

# District Strategic Plan



**Teaching**



**Learning**



**Achieving**



# District Strategic Plan

2009 - 2012

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## Letter from Board Chair and Superintendent

We are launching a formal strategic plan, which we believe will make Duval County Public Schools the top performing urban school district in America.

This plan will provide us with guidance and direction to ensure that all internal and external stakeholders in the district have a clear understanding of what we expect to achieve and how we expect to achieve it. It will also help us assess the effectiveness of our action plans, programs, and resource allocations to see what we should continue, discontinue, or modify.

We will implement the strategies outlined in this document with consistency and clarity across all of our schools, providing extra support for students, teachers and staff in our most challenged schools.

We are committed to success, and it is our intent to make clear and measurable progress every year toward our objectives, however this is a long-term strategy and we expect that it will take several years to completely achieve all of our goals. In the meantime, we will continue to make improvements that will have immediate, measurable and significant positive impacts on the quality of public education in Jacksonville.

The targets outlined in this plan are extremely aggressive and are intended to meet federal No Child Left Behind (NCLB) and state A++ requirements when allowing for Safe Harbor provisions. As a School District and School Board team, we are committed to holding ourselves accountable for this rapid progress.

While focused on FCAT results, the district will add additional measures in the belief that our curriculum includes many untested areas like social studies, world languages, art, music, physical education and others. We also believe that no single measure should determine student or school success, as there are multiple ways to learn and demonstrate proficiency.

This will be hard work and we will have to make adjustments along the way, but our focus will remain on the objectives of the plan and we are confident that we will reach our goals.

Through the commitment of our students, the dedication of our teachers and with the support of the public we strongly believe that together we will be successful.

Please join us as we continue our journey of teaching, learning and achieving in Duval County.



Honorable Betty Burney  
Chairman, Duval County School Board



Ed Pratt Dannels  
Superintendent, Duval County Public Schools

## Principal Participants

### Duval County School Board

Honorable Betty Burney, Chairman

Honorable Tommy Hazouri, Vice Chairman

Honorable Kris Barnes

Honorable Martha Barrett

Honorable Brenda Priestly Jackson

Honorable Nancy Broner

Honorable Vicki Drake

### Alliance for World Class Education Task Force

Preston H. Haskell, Chairman

Elnora Atkins

Gary Chartrand

Terrie Brady

Judge Brian Davis

Honorable Nancy Broner

Peter S. Rummell

Chris Buckley

Nina Waters

Cheryl G. Grymes, Executive Director

### Senior District Staff

Ed Pratt-Dannals, Superintendent

Doug Ayars, Chief Operating Officer

Tom O'Dea, Director of Operations

### Goal Team Leaders

Goal 1	Dr. Amy Lingren, Chief Academic Officer
Goal 2	Pat Willis, Deputy Superintendent
Goal 3	Vicki Reynolds, Chief Human Resources Officer
Goal 4	Leila Mousa, Assistant to the Superintendent
Goal 5	Dr. Alvin White, Chief of Staff and Partnerships
Goal 6	Doug Ayars, Chief Operating Officer

## Introduction



In November of 2007, the Duval County School Board requested the assistance of the Alliance for World Class Education in development of a strategic plan, which would inform and guide future policy- and decision-making. The Alliance responded with the formation of a task force broadly representative of the business, education, and philanthropy sectors of Jacksonville, to work closely with senior district staff in developing the strategic plan. The time horizon chosen for the strategic plan was four years, extending to the year 2012.

The School Board already had established a Vision and Mission Statement, and a set of Core Beliefs, which had been in place for more than two years. The board then established six overarching goals for the school system. These statements became the basic framework for the strategic plan.

The task force used the six goals, with slight refinements, as its basis for the development of strategies for each goal. The task force and district staff then established clear, numerical measurements for each strategy, generally using 2006-2007 as the baseline year with numerical targets for the four years through 2012. In March 2008, the School Board approved and released an exposure draft of the strategic plan for broad public consideration. The draft plan was available for review from mid-March to mid-April. During this time, input was received from students, teachers, principals, parents and the public. More than 660 responses were received through an online survey, while representatives from the district also met with more than 140 Duval County students, in separate focus groups representing each high school. Their input, along with the contributions of the School Advisory Councils, and Parent, Teacher and Student Associations was instrumental in refining the targets and actions within the plan.

Because the targets are specific and measurable, the plan will provide a basis for monitoring and measuring progress toward meeting the goals and strategies. The Alliance intends to remain involved in the implementation phase, assessing progress and engaging the community in its understanding of the plan.

As with any significant undertaking, the Strategic Plan is the product of many individual and team efforts. The district would like to acknowledge the time and hard work of the people involved with the development and refinement of this plan.

The School Board and the district would specifically like to thank the Alliance for World Class Education and the task force members for their support. The task force members, through the leadership of Chairman Preston Haskell, were integral to the strategic plan process from the beginning, and their guidance and support were critical to the successful creation of the plan. The task force members gave generously of their time and helped formulate a plan that is significantly enhanced by their collective experience and insight.

The district looks forward to the successful implementation of the Strategic Plan, and is confident that the tremendous effort put forth by all the parties involved in the development of the plan will result in success for our students.



## Vision and Mission

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### Vision

Every student will graduate from Duval County Public Schools with the knowledge and skills to be successful in post-secondary education and/or the workforce.

### Mission

The Duval County Public School System is committed to providing high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to succeed in a global economy, and culturally diverse world.

## Core Beliefs and Commitments

### Core Beliefs

- The academic success of every student in Duval County is the top priority of the Duval County School Board.
- The Duval County School Board believes that our greatest strength as a school district is the racial, gender, ethnic, and socio-economic diversity of our students and community.
- The achievement gap in Duval County can and must be eliminated.
- All DCPS children can be academically prepared to reach their dreams.
- All DCPS children can learn at grade level.
- Every school in Duval County can be a high-performing organization, both academically and operationally.
- High quality teachers, supported with high quality, on-going professional development, must drive our rigorous, intellectually and artistically challenging curriculum.
- Academic and operational resources can and must be adequately distributed throughout all DCPS schools.
- All schools can be safe learning environments where every student and adult is valued and respected.

### Core Commitments

- The academic success of every student in Duval County will be the top priority of the Duval County School Board.
- The Duval County School Board will develop and celebrate the racial, gender, ethnic, and socio-economic diversity of our students and community.
- The achievement gap will be eliminated in Duval County.
- All DCPS children will be academically prepared to reach their dreams.
- All DCPS children will learn at grade level.
- Every school in Duval County will be a high-performing organization, both academically and operationally.
- High-quality teachers, supported with high-quality, on-going professional development, will drive our rigorous, intellectually and artistically challenging curriculum.
- Academic and operational resources will be adequately distributed throughout all DCPS schools.
- All schools will be safe learning environments where every student and adult is valued and respected.

**In order to deliver on the Vision and Mission the School Board and the Superintendent have created 6 Goals:**

**Goal 1. Increase Academic Achievement for All Students**

Increase overall achievement for all students while moving significantly toward eliminating the achievement gap of racial and ethnic groups and students from low income families.

**Goal 2. Significantly Increase the Graduation Rate**

Increase the percentage of students graduating ready for post-secondary education and work.

**Goal 3. Employ the Best Teachers and Principals**

Hire, develop, support and retain the best teachers and principals in the nation for all schools.

**Goal 4. Establish Safe, Secure and Respectful Schools**

Establish safe schools where all individuals are respected, valued and feel secure.

**Goal 5. Engage Family and Community Support**

Energize families, community, civic and business leaders and corporations to engage in the success of education.

**Goal 6. Deliver High Quality Support for Schools**

Continually enhance school performance through delivery of high quality District management, operational support, and customer service.

## Goal 1. Increase Academic Achievement for All Students

Increase overall achievement for all students while moving significantly toward eliminating the achievement gap of racial and ethnic groups and students from low income families.

### Strategy 1.A: Provide additional support for all low performing students, especially in Turnaround Schools<sup>1</sup>.

#### Objectives and Measurables:

1.A1. through 1.A4. By 2012, the percentage of students who are proficient as defined by FCAT will increase for Reading/Math/Science and Writing and the performance gap between subgroups<sup>2</sup> of students as defined by NCLB will be reduced as follows:

Students Achieving Level 3 or Above <sup>3</sup>	2006/07 Florida State Avg.	Baseline	2009	2010	2011	2012
Reading	57%	55%	60%	65%	70%	75%
Mathematics	62%	57%	62%	67%	71%	76%
Science	39%	36%	43%	50%	57%	64%
Writing (3.5 or above)	81%	78%	80%	83%	85%	88%
Weighted Average Performance Gap <sup>4</sup>		Baseline	2009	2010	2011	2012
Reading	22	20	18	16	13	11
Mathematics	28	29	26	23	19	16
Science	23	24	21	19	16	13
Writing	11	11	10	9	7	6

Appendix (page 29) shows disaggregated targets for all of the Objectives from 1.A1. through 1.A7. in graphical form.

