					
2025-26 Goal	61%	70%	65%	55%	58%

The highest performing subgroup (White) had 77% of students at Level 3 and above in 2019.

Geometry EOC Exam

Year	Black	Hispanic	ED*	ESE	ELL
2018-19 (Baseline)	35%	57%	47%	23%	28%
2020-21	23%	43%	32%	19%	14%
2021-22	30%	52%	41%	22%	19%
2022-23					
2023-24					
2024-25					
2025-26 Goal	55%	66%	61%	49%	51%

The highest performing subgroup (White) had 74% of students at Level 3 and above in 2019.

Priority 3 – Promote 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.

Percent of M-DCPS Schools with Performance Grades of C or Better

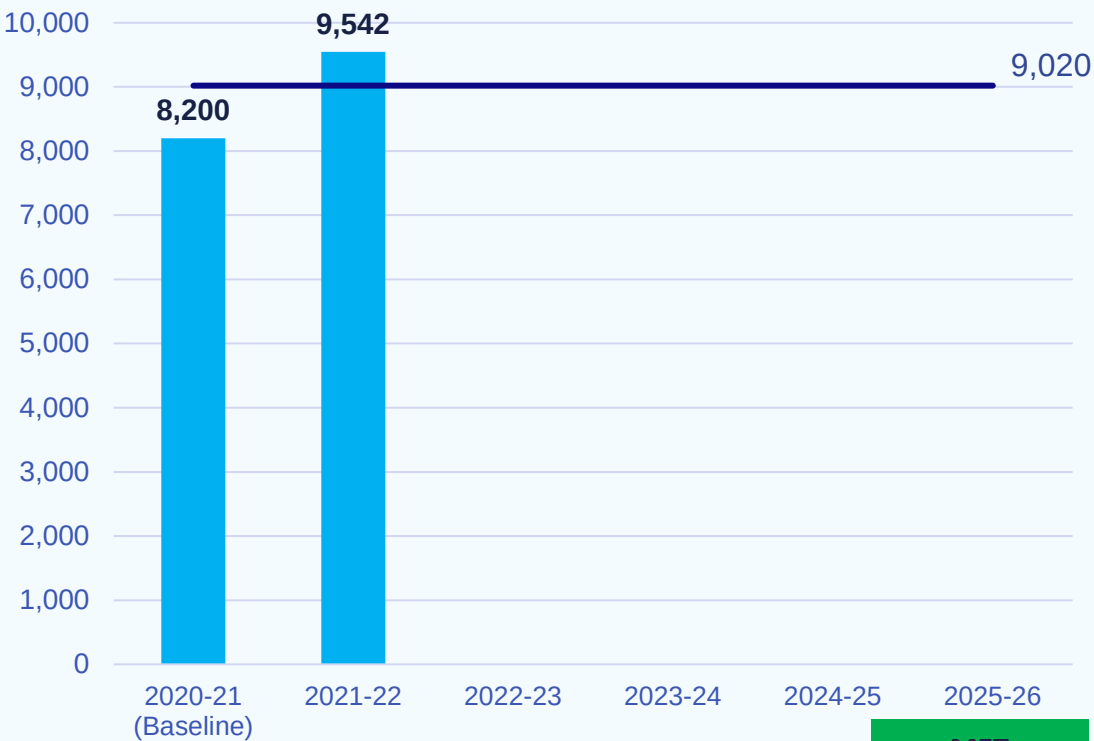
Year	A-C
2018-19 (Baseline)	98%
2020-21	N/A
2021-22	99.5%
2022-23	
2023-24	
2024-25	
2025-26	
2026 Goal	100%

Data includes charter schools

WATCH

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

Students Enrolled in District Pre-K Programs

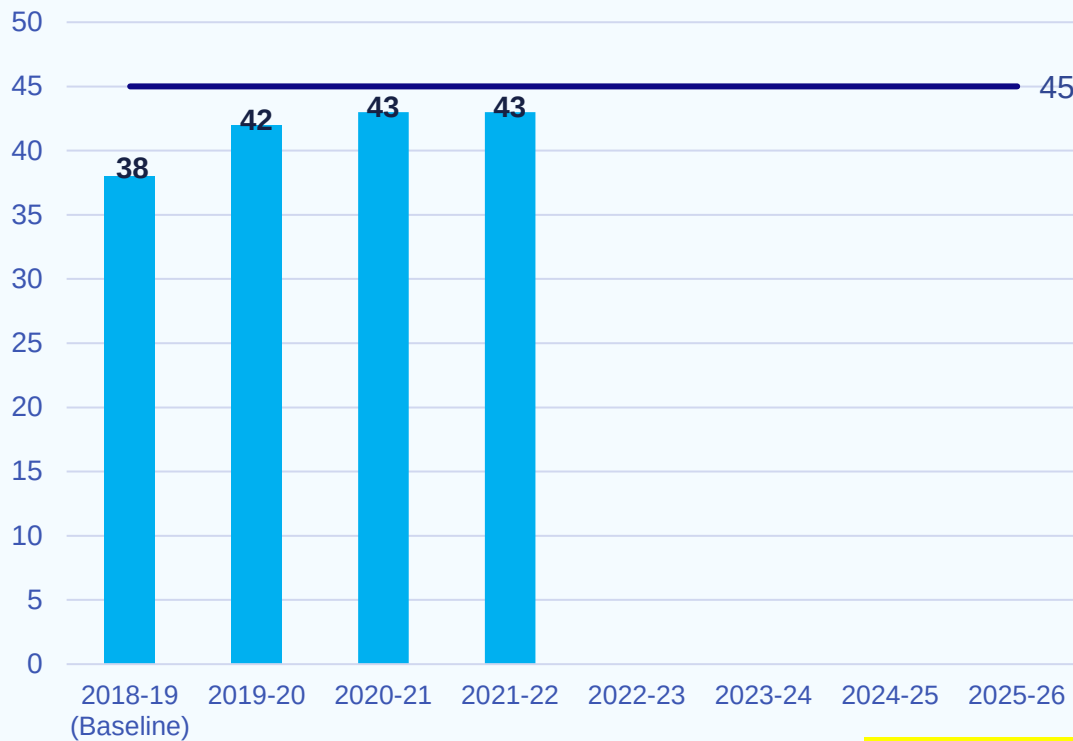


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Priority 3 – Promote equitable access to quality and innovative instructional programs.

Objective 3: Increase the percentage of students enrolled in Career and Technical Education (CTE) courses by 5%.

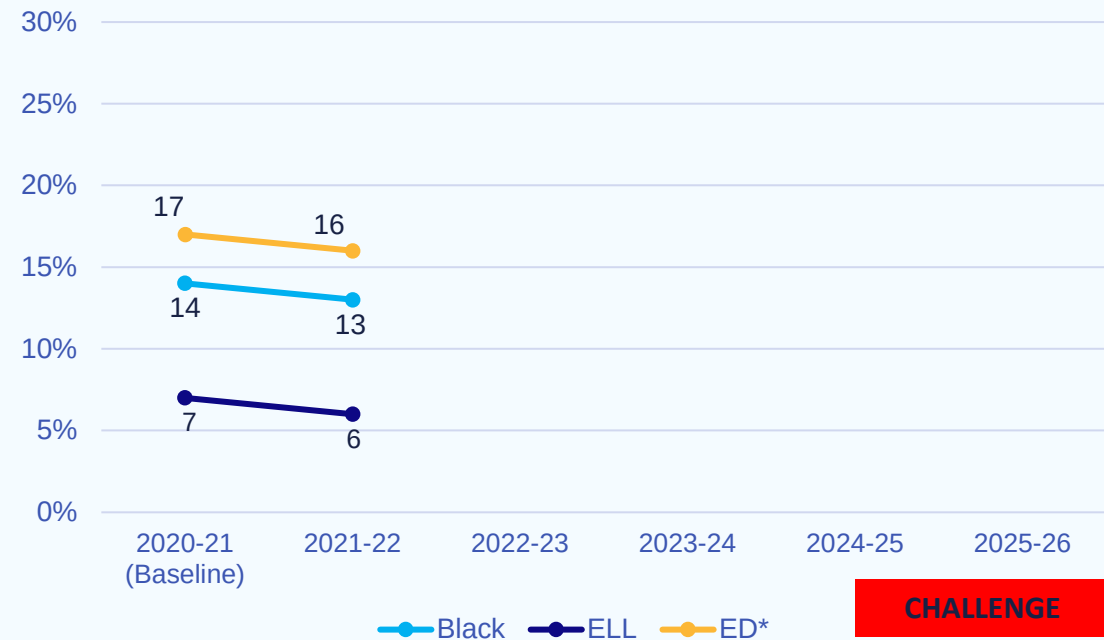
Percent of Students Enrolled in CTE Courses