*Please note: for any of the metrics, throughout the Strategic Plan, which are based on the number of students, we will make periodic adjustments to the targets in future years to take account of increasing or decreasing enrollment as appropriate. Baseline data are from 2006/07 unless otherwise noted. Data for 2007/08 school year will be added once these data become available.*

<sup>1</sup> Turnaround Schools: Schools identified by the Superintendent as having the greatest challenges.

<sup>2</sup> NCLB is No Child Left Behind. The subgroups are: African American, American Indian, Asian, Hispanic, White, Low Socio-Economic Status (Low SES), Students with Disabilities (SWD) and English Language Learners (ELL).

<sup>3</sup> Level 3. A student who scores Level 3 or higher is defined as proficient by the State of Florida for Reading, Math and Science. A score of 3.5 is required to be considered proficient in Writing.

<sup>4</sup> Weighted Average Performance Gap is an estimate of the average size of the gap taking into account the number of students within each subgroup.

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1.A5. By 2012, the median percentile rank on the FCAT Norm-Referenced Test for all student subgroups will increase by the following:

	2006/07 Florida State Avg	Baseline	2009	2010	2011	2012
Reading	73	67	69	70	71	72
Mathematics	72	69	71	72	73	74

1.A6. The percent of students in grades 1 - 3 and the percent of FCAT Level 1 and 2 students<sup>5</sup> in grades 4 - 5 who score at or above grade level on the Spring DIBELS<sup>6</sup> Oral Reading Fluency (DORF) assessment will increase by the following amounts.

	Baseline	2009	2010	2011	2012
Grades 1-3	69	74	79	85	90
Grades 4-5 Level 1 and Level 2	40	50	60	70	80

1.A7. The percent of FCAT Level 1 and disfluent<sup>7</sup> Level 2 students in grades 6-8 and 9-10 who achieve a Lexile<sup>8</sup> score that is at or above the independent reading level will increase by the following amounts.

	Baseline	2009	2010	2011	2012
Grades 6-8	31	39	46	54	62
Grades 9-10	47	51	56	60	65

Appendix (page 29) shows disaggregated targets for all of the Objectives from 1.A1. through 1.A7. in graphical form.

<sup>5</sup> Level 1 and Level 2 refers to student who receive a score of 1 or 2 on the FCAT test.

<sup>6</sup> The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is an early literacy assessment created by Dr. Roland Good and Dr. Ruth Kaminski of the Dynamic Measurement Group. It is used to screen for whether students are at risk of reading difficulty, and to monitor student progress and guide instruction.

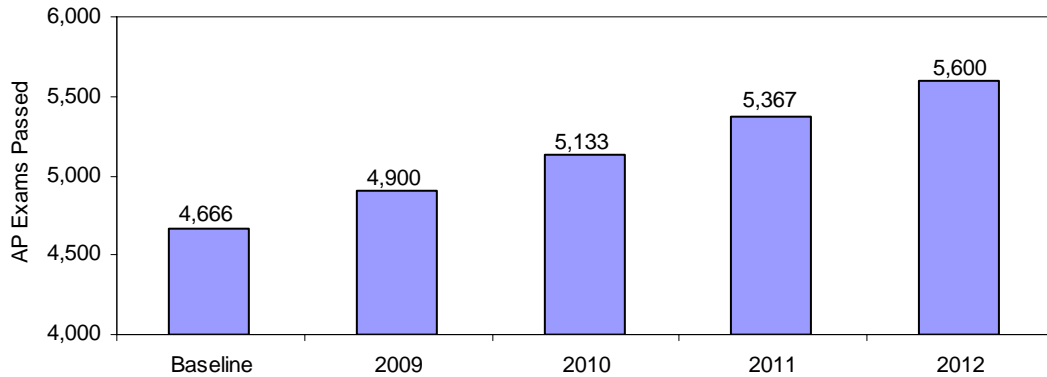
<sup>7</sup> Disfluent students are those students not reading quickly or accurately enough to understand what they are reading.

<sup>8</sup> A Lexile is a measure that allows educators to match students with reading material at an appropriate level of difficulty.

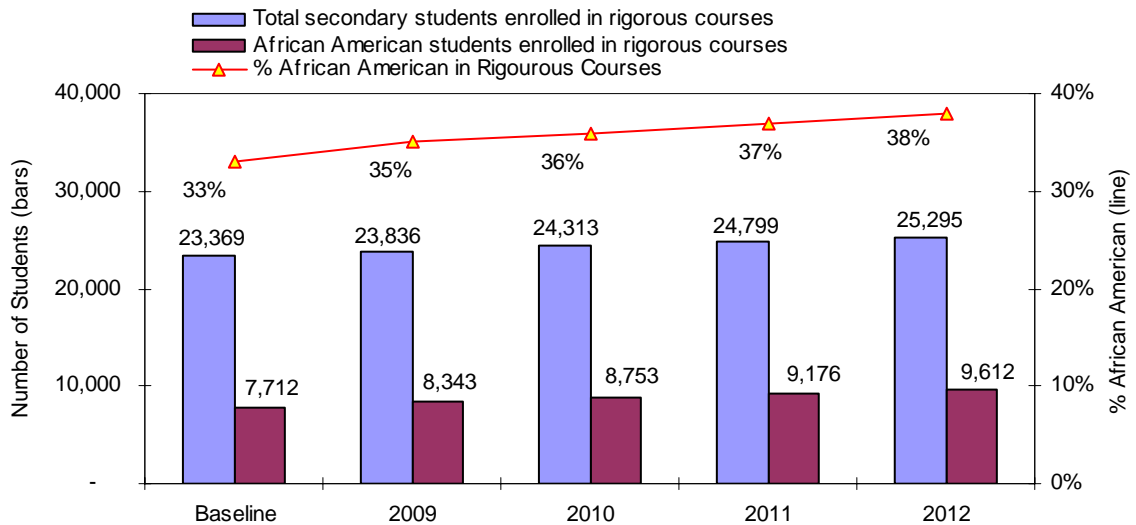
Duval County Public Schools Strategic Plan  
**Strategy 1B. Increase student success rates in rigorous courses<sup>9</sup>.**

**Objectives and Measurables:**

1B1. By 2012, increase the number of passing<sup>10</sup> AP exam scores from 4,666 to 5,600 (up 20%). Total for the State of Florida in 2006/07 was 83,339.



1B2. Increase participation in rigorous courses and ensure the percentage of student participation reflects the demographic distribution of each middle and high school. By 2012 African-American participation will increase from 33% to 38% (vs. district enrollment of African-Americans of 44%).

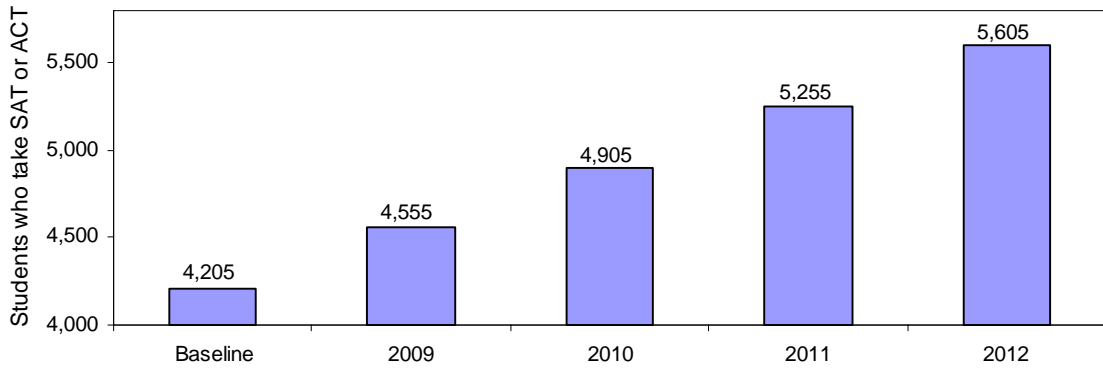


<sup>9</sup> Rigorous courses in High School are defined as those classified in the State Course Code Directory as advanced, honors, AP, dual enrollment, IB or pre-IB, AICE or pre-AICE and other courses identified as rigorous with a course level of 3 (excluding PE and Career/Vocational). Rigorous courses in Middle School are defined as Algebra I or II, Geometry, Geometry Honors, Writing I, Law Studies, World History, Biology I, Florida History, World Religions and any first or second year English or Foreign Language course.

<sup>10</sup> Passing AP exam score is defined as a score of 3 or higher.

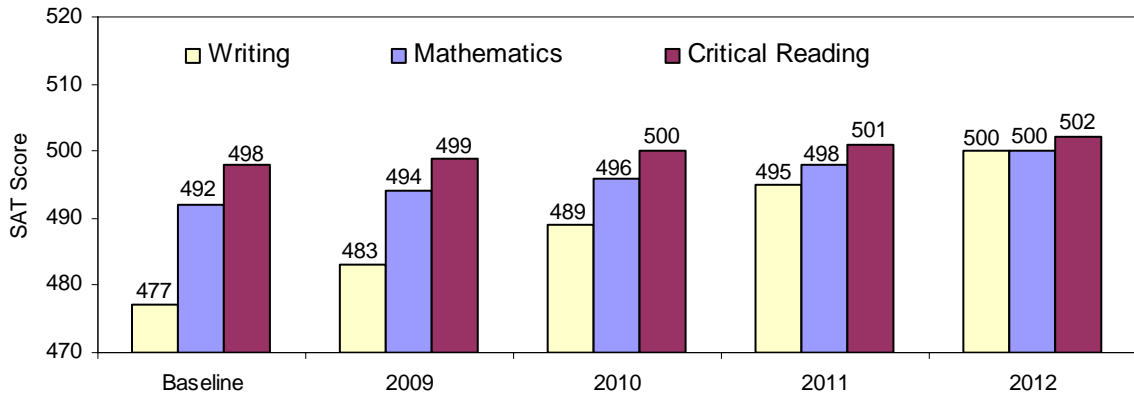
Duval County Public Schools Strategic Plan

1.B3. By 2012, increase the number of students who take the SAT or ACT in all high schools from 4,205 to 5,605 (up 33%).

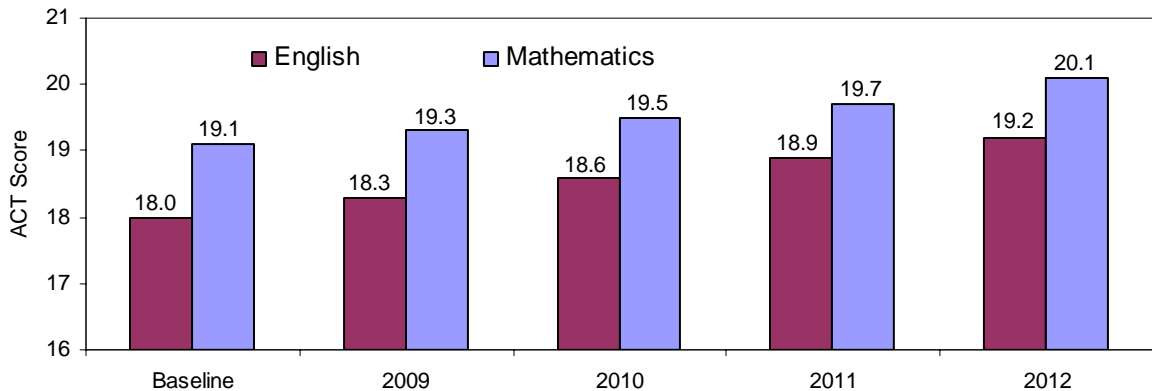


note: individual data for each high school will be tracked and evaluated by district staff to identify trends or gaps in performance at individual schools

1.B4. Increase the district average scale scores on the SAT and ACT in the major content areas tested (SAT = Mathematics, Critical Reading, and Writing; ACT = Mathematics and English)



For 2006/07 the State of Florida average scores were Writing = 475, Math = 494, Critical Reading = 493

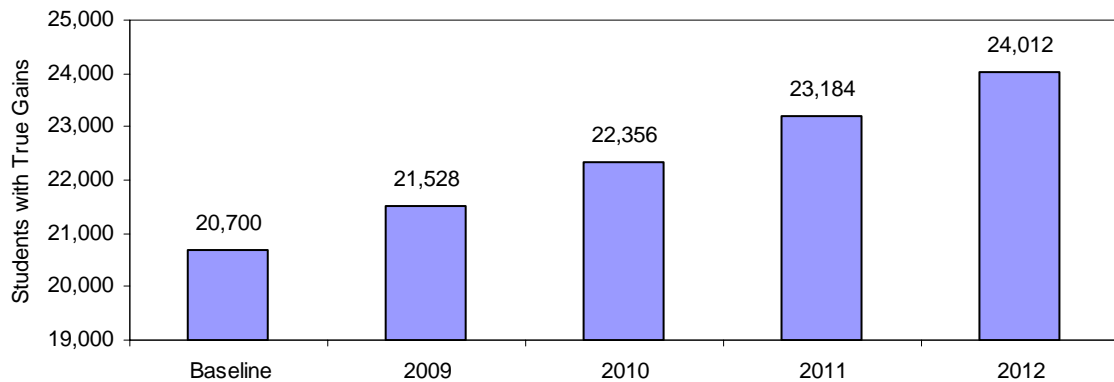


For 2006/07 the State of Florida average scores were English = 19.1, Math = 20.0

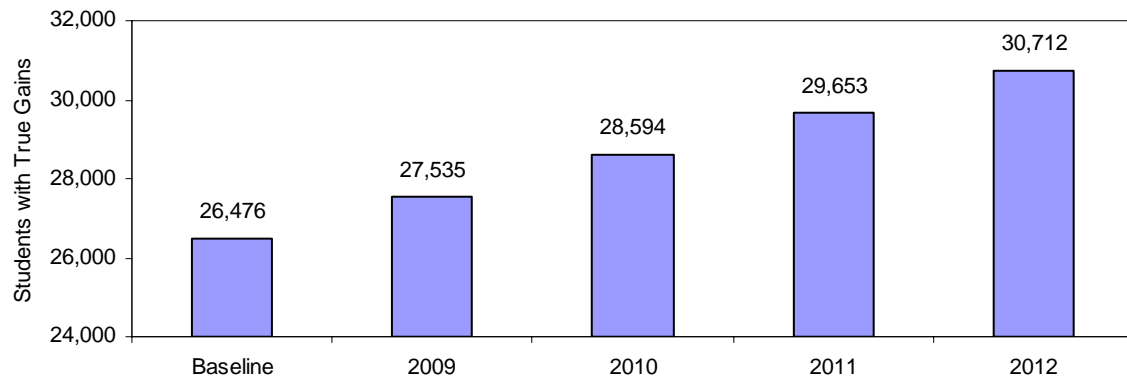
**Strategy 1C: Increase the use of effective instructional practices, including diversity and differentiation, in literacy, mathematics, and science leading to gains in student achievement.**

**Objectives and Measurables:**

1.C1. By 2012, increase the number of students who demonstrate true gains<sup>11</sup> on FCAT Sunshine State Standards (SSS) Reading from 20,700 to 24,012 (up 16%).



1.C2. By 2012, increase the number of students who demonstrate true gains on FCAT SSS Mathematics from 26,476 to 30,712 (up 16%).

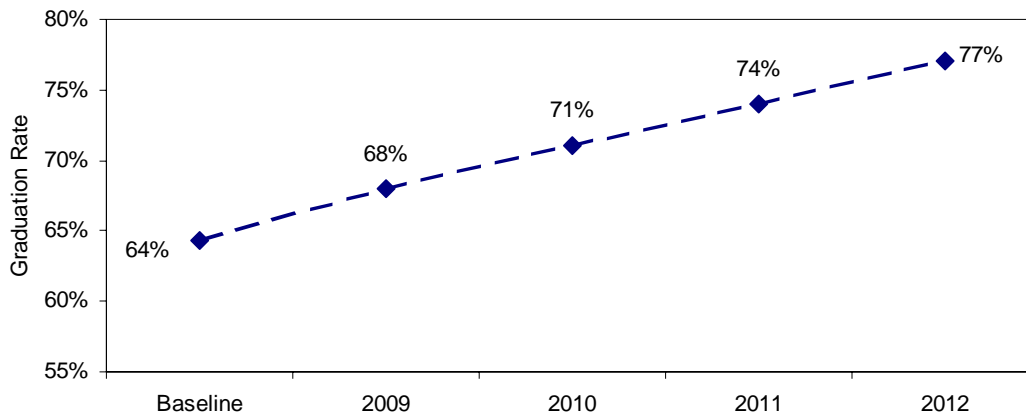


<sup>11</sup> True Gains: Includes students who either improve their Achievement Level over the previous year or show more than a year's growth according the Florida Department of Education's Developmental Scale.

## Goal 2. Significantly Increase the Graduation Rate

Increase the percentage of students graduating ready for post-secondary education and work.

By 2012, increase the district graduation rate from 64% to 77%. The average graduation rate for the State of Florida in 2006/07 was 72%.