WATCH

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

Percent Enrollment of Underrepresented Groups in Advanced Academic Courses (incl. Gifted)

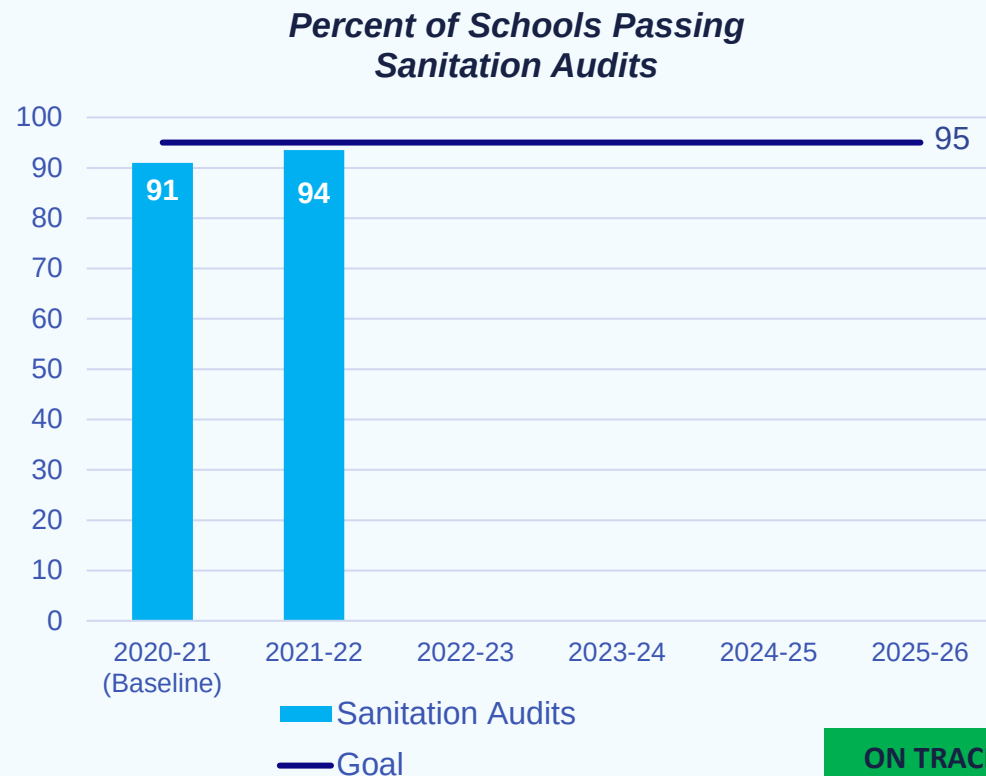


*Students directly certified for Free/Reduced Price Lunch

CHALLENGE

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%.



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

Number and Percent of M-DCPS Schools Receiving Indoor Environmental Quality Upgrades

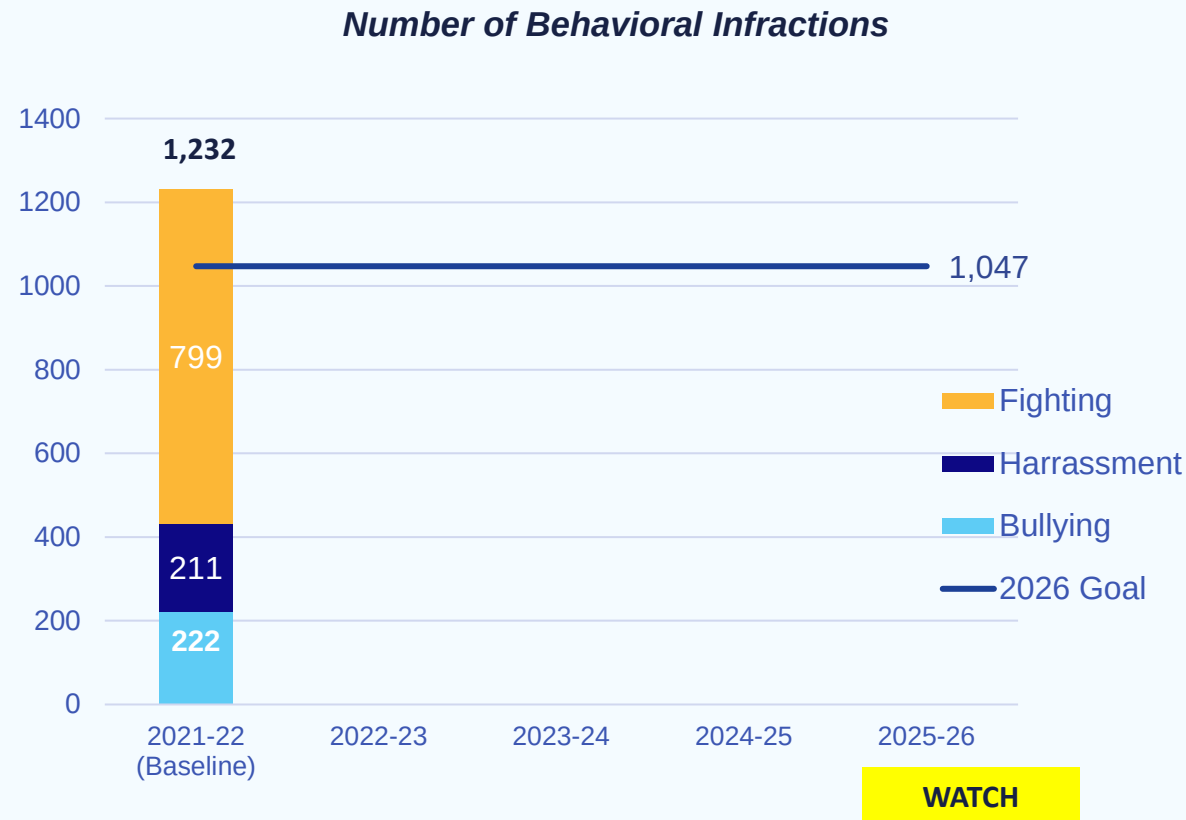
Year	Annual Number	Cumulative Number	Cumulative Percent
2020-21	62	62	18%
2021-22	53	115	34%
2022-23			
2023-24			
2024-25			
2025-26			
2026 Goal		274	80%

WATCH

Any remaining schools will be prioritized for upgrades within 1-2 years following the conclusion of this Strategic Plan

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.

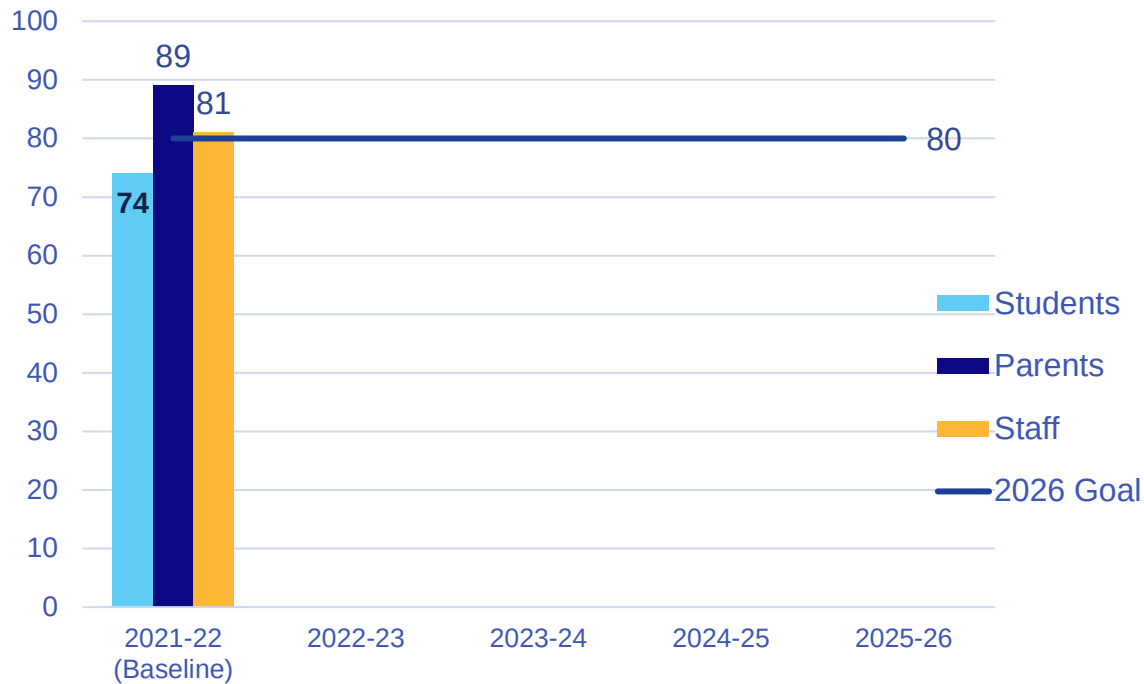


Data from Florida Department of Education School Environmental Safety Incident Reporting (SESIR)

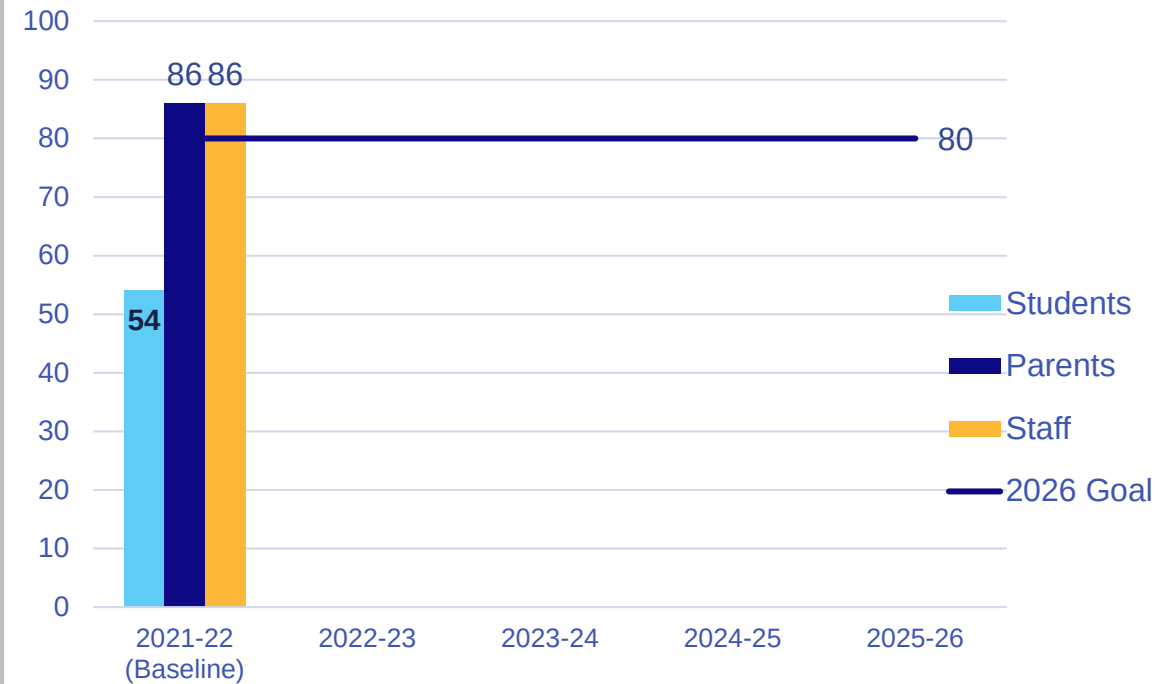
Priority 1 – Provide a safe, secure, and clean environment for all District students, staff, and visitors.

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

Percentage of Students, Parents, and Staff Agreeing that Schools are Safe



Percentage of Students, Parents, and Staff Agreeing that Schools are Clean

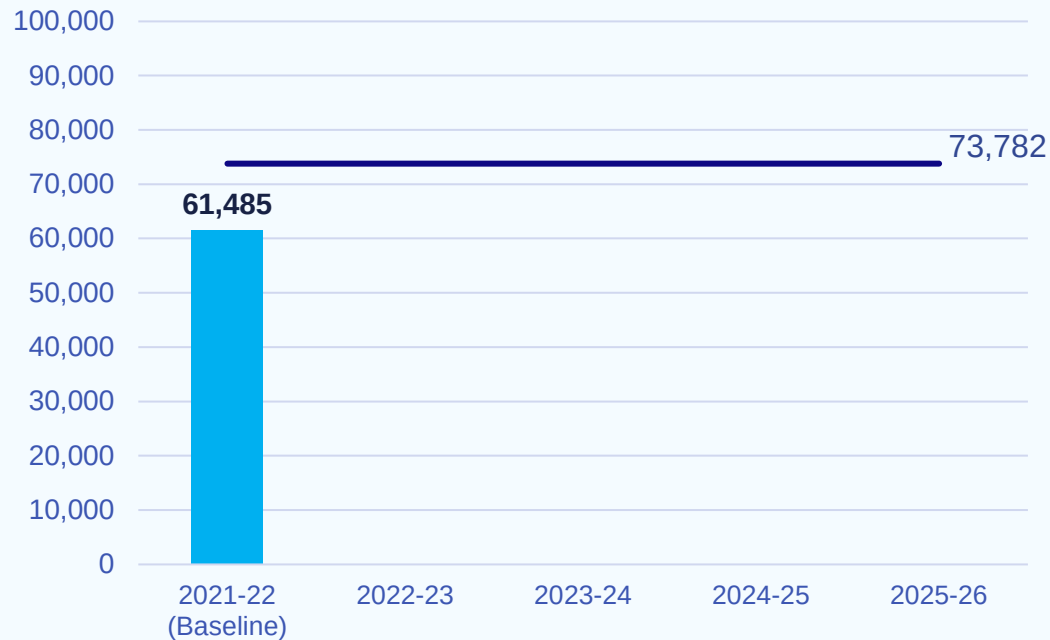


WATCH

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

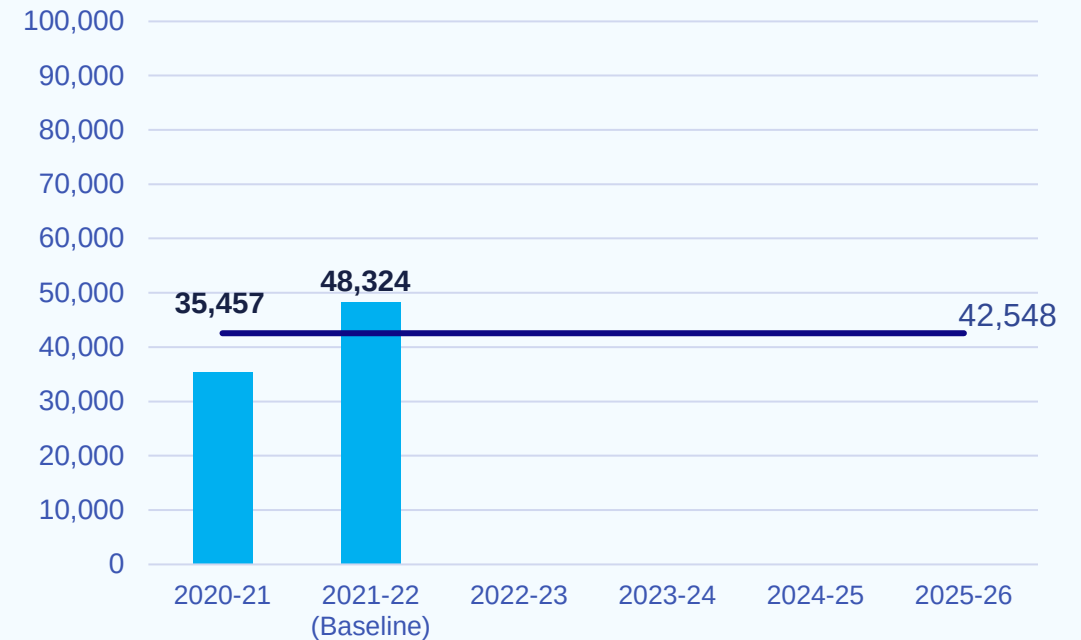
Objective 1: Increase student and employee participation in District-sponsored wellness initiatives and activities by 20 percentage points.