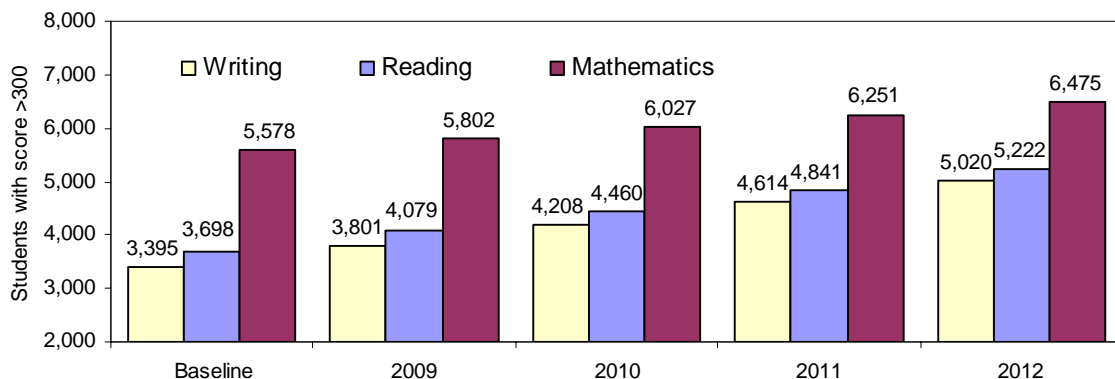
### Strategy 2A: Fully implement High School Redesign<sup>12</sup>

#### Objectives and Measurables:

2.A1. By 2012, increase the number of 10<sup>th</sup> grade students<sup>13</sup> who are able to earn the state-required passing score of 300 on FCAT Writing, Reading and Math by the following:

#### 10<sup>th</sup> Grade Targets by 2012

- Writing (up to 48%)
- Reading (up to 41%)
- Mathematics (up to 16%)



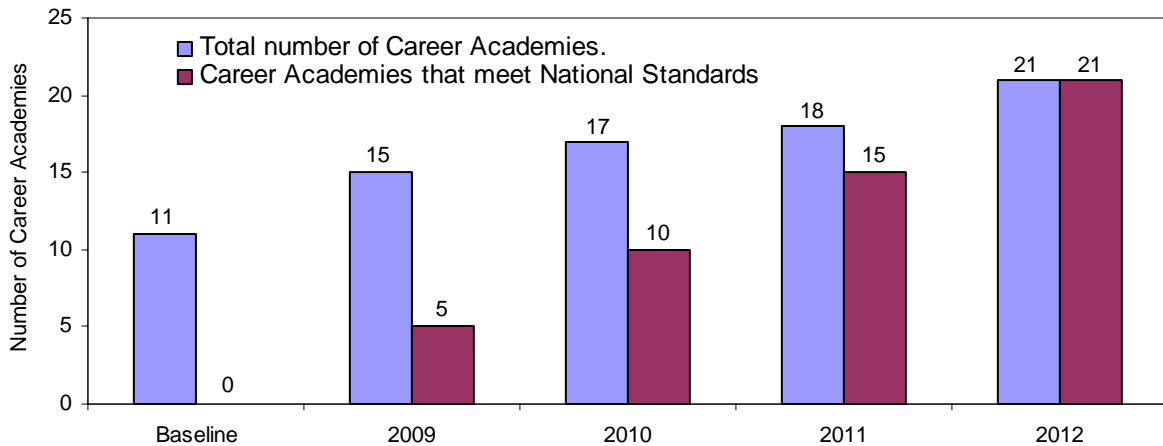
<sup>12</sup> High School Redesign focuses on eliminating the achievement gap and ensuring that all children receive a high quality education using small learning communities that are thematically based and organized to focus on relationships. The establishment of smaller learning communities and the expansion of career academies at each high school will be accomplished through extensive leadership, staff development, and the ongoing training and support of faculty, students, and parents.

<sup>13</sup> The enrollment in grade 10 on the 20th day of school during the 2006-07 school year was 8,025.

**Duval County Public Schools Strategic Plan  
10<sup>th</sup> Grade Students Scoring 300 or Higher on FCAT**

	Florida # passing	Florida Average	Florida %	Duval # passing	Duval # 10 <sup>th</sup> Graders	Duval %
Writing	n/a	n/a	n/a	3,395	8,025	42%
Reading	96,828	186,708	52%	3,698	8,025	46%
Math	144,682	185,490	78%	5,578	8,025	70%

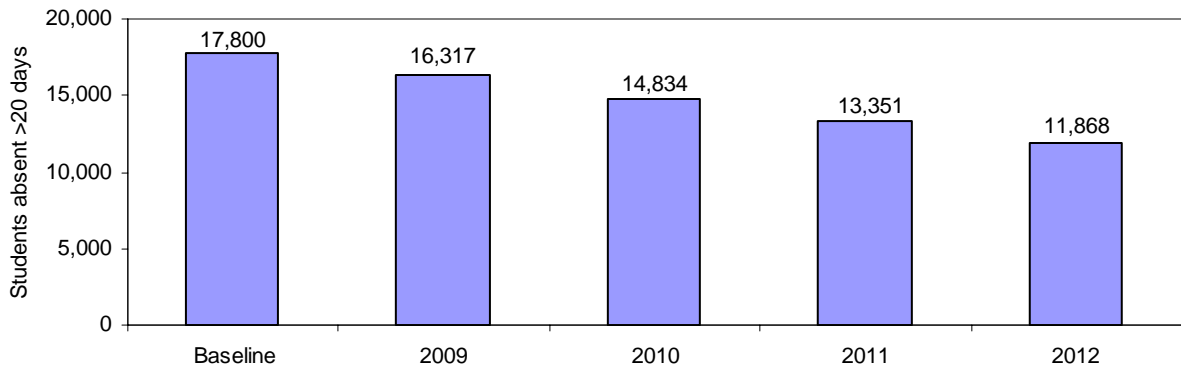
2.A2. By 2012, implement at least one career academy which meets national standards in every high school.



**Strategy 2B: Improve student attendance**

**Objectives and Measurables:**

2.B1. By 2012, decrease the number of students in grades K-12 who are absent more than 20 days from 17,800 to 11,868 (down 33%).



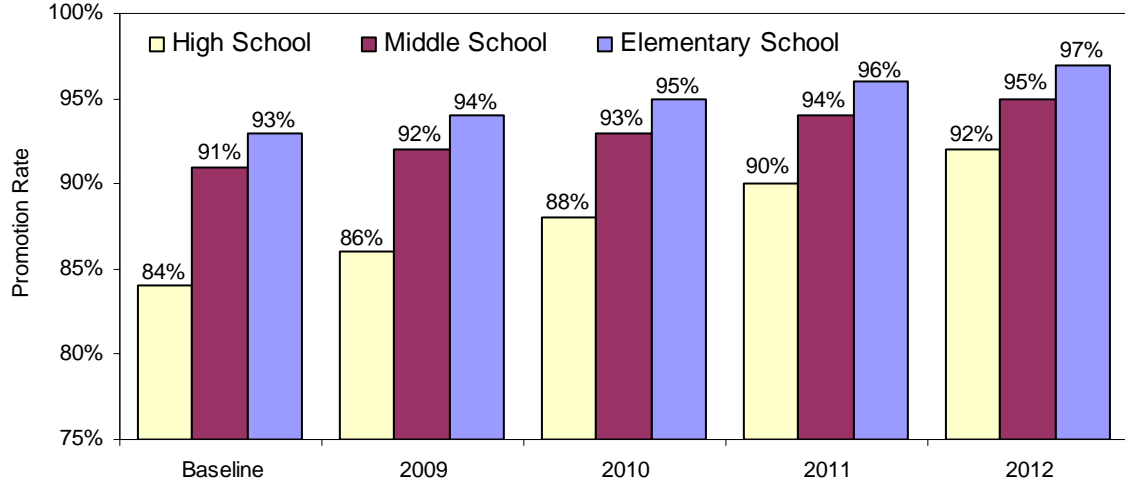
Students Absent more than 20 days per year		
2006/07 School Year	Duval County	Florida State Average
High School	15.3%	15.9%
Middle School	15.5%	10.7%
Elementary School	8.8%	7.2%

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## Strategy 2C: Increase effective academic interventions and safety net programs<sup>14</sup>

### Objectives and Measurables:

2.C1. By 2012, increase the district-wide promotion rates for elementary, middle and high school as shown on the graph. The 2006/07 average for the State of Florida was 91% for all K-12 students.



<sup>14</sup> Safety net programs are defined as the various programs in Duval County Public Schools that provide ongoing academic support for students, on an as-needed basis as students experience academic difficulty, so that students may remain on track towards high school graduation with their peers.

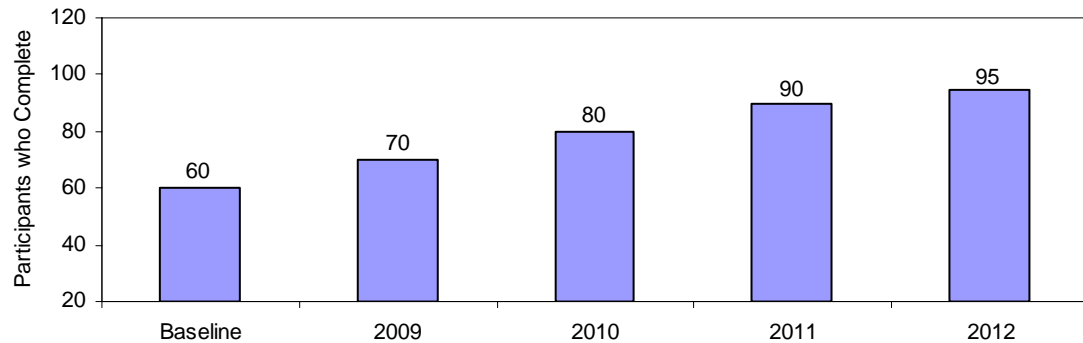
### Goal 3. Employ the Best Teachers and Principals

Hire, develop, support and retain the best teachers and principals in the nation for all schools.

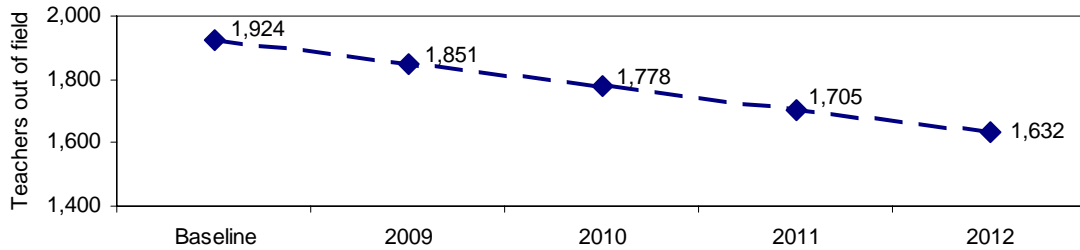
**Strategy 3A: Enhance and target teacher and principal recruitment to increase diversity and the number of high quality instructional personnel for our students, especially in our Turnaround Schools.**

#### Objectives and Measurables:

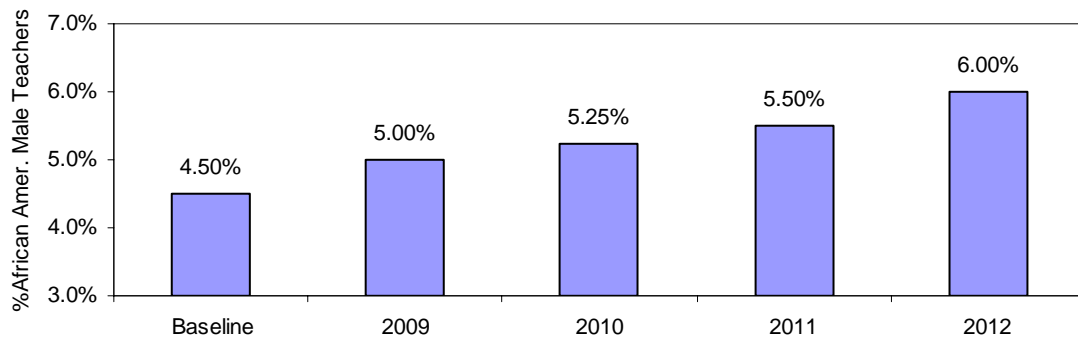
3.A1. By 2012, the number of participants who complete the Transition to Teaching Program will increase from 60 to 95.



3.A2. By 2012, the number of teachers who are teaching out of field will decrease from 1,924 to 1,632 (equivalent to a decrease of 15%).

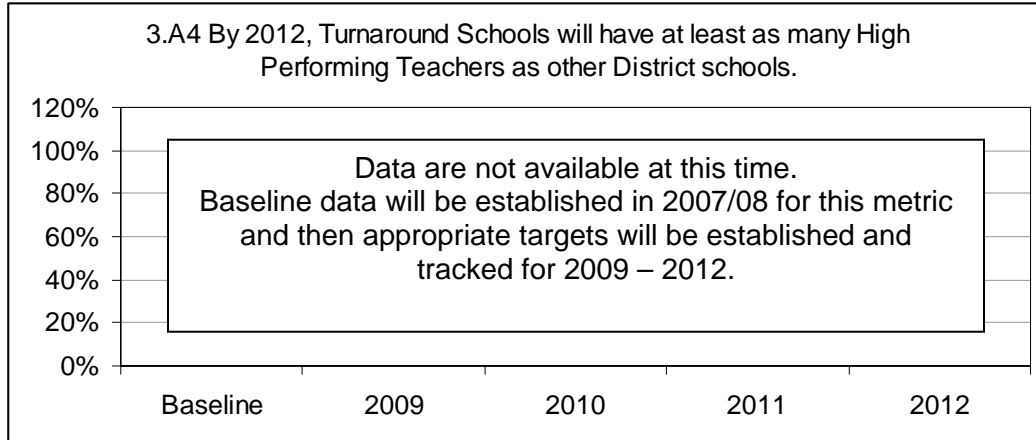


3.A3. By 2012, the percentage of African American male teachers will increase from 4.5% to 6%.

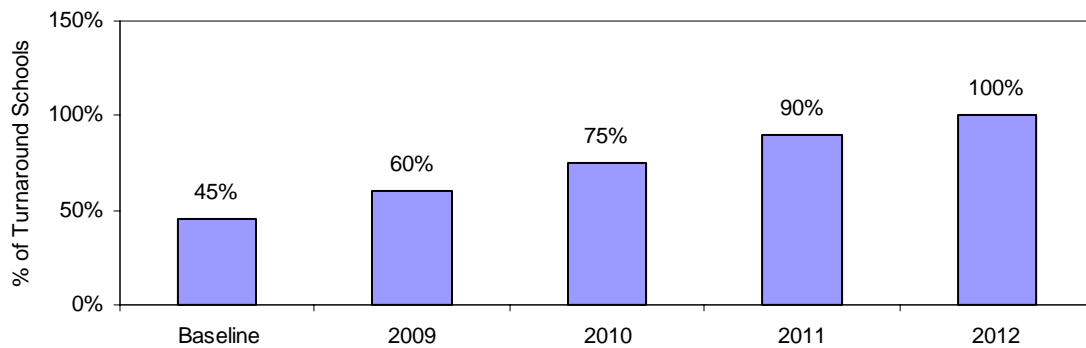


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3.A4. By 2012, the percentage of High Performing<sup>15</sup> teachers in Turnaround Schools who teach FCAT subjects will exceed or be equal to the District average. (*baseline and target data are being developed for this metric*).



3.A5. By 2012, all Turnaround Schools will have High Performing principals<sup>16</sup>.



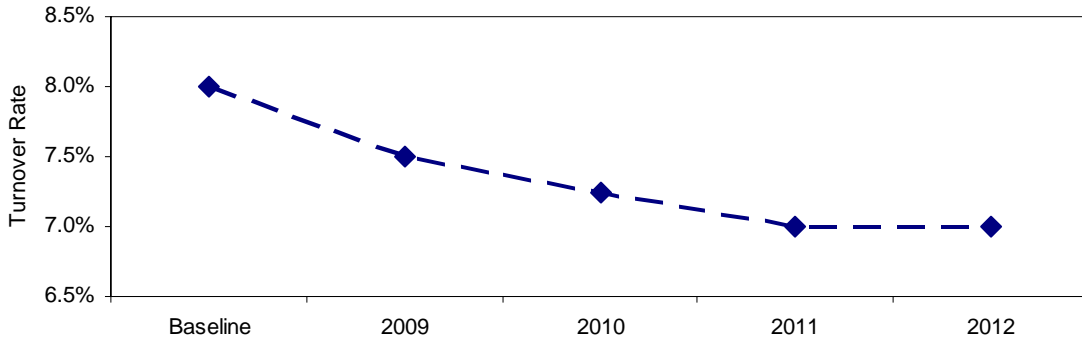
<sup>15</sup> A High Performing teacher for purposes of this Plan is a teacher who earns at least 40 points on the teacher evaluation and who ranks in the top 25% of their instructional assessment group based on FCAT student gains. These are currently MAP criteria.

<sup>16</sup> A High Performing principal is one having an overall evaluation of distinguished or proficient on the evaluation and being ranked in the top 25% based upon student learning gains.