Student Participation in Wellness Initiatives*



*Includes programs run by the Department of Mental Health including SEL Strong, Healthy Initiative Program, and Mental Wellness Clubs

Employee Participation in Wellness Initiatives*



*Includes programs run by the Office of Risk and Benefits Management including Mental Health Virtual Care, Diabetes Weight Loss, and Mammograms

ON TRACK

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.

Pending Climate
Survey Data

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.

Percentage of Students with
11+ Unexcused Absences*

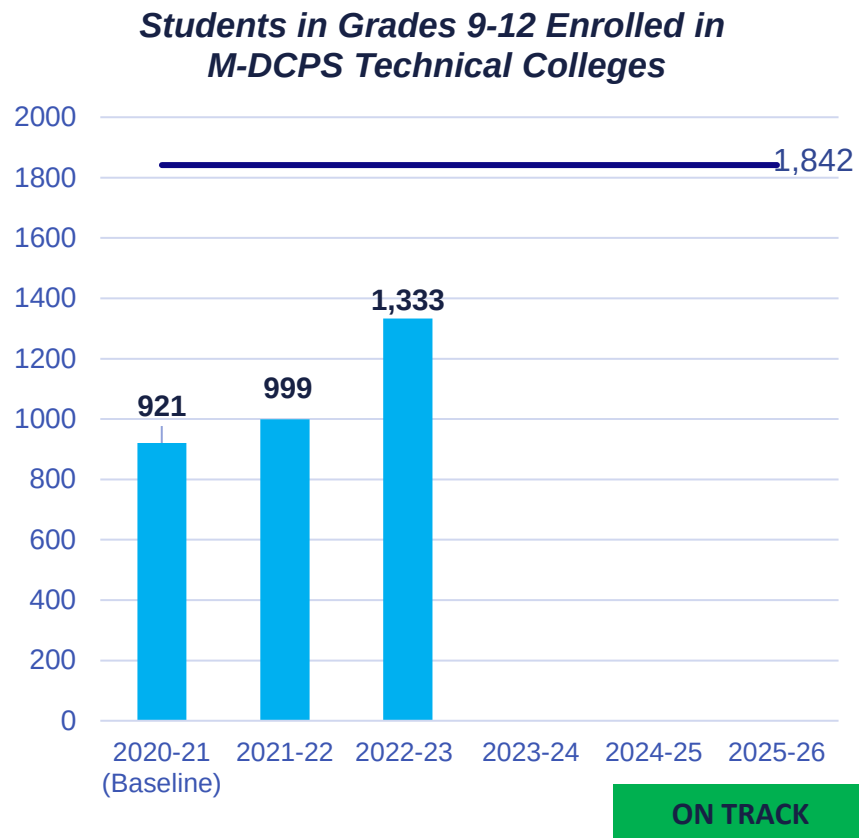
Year	Students
2021-22 (Baseline)	30.21%
2022-23	
2023-24	
2024-25	
2025-26	
2026 Goal	20.21%

**Excludes students enrolled in charter schools*

WATCH

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.



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.

3rd Year Retention Rate of Non-Education Major Teachers

Year	3 rd Year Retention Rate
2021-22 (Baseline)	55.7%
2022-23	51.4%
2023-24	
2024-25	
2025-26	
2026 Goal	60%

CHALLENGE

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	2021-22 (Baseline)	2022-23	2023-24	2024-25	2025-26 Goal
Math	108				113
English	130				137
Physics	6				10
Social Studies	120				126
MG Science	28				29
Biology	39				41
Chemistry	14				20
Guidance	40				42
ESE K-12	156				164

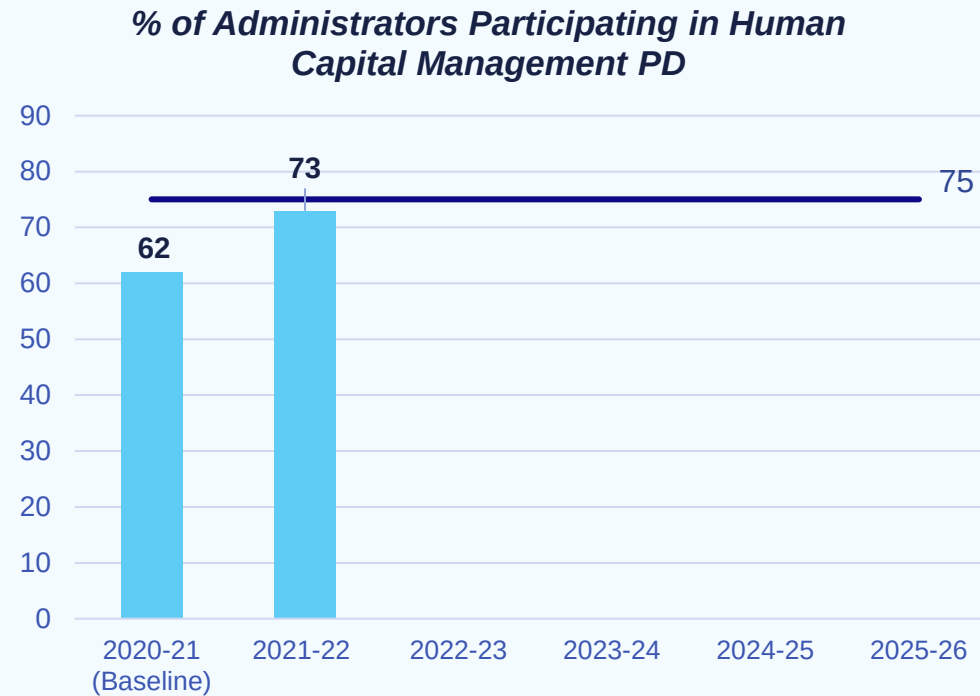
Priority 2 – Develop a culturally responsive and high-performing workforce.

Objective 1: Seventy-five percent of personnel who engage in professional learning 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.

Pending Results of
new Survey being
launched during the
22-23 School year

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.



ON TRACK

Priority 1 – Enhance and diversify communication strategies to strengthen stakeholder understanding.

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

District Communications Content and Outreach

Year	Community Outreach Events Attended & Held*	District-Created Pieces Published	Parent Academy Information Sessions	Radio Interviews	TV Interviews/ Segments
2020-21 (Baseline)	484	39	213	437	355
2021-22	717	51	246	445	207
2022-23					
2023-24					
2024-25					
2025-26					
2026 Goal	532	43	234	481	391

*Includes events held and attended by the Office of Community Engagement, OEO, and District-hosted Town Halls

CHALLENGE

Priority 1 – Enhance and diversify communication strategies to strengthen stakeholder understanding.