**Strategy 3B: Focus on retention and support of quality teachers and principals**

**Objectives and Measurables:**

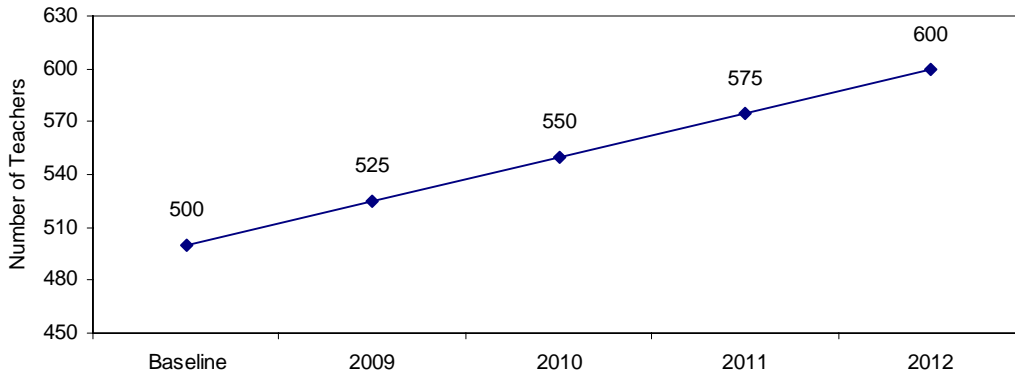
3.B1. By 2011, the Turnover Rate<sup>17</sup> of teachers will be reduced from 8% to 7%.



**Strategy 3C: Strengthen professional development to meet the needs of instructional staffs, school-based and district leaders**

**Objectives and Measurables:**

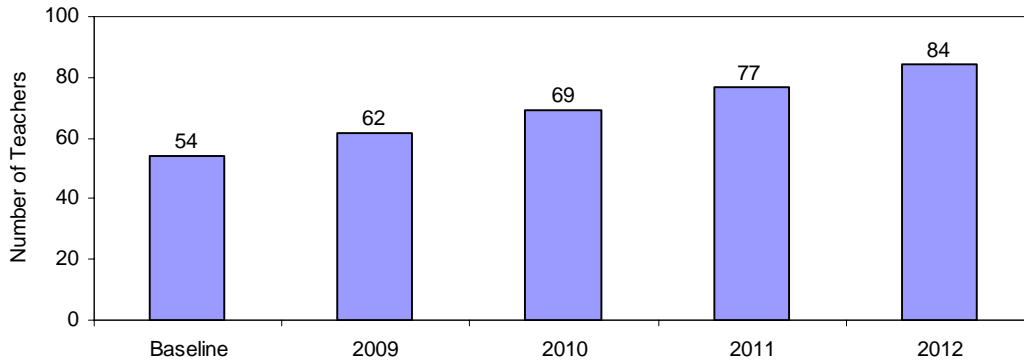
3.C1. By 2012, number of novice teachers exiting the Demonstrating Educational Competence program will increase from 500 to 600.



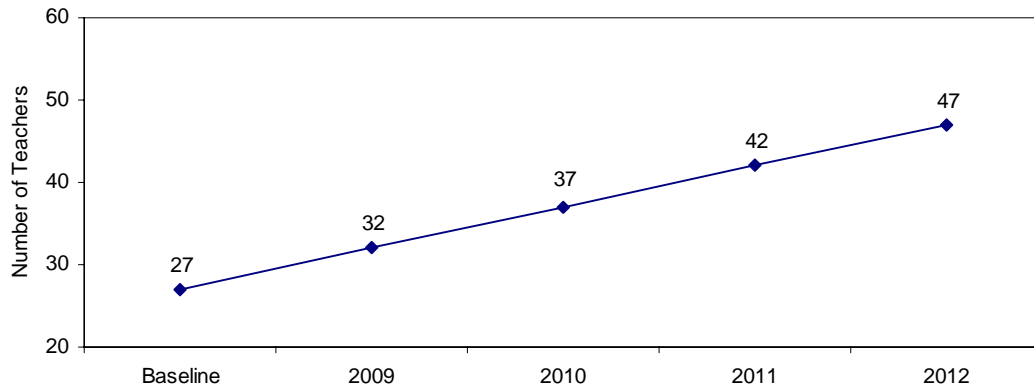
<sup>17</sup> Turnover Rate is defined as the percentage of the total number of teachers who leave the District annually for any reason. This includes resignations, retirements, and terminations.

Duval County Public Schools Strategic Plan

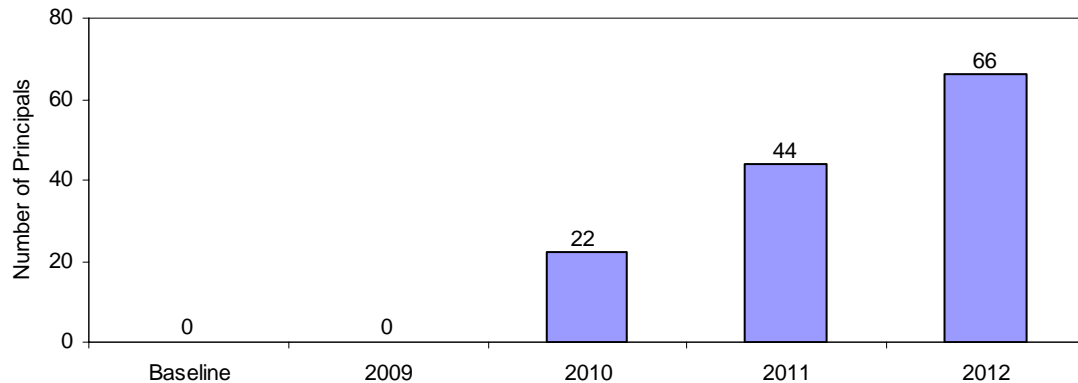
3.C2. By 2012, the number of teachers earning the K-12 Reading Endorsement by successfully completing the six required reading competencies will increase from 54 to 84.



3.C3. By 2012, the number of teachers completing the K-12 ESOL Endorsement will increase from 27 to 47.



3.C4. By 2012, 66 principals<sup>18</sup> will have successfully completed the three year Schultz Center/DCPS Principal Leadership Academy begun in 2007-08.



<sup>18</sup> There are currently 150 principals in DCPS.

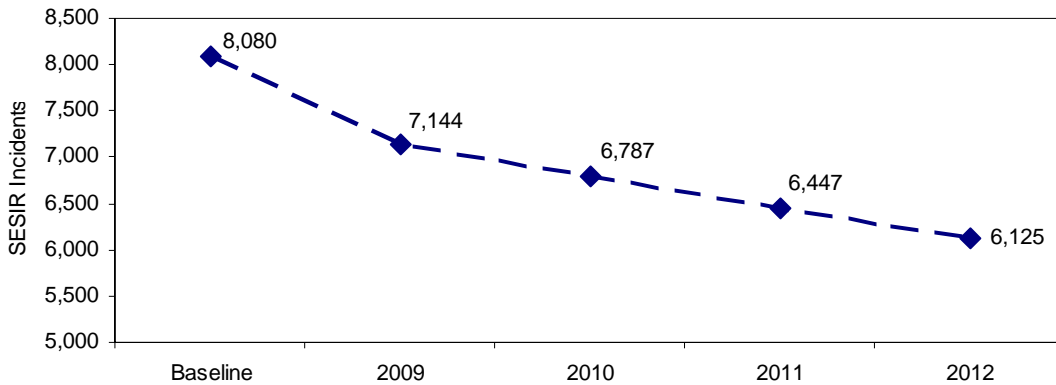
**Goal 4. Establish Safe, Secure and Respectful Schools**

Establish safe schools where all individuals are respected, valued and feel secure.

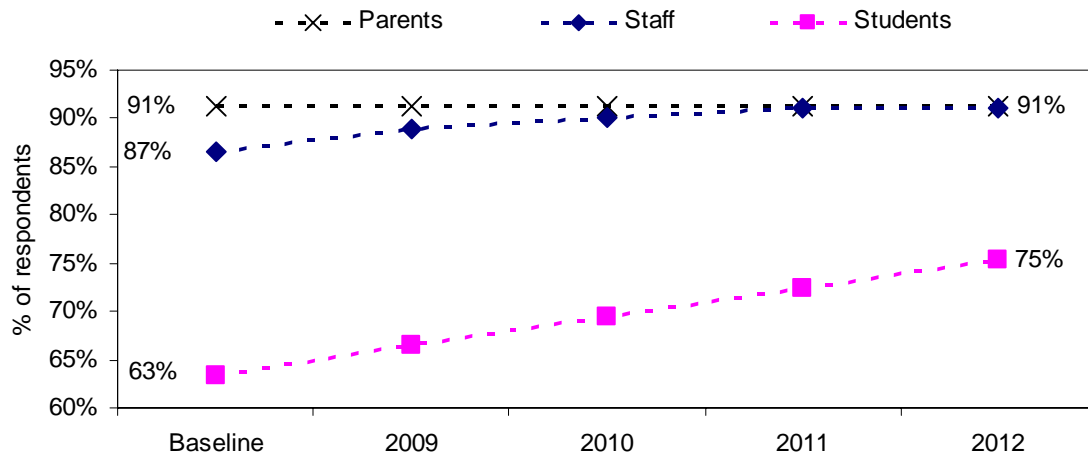
**Strategy 4A: Integrate best practices that encourage positive behavior, develop respect towards others and ensure safe environments throughout our school district**

**Objectives and Measurables:**

4.A1. The number of conduct violations as measured by SESIR Incidents<sup>19</sup> will decrease from 8,080 to 6,125 (down 24%).



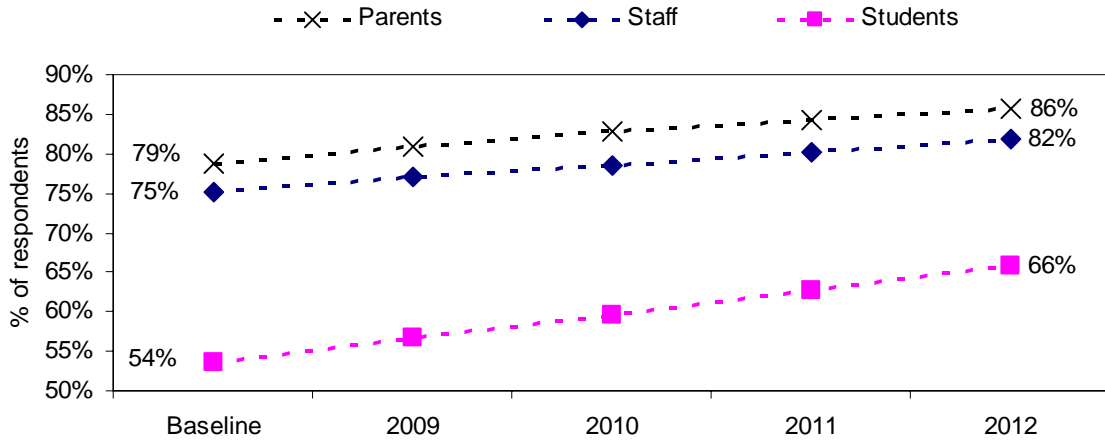
4.A2. The percentage of respondents to the District School Climate Survey who agree that their school provides a safe environment for teaching and learning will increase towards a goal of 91% or greater.



<sup>19</sup> SESIR: (Statewide School Environmental Safety Incident Report) tracks student conduct violations and is based on Florida State standard definitions. The data are linked to the DPCS code of conduct system and are tracked on-line by the Florida DOE. SESIR categories include Violent Acts Against Persons, Alcohol, Tobacco, other Drugs, Property, Harassment, Other non-Violent, Fighting, Disruption on Campus and Weapons Possession..

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4.A3. The percentage of respondents to the District School Climate Survey who agree with a range of questions related to respect in schools will increase towards a goal of 86% or greater.



The five statements related to respect in schools that are used to create this score are:

- The principal of this school is a good leader.
- My child is treated with respect and dignity at school.
- Parents at this school are treated with respect and dignity.
- Student behavior at this school is satisfactory this school year.
- The School Resource Officer at this school is effective.

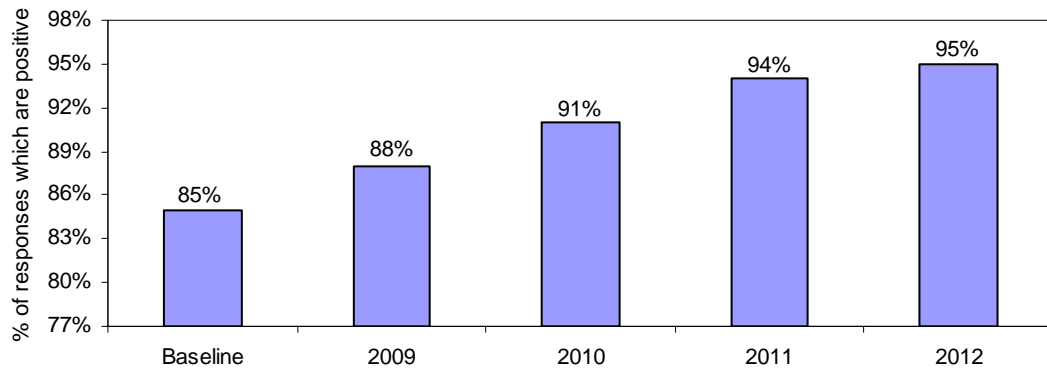
## Goal 5. Engage Family and Community Support

Energize families, community, civic and business leaders and corporations to engage in the success of education.

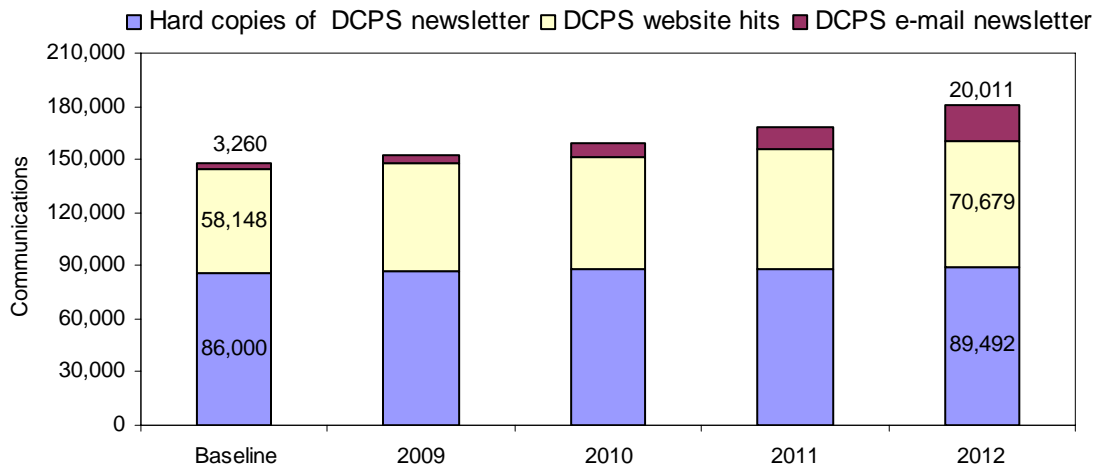
### Strategy 5A: Establish continuous and effective communications with all internal and external stakeholders.

#### Objectives and Measurables:

5.A1. Improve the surveying technique and positive responses on the district climate survey regarding effective district communication.



5.A2. Increase the number of households receiving hard copies of the DCPS newsletter and the e-mail newsletter; and increase the number of DCPS website hits annually.

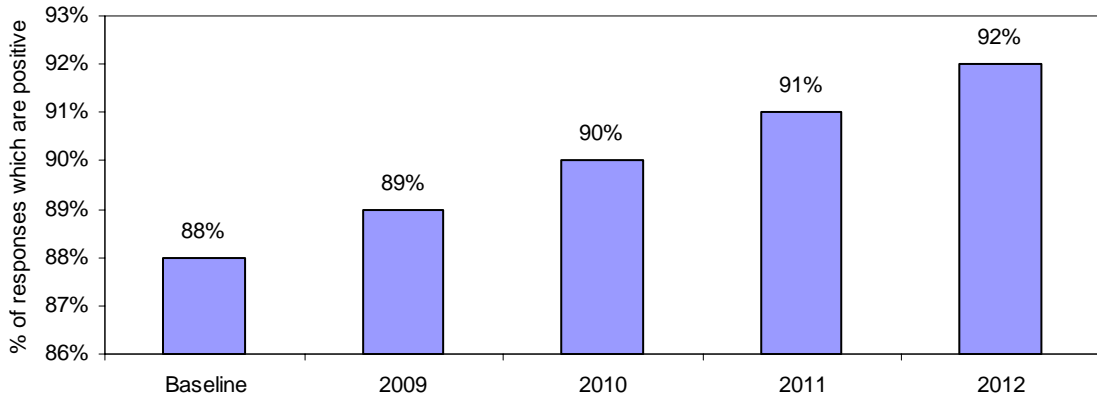


Duval County Public Schools Strategic Plan

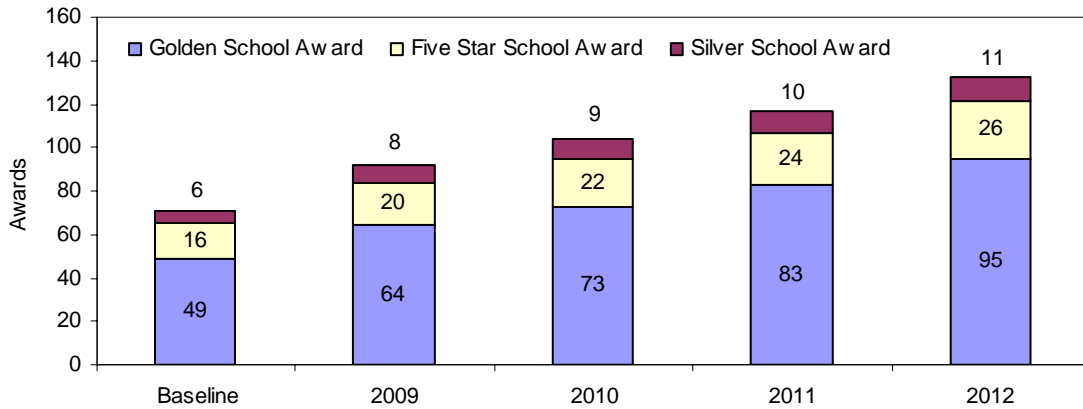
**Strategy 5B. Increase and strengthen parent/family and school partnerships**

**Objectives and Measurables:**

5.B1. Elicit positive responses about a welcoming school environment on an redesigned district climate survey.