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

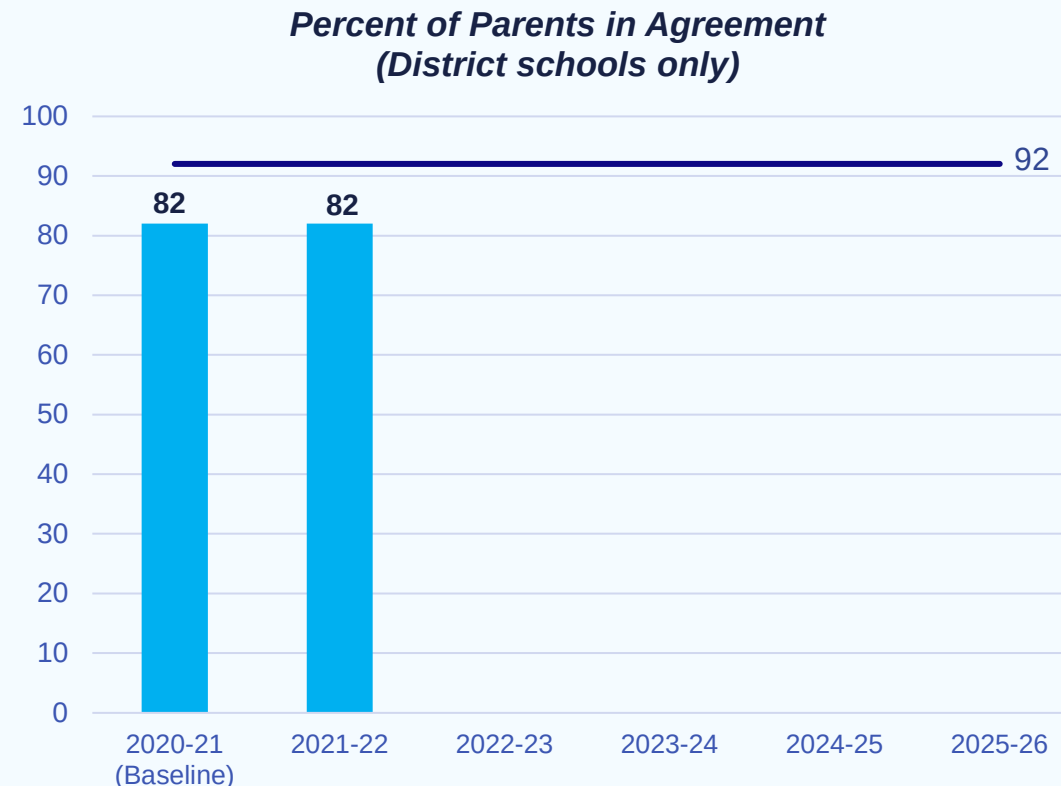
*Percentage of Employees Receiving
District News and Information*

Year	Social Media Impressions	Social Media Engagement
2020-21 (Baseline)	35.7M	86,149
2021-22	34.2M	52,875
2022-23		
2023-24		
2024-25		
2025-26		
2026 Goal	39.3M	94,764

CHALLENGE

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.



WATCH

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		
2023-24		
2024-25		
2025-26		
2026 Goal	100%	100%

Additional metrics will be developed for 2023-24 onwards to analyze parent engagement in relation to each school's population

ON TRACK

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.

Year	# of Schools with Cadre of Volunteers or Community Partners
2020-21 (Baseline)	79 Schools 23%
2021-22	152 Schools 38%
2022-23	
2023-24	
2024-25	
2025-26	
2026 Goal	100%

ON TRACK

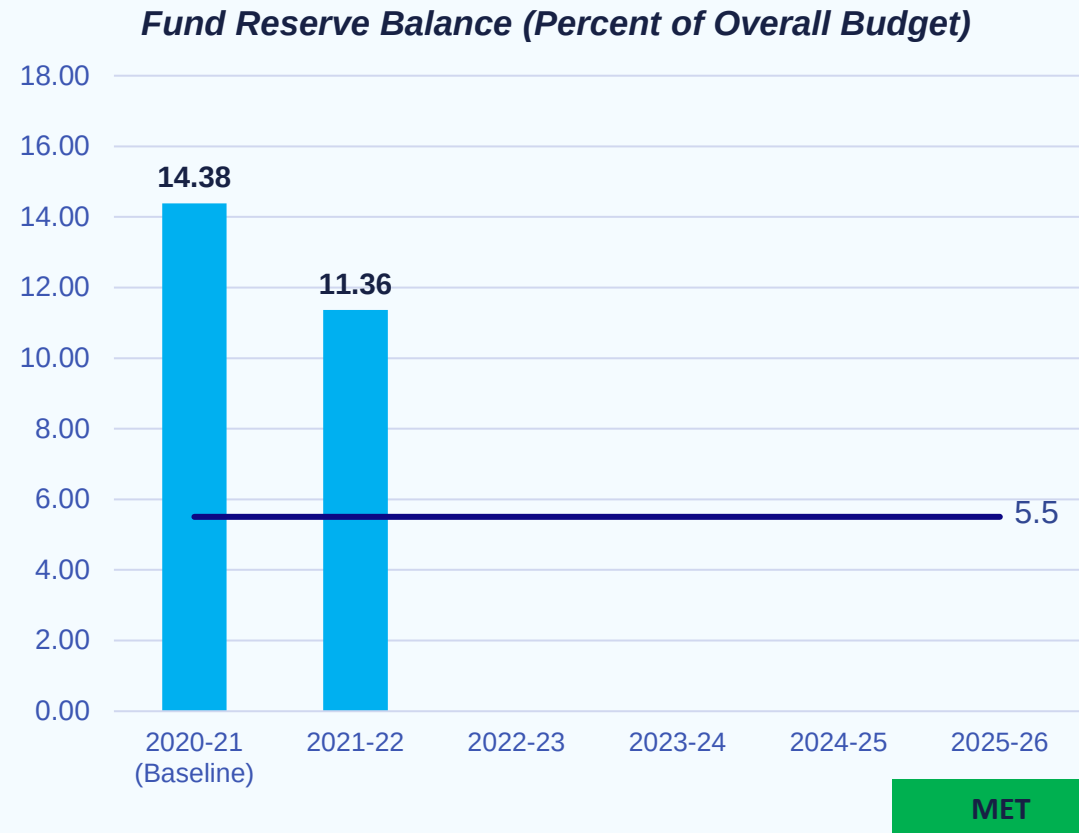
Objective 3: Ensure students develop positive relationships with adults who support their educational experiences by increasing internship providers and mentors by 15%.

Year	# of Internship Providers	# of Mentors
2020-21 (Baseline)	3,773	7,469
2021-22	3,483	4,011
2022-23		
2023-24		
2024-25		
2025-26		
2026 Goal	4,339	8,589

CHALLENGE

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.



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.

*M-DCPS K-12 Student Enrollment**

Year	Enrollment**
2020-21 (Baseline)	257,924
2021-22	253,418
2022-23	
2023-24	
2024-25	
2025-26	
2026 Goal	255,345

*Excludes charter schools

**February FTE Survey

CHALLENGE

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

Year	Total Award	Total Spent	% Unspent
2021-22	\$33,712,566	\$33,096,265	1.83%
2022-23			
2023-24			
2024-25			
2025-26			

CHALLENGE

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.

*Number of Schools and District Facilities Receiving
Network Upgrades*

Year	Wireless Systems	Enhanced School Site Cybersecurity Protocols
2021-22	105	105
2022-23		
2023-24		
2024-25		
2025-26		
2026 Goal	385	385

ON TRACK

Priority 3 – Ensure equitable purchasing/procurement practices.

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

Year	Certified Firms
2020 Disparity Study (Baseline FY 2013-2018)	20.45%
2022	10.67%
2023	
2024	
2025	
2026 Goal	23.52%

CHALLENGE

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			
2024			
2025			
2026 Goal	52.70%		10.69%

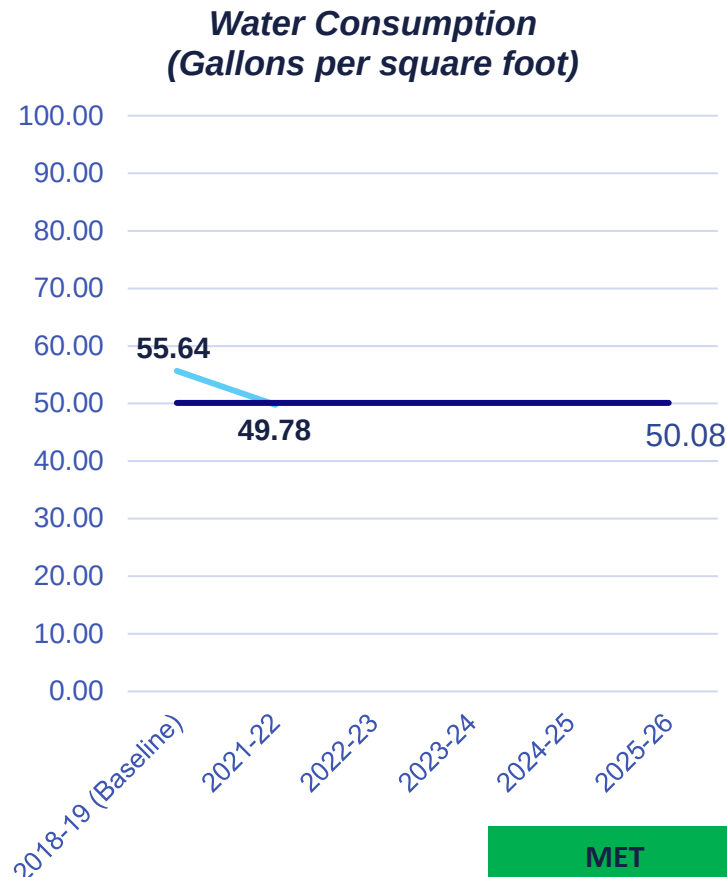
MET

Priority 4 – Establish and implement sustainability practices.

Objective 1: Reduce energy usage by 15%.



Objective 2: Reduce water usage by 10%.



Objective 3: Increase waste diversion by 5 percentage points.

Year	Diversion Rate
2018-19 (Baseline)	7%
2021-22	8%
2022-23	
2023-24	
2024-25	
2025-26	
2026 Goal	12%

ON TRACK

2021-2026 Strategic Plan

Overview of **2021-2026 Strategic Planning Process**

Our strategic planning approach is designed to ensure that M-DCPS remains nimble and able to respond to rapidly changing environments while ensuring that our organization has a long-term focus that will lead to continued success far into the future. Students, families, staff, and community members have been our inspiration, partners, and collaborators throughout the process of engagement. The plan



development and monitoring process is divided into four distinct phases: Envisioning, Planning, Implementing, and Evaluating. As part of the Envisioning phase, we actively sought out our many stakeholders to provide input on what the school system is doing well, what it can improve, and what it should strive towards over the next five years. We launched a community-wide survey that received nearly 30,000 responses, facilitated over 50 focus group meetings, conducted a 9-session Listening Tour, and concluded with a virtual Superintendent's Town Hall forum. The feedback provided valuable insights that informed the development of broad, overarching priorities and specific, measurable objectives that lay the foundation for improved student success. Our commitment to utilizing research-based methods to authentically engage our community has resulted in the development of a responsive strategic plan that reflects our various stakeholders' needs.



VISION

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

MISSION

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

We are developing the next generation of leaders, who will leave us prepared for life.

-- M-DCPS Teacher

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.

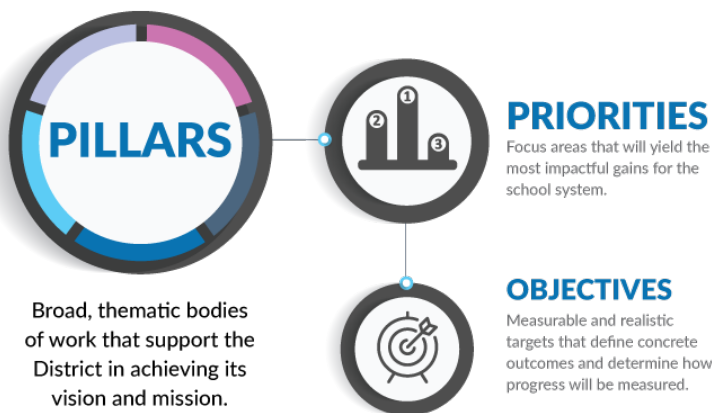
OUR THEORY OF ACTION

An organization's theory of action summarizes its fundamental beliefs about what will lead to long-term success. In Miami-Dade County Public Schools, students are at the center of our theory of action, informing every decision made in our system. We seek to provide relevant learning experiences that foster life-long curiosity and enable all students to achieve their full academic, personal, and civic potential. To accomplish this, we offer relevant, rigorous, and innovative academics; promote safe, healthy, and supportive learning environments; recruit, retain, and develop highly effective teachers, leaders, and staff; inform, engage, and empower our stakeholders; and implement effective and sustainable operational practices. It is our belief that these actions, along with our unwavering commitment to diversity, equity, and inclusion, will enable us to realize our vision – inspired, valued, educated, and empowered students thriving in and beyond the classroom. This theory of action guides the work performed by the District's numerous functional areas and departments. Further, this work is also organized into five pillars, each with a series of identified priorities and objectives in the strategic plan.



“We can't go back to business as usual.”

--M-DCPS Teacher



The **Five Pillars** of the 2021-2026 Strategic Plan



School is my happy place.

--M-DCPS Student



I Relevant, Rigorous, & Innovative Academics

II Safe, Healthy, & Supportive Learning Environments

III Highly Effective Teachers, Leaders, & Staff

IV Informed, Engaged, & Empowered Stakeholders

V Effective & Sustainable Operational Practices

Summary of Pillars & *Priorities*

Pillar I

Relevant, Rigorous, & Innovative Academics

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

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

Provide equitable access to quality and innovative instructional programs.

Pillar II

Safe, Healthy, & Supportive Learning Environments

Provide a safe, secure, and clean environment for all District students, staff, and visitors.

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

Provide the necessary supports to promote student access and engagement.

Pillar III

Highly Effective Teachers, Leaders, & Staff

Recruit and retain the most qualified employees.

Develop a culturally responsive and high-performing workforce.

Develop administrators as effective leaders of human capital.

Pillar IV

Informed, Engaged, & Empowered Stakeholders

Enhance and diversify communication strategies to strengthen stakeholder understanding.

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

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

Pillar V

Effective & Sustainable Operational Practices

Maintain the District's strong financial position.

Ensure efficient and effective business practices.

Ensure equitable purchasing/procurement practices.

Establish and implement sustainability practices.



Pillar I

Relevant, Rigorous, &
Innovative Academics



Pillar I Priorities & Objectives

As a school system, our core function is to provide students with the knowledge and skills they will need to excel in their future endeavors – whether it be through the pursuit of post-secondary education or a direct transition into the workforce. To achieve this, Miami-Dade County Public Schools strives to create relevant, rigorous, and innovative academic opportunities that align with students' interests, are responsive to labor market demands, and prepare them to succeed in their chosen career path.



Relevant, Rigorous, & Innovative Academics

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

1. Ninety-five percent of high school students will obtain a standard diploma.
2. Increase the percentage of graduating seniors earning one college or career credit to at least 80%.

High quality education is attainable for all students regardless of socio-economic status.

--M-DCPS Teacher

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

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.
2. Narrow the achievement gap by increasing the percentage of underperforming subgroups achieving on or above grade level assessments in English Language Arts and Mathematics by 25 percentage points.
3. Reduce the percentage of long-term English Language Learners in the English for Speakers of Other Languages program by 5 percentage points.
4. Increase the percentage of M-DCPS Voluntary Prekindergarten (VPK) Program students that score ready for kindergarten by 10 percentage points.
5. Increase the inclusion rate of students with disabilities into mainstream classrooms by 10 percentage points.

Provide equitable access to quality and innovative instructional programs.

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.
2. Increase magnet program enrollment across the District by 10%.
3. Increase the number of students that participate in District pre-school programs by 10%.
4. Increase the number of secondary students enrolled in computer science courses by 10%.
5. Increase the percent of students who graduate with a Florida Seal of Biliteracy to 20%.
6. Increase the number of students enrolled in Career and Technical Education (CTE) courses by 5%.
7. Increase enrollment of underrepresented subgroups in advanced academic course offerings, including gifted, by 5 percentage points.
8. Promote universal digital literacy by accelerating the integration of digital resources into teaching and learning as demonstrated by an increase in the District's 2024 digital resource capacity accreditation rating from Needs Improvement to Meets or Exceeds Expectations.

Pillar II

Safe, Healthy, & Supportive
Learning Environments



Pillar II Priorities & Objectives

Learning environments that are safe, healthy, and supportive play a vital role in the promotion of student achievement. Students who feel safe – both physically and psychologically – are more motivated, more interested in learning, and more confident in their abilities. Miami-Dade County Public Schools aims to provide supportive environments that are clean, welcoming, culturally sensitive, and filled with joy.



Safe, Healthy, & Supportive Learning Environments

Provide a safe, secure, and clean environment for all District students, staff, and visitors.

1. Increase the overall school passage rate on sanitation audits/health inspections to 95%.
2. Increase indoor environmental quality in at least 80% of all schools.
3. Decrease the number of Code of Student Conduct violations related to bullying, harassment, and fighting by at least 15%.
4. At least 80% of students, parents, and staff will agree that schools are safe and clean.

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

1. Increase student and employee participation in District-sponsored wellness initiatives and activities by 20 percentage points.
2. Increase the number of community programs and resources that provide wellness and social-emotional learning support for students and families at the school site by 25%.
3. Two-thirds of students and staff will agree that their school effectively supports students' social-emotional well-being.

Provide the necessary supports to promote student access and engagement.

1. Decrease the number of students with 11 or more unexcused absences by 10%.
2. Decrease the number of students returning to Student Success Centers to 10%.
3. Increase the number of Senior High and Combination schools participating in a school start time of 8 am or later to 35% or greater.

I feel safer being in an M-DCPS school.

-- M-DCPS Student

Pillar III

Highly Effective Teachers, Leaders, & Staff



Pillar III Priorities & Objectives

Recognizing that education is a human-centered endeavor, Miami-Dade County Public Schools is committed to supporting our employees, without whom we would be unable to meet the diverse needs of our students. By recruiting, retaining, and developing highly effective teachers, leaders, and staff, our system ensures that all students receive a world-class education that empowers them to reach their full potential.



Highly Effective Teachers, Leaders, & Staff

Recruit and retain the most qualified employees.

1. Increase newly hired employees' and hiring managers' satisfaction with the hiring process by 5%.
2. Develop and retain at least 60% of all teachers who are non-education majors and/or career changers.
3. Increase the number of qualified candidates for the annually identified difficult-to-staff areas by 5%.
4. Increase the number of employees participating in career lattice opportunities that support employee development, skill growth, and retention by 5%.

Develop a culturally responsive and high-performing workforce.

1. Increase participation in professional learning activities that promote a culture of collaboration and collective responsibility for student learning by 25%.
2. Seventy-five percent of employees who participate in Diversity, Equity, and Inclusion (DEI) professional learning activities will perceive themselves as change agents and promote culturally responsive learning practices, equitable educational opportunities and fair and equal hiring and promotion practices.
3. Seventy-five percent of support personnel who engage in professional training and development opportunities to acquire new skill sets will perceive themselves as more capable and better able to complete job responsibilities.

Develop administrators as effective leaders of human capital.

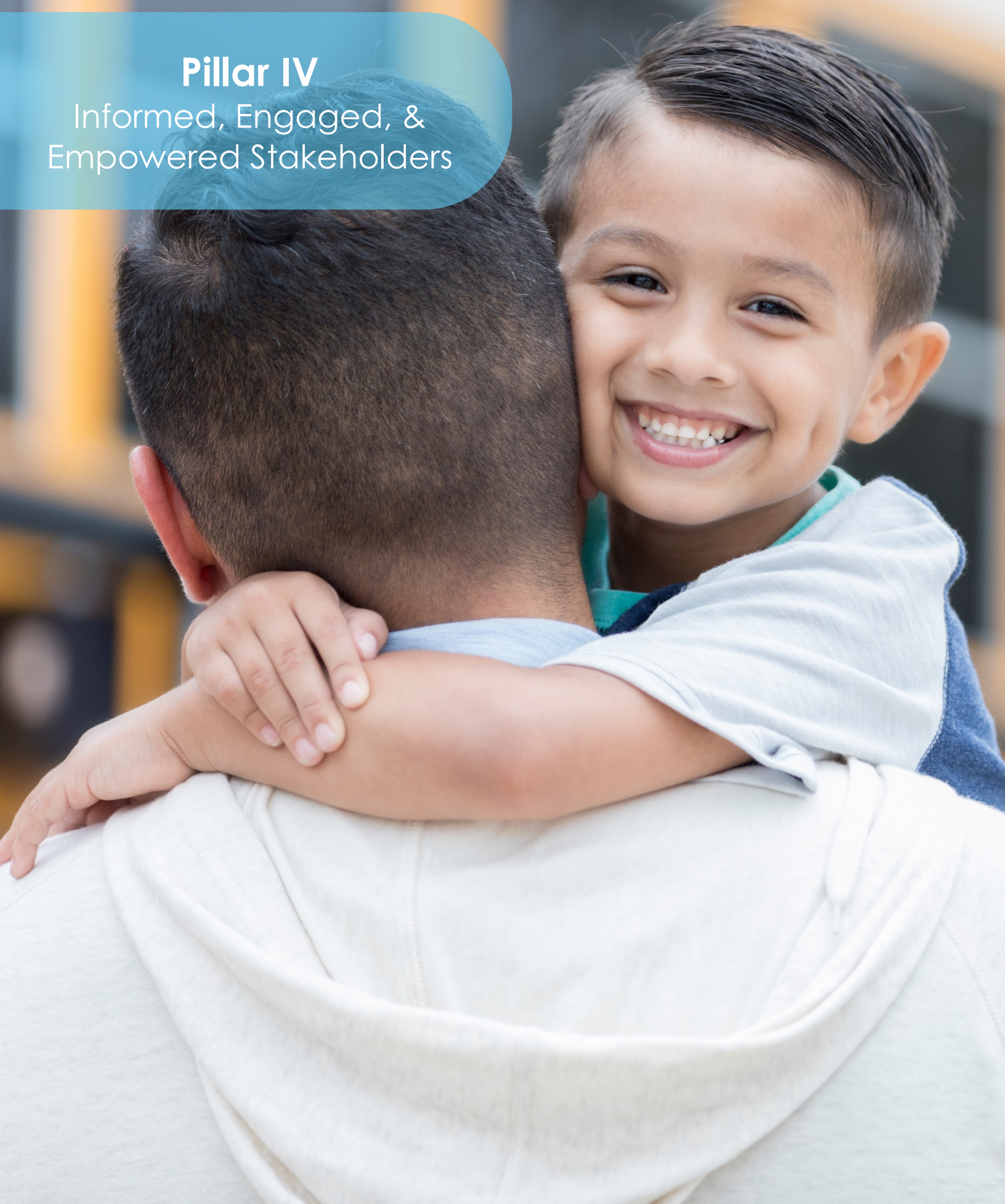
1. Seventy-five percent of administrators will participate in professional development for effective human capital management.
2. Increase participation in career ladder opportunities by 50%.

Teachers are the key to great instructional decisions.

-- M-DCPS Teacher

Pillar IV

Informed, Engaged, &
Empowered Stakeholders



Pillar IV Priorities & Objectives

Miami-Dade County Public Schools cannot succeed without the aid of the entire community. As such, our school system continuously seeks new ways to engage our many stakeholders and empower them with the information and resources they need to effectively support education – whether it be for their own child, a mentee, or their local public school. Our vibrant, diverse community is among our greatest assets, and we remain committed to fully leveraging and partnering with its members.



Informed, Engaged, & Empowered Stakeholders

Enhance and diversify communication strategies to strengthen stakeholder understanding.

1. Increase communications with an emphasis on underrepresented communities by 10%.
2. Increase social media reach and impressions by 10%.
3. Increase internal communications to ensure 100% of employees receive important District news and information.

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

1. Increase professional development opportunities on best practices in communication strategies for school-level personnel to engage with community partners by 10%.
2. Increase the percentage of parents indicating they agree there are opportunities to engage with their child's school by 10 percentage points.

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

1. Ensure 100% of schools provide opportunities for families to become empowered to advocate on behalf of their child's education.
2. Ensure 100% of traditional schools have a cadre of school volunteers or community partners to support students and families.
3. Ensure students develop positive relationships with adults who support their educational experiences by increasing internship providers and mentors by 15%.

“

Remember that children are powerful little beings that are dependent on YOUR SUPPORT to help them thrive.

-- M-DCPS Community Member

”

Pillar V

Effective & Sustainable Operational Practices



Pillar V Priorities & Objectives

Well-managed processes and the responsible use of financial and other resources enable Miami-Dade County Public Schools to prioritize the student experience while protecting and maximizing taxpayers' investment. Through a values-based budgeting approach and a commitment to efficient operations across the school system, we are ensuring the financial viability and sustainability of the school district for future generations to come.



Effective & Sustainable Operational Practices

Maintain the District's strong financial position.

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.
2. Reduce annual debt service expenditures to provide cost savings of at least 5% Net Present Value over the remaining term of the debt.
3. Increase funding for the District by annually attaining or superseding the per-student statewide average.
4. Maintain K-12 enrollment at no less than 99% of 2020-2021 level.
5. Increase the amount of supplemental funding acquired through partnerships and competitive grant opportunities by 1%.

Ensure efficient and effective business practices.

1. Ensure no more than 1% of competitively awarded grant amounts are unspent within the grant period.
2. Ensure no more than 0.1% of ESSER II and American Rescue Plan (ARP) ESSER grants are unspent within the grant period.
3. Keep annual health plan spend lower than other state and local governments' nationwide.
4. Limit total system outages as a result of a cybersecurity breach to less than 0.1% (9 hours) annually.

Ensure equitable purchasing/procurement practices.

1. Increase goods and services expenditures with certified firms by 15%.
2. Maintain or improve facilities expenditures with minority and women-owned certified firms without mandatory race/gender conscious goals.

Establish and implement sustainability practices.

1. Reduce energy usage by 15%.
2. Reduce water usage by 10%.
3. Increase waste diversion by 5%.

Modernization in schools has been good. It started when I was in elementary school.

-- M-DCPS Student

Appendix B

(Florida Statute and Board Policy)

F.S. 1001.51 – Duties and Responsibilities of the District School Superintendent

1. Assist in organization of district school board
 - a. Preside at the organization meeting and transmit proceedings to FLDOE
2. Regular and special meetings of the district school board
 - a. Attend all, call special, and advise
3. Records for district school board
 - a. Keep minutes of official actions and proceedings, records of property, provide information regarding school system
4. School property – act as custodian
5. School program; prepare plans
 - a. Supervise assembly of data, sponsor studies and surveys for development of recommended school program. Recommend program to board as basis for operation of district
6. Establishment, organization, and operation of schools, classes, and services
 - a. Recommend as needed to provide adequate educational opportunities for all children
7. Personnel
 - a. Responsible for directing the work of personnel per 1012
8. Courses of study and other instructional aids
 - a. Recommend plans for improving, providing distributing, accounting for and caring for textbooks and other instructional aids that will result in general improvement of the school district per 1006
9. Transportation – provide for as per 1006.21
10. School plant – recommend and plans as approved per 1013
11. Finance – recommendations to board to assure adequate educational facilities per 1010 and 1011
 - a. Plan for operating of all schools for a minimum term – 180 day or hourly equivalent
 - b. Annual budget – prepare annual school budget to present to school board
 - c. Tax levies – recommend levies needed to provide funding for district schools
 - d. School funds – keep accurate account and report to board
 - e. Borrowing money – recommend as needed per law
 - f. Financial records and accounting – keep accurate records of all transactions

F.S. 1001.51 – Duties and Responsibilities of the District School Superintendent

- g. Payroll and accounts – maintain accurate and current statements, certify statements, liquidate district obligations per budget, and prepare reports as required
 - h. Bonds for employees – recommend bonds for employees as needed
 - i. Contracts – study feasibility of contractual services, recommend to board desirable terms, conditions, and specifications.
 - j. Investment policies – make recommendations to school board
 - k. Protection against loss – recommend programs and procedures to protect district assets
 - l. Millage elections – recommend plans and procedures for holding and supervising district millage elections
 - m. Budgets and expenditures – prepare tentative annual budgets for benefit of public school students
 - n. Bonds – recommend amounts of bonds to be issued by the district and assist in preparation of necessary papers. Recommend plan for sale of bonds.
- 12. Records and reports – recommend additional reports to be kept by district. Ensure records are properly kept and make reports as required.
 - a. Forms, blanks, and reports – require all employees keep accurate records of all required reports and report in proper format. Shall include determination to withhold from parent the provision of support to minor students for mental, physical, or emotional well-being.
 - b. Reports to the department – prepare for approval of the board all reports required by law
- 13. Cooperation with other agencies
 - a. Cooperation with governmental agencies in enforcement of laws and rules – recommend plans to cooperate with agencies related to child welfare and education
 - b. Identifying and reporting names of migratory children, other information – recommend plans
- 14. Enforcement of laws and rules – require all laws/rules are properly observed. Report any violations to the board
- 15. Cooperate with the school board – cooperate in every practicable manner toward the goal of continuous school system improvement
- 16. Visitation of schools – visit schools, observe management and instruction, give suggestions for improvement, and advise supervisors, principals, teachers, and other citizens with goal of promoting interest in education and improvement of schools
- 17. Conferences, institutes, and courses of study – call and conduct institutes with constituencies/stakeholders. Organize and direct study and extension courses for

F.S. 1001.51 – Duties and Responsibilities of the District School Superintendent

employees and advise them. Assist patrons and people in general in acquiring knowledge of the aims, services, and needs of schools

18. Professional and general improvement – attend superintendent conferences provided by FLDOE and engage in personal and professional development to function most efficiently
19. Recommend revoking certificates – recommend in writing to FLDOE the revoking of certificates with good cause and provide rationale
20. Make records available to successor
21. Recommend procedures for informing the general public
22. School improvement and accountability – recommend procedures for implementing and maintaining a system of school improvement and education accountability per statute and rule
23. Parental involvement – support and cooperate in implementation of 1002.23
24. Orderly classrooms and school busses – support the authority of teachers and school bus drivers to remove disobedient, violent, abusive, uncontrollable, or disruptive students and the authority of the school principal to place such students in an alternative educational setting when appropriate and available
25. Other duties and responsibilities



Book	Policy Manual
Section	0000 Bylaws
Title	DISTRICT STRATEGIC PLAN
Code	po0173
Status	Active
Adopted	May 11, 2011
Last Revised	March 17, 2021

0173 - **DISTRICT STRATEGIC PLAN**

A. Basis for the District Strategic Plan

Strategic planning is the systematic process of specifying the goals derived from the mission, vision, and core values of the school system, determining the present attainment of those goals, and then selecting strategies to reduce the discrepancies. The major emphasis of the District's planning system shall be the achievement by all students of State and local goals. The District Strategic Plan provides the strategic framework for all aspects of the District school system toward the accomplishment of these identified goals. The District Strategic Plan supports the School Board's duties to implement school improvement and education accountability, as set forth in F.S. 1001.42(18), and State Board of Education rules.

To fulfill its duties, the Board requires the establishment of an Educational Excellence School Advisory Council (EESAC) for each school pursuant to Board Policy 2125, *Educational Excellence School Advisory Council*, and a School Improvement Plan for each school that is presented to and approved by the Board annually in accordance with Board Policy 2120, *School Improvement Through Comprehensive District-Wide Planning*. Elements of the District Strategic Plan inform the school improvement planning process, which includes the involvement and cooperation of those closest to the school: administrators, faculty, staff, parents, students, as well as external stakeholders.

B. Process for the District Strategic Plan

The District Strategic Plan shall be comprehensive, and shall include but not be limited to, priorities and objectives to support the identified goal(s). It shall be thoroughly reassessed and reevaluated in its entirety no less than every five (5) years, or for some other period as approved by the Board. The Superintendent shall coordinate the comprehensive planning process and monitor progress on the accomplishment of District Strategic Planning goals, priorities, and objectives specified in the District Strategic Plan. An update on the status and progress towards achievement of the goal(s) included in the District Strategic Plan, including any adjustments, shall be presented by the Superintendent and approved by the Board annually. The process for revising, developing, and/or amending the District Strategic Plan must occur no less than six (6) months prior to the expiration of the previous District Strategic Plan. Copies of the District Strategic Plan are on file in the Office of Board Recording Secretary, the Citizen Information Center, and the District website.

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Legal	F.S. 1001.32
	F.S. 1001.41
	F.S. 1001.42
	F.S. 1001.43
	F.S. 1001.452
	F.S. 1001.54
	F.S. 1008.22
	F.S. 1008.34
	F.S. 1008.345
	F.S. 1008.37
	F.S. 1012.98
	F.A.C. 6A-1.09981
	F.A.C. 6A-1.099811

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 - prohibits discrimination on the basis of race, color, religion, or national origin.

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

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender. 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 (ADEA) as amended - 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 the disabled.

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, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, 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 P.L. 93-508 (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/or discrimination against students, employees, or applicants on the basis of race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, sex/gender, gender identification, social and family background, linguistic preference, pregnancy, citizenship status, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

Revised 07/2020