5.B2 . Increase the number of Silver<sup>20</sup>, Golden<sup>21</sup> and Five Star School<sup>22</sup> Award winners.



<sup>20</sup> Silver School Award is presented to recognize secondary schools that provide exemplary services to elementary and secondary schools. This award is based on student volunteer programs.

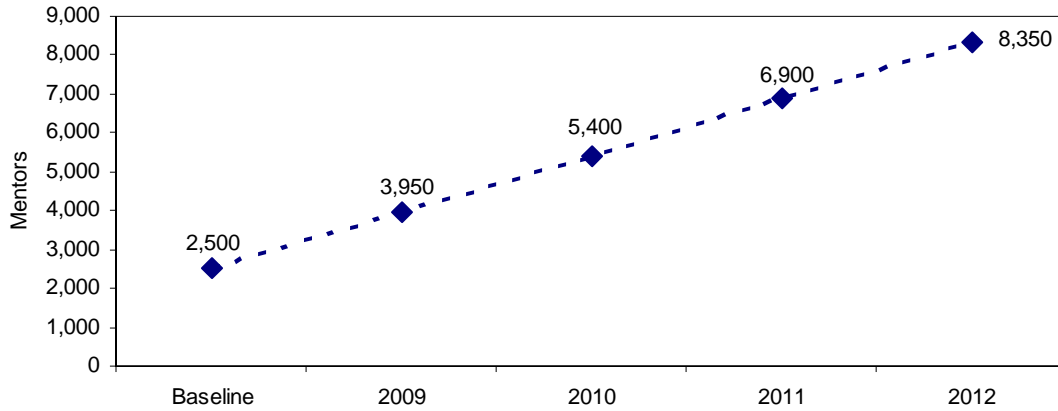
<sup>21</sup> Golden School Award recognizes elementary, middle and high schools that show exemplary programs which promote parent and community involvement in education.

<sup>22</sup> Five Star School Award achievement is presented each year to those schools that have shown evidence of exemplary community involvement in the categories of Business Partnerships, Family Involvement, Volunteers, Student Community Service, and School Advisory Councils.

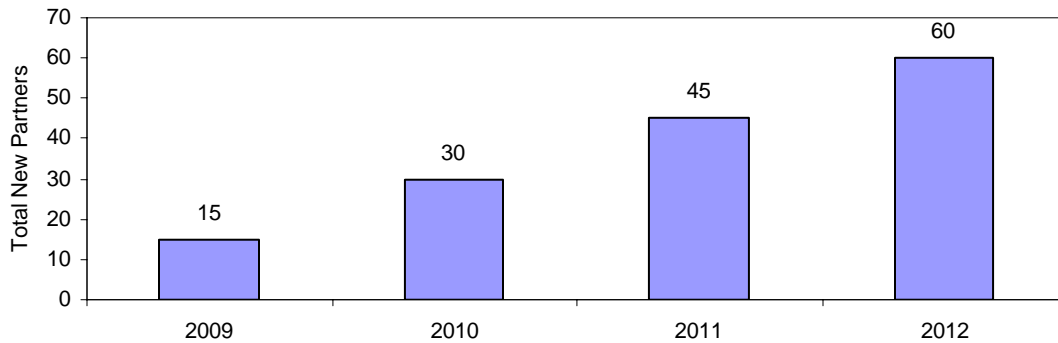
**Strategy 5.C Enhance alliances with community, civic and business leaders as well as corporate partners.**

**Objectives and Measurables:**

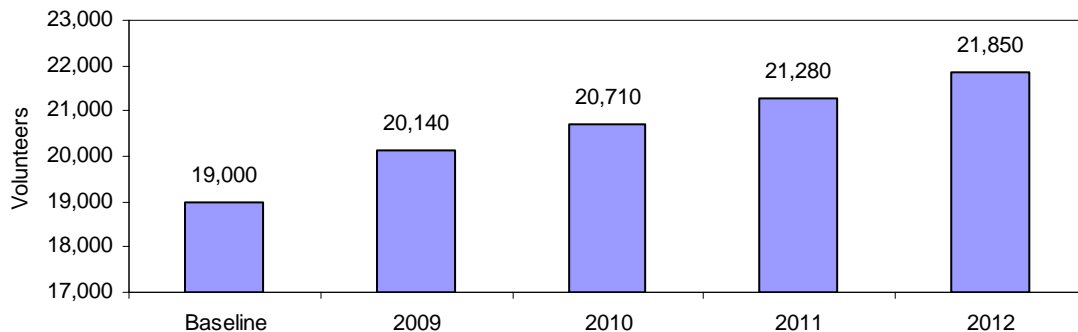
5.C1. Increase the number of mentor matches in collaboration with community partners to achieve the ultimate goal of 20,000 by 2020.



5.C2. Increase the number of documented new collaborative partners to at least 60 in the targeted 30 Turnaround schools.



5.C3. Increase accuracy of reporting and the number of school-based volunteers from 19,000 to 21,850.



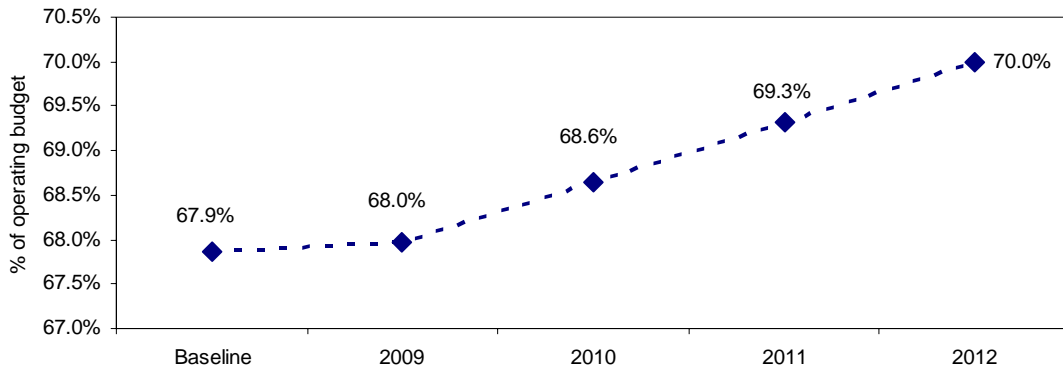
## Goal 6. Deliver High Quality Support for Schools

Continually enhance school performance through delivery of high quality District management, operational support, and customer service.

### Strategy 6A: Enhance District-wide financial management services.

#### Objectives and Measurables:

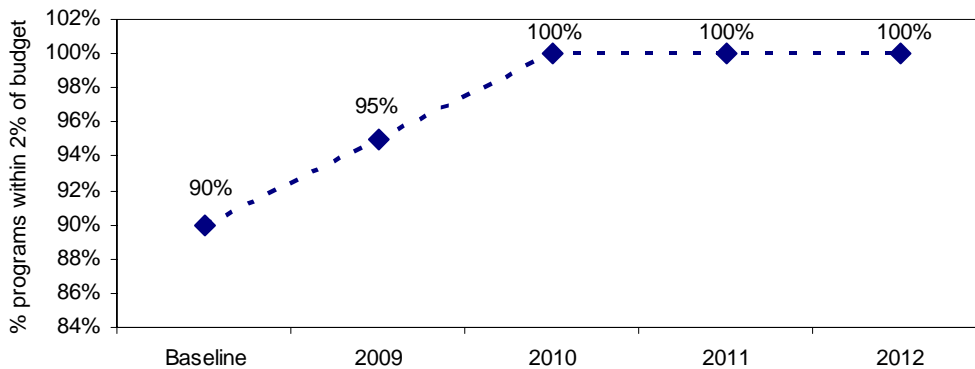
6.A1. Increase the amount of funding that schools receive as a percent of the total operating budget.



### Strategy 6B: Improve District-wide program management and execution.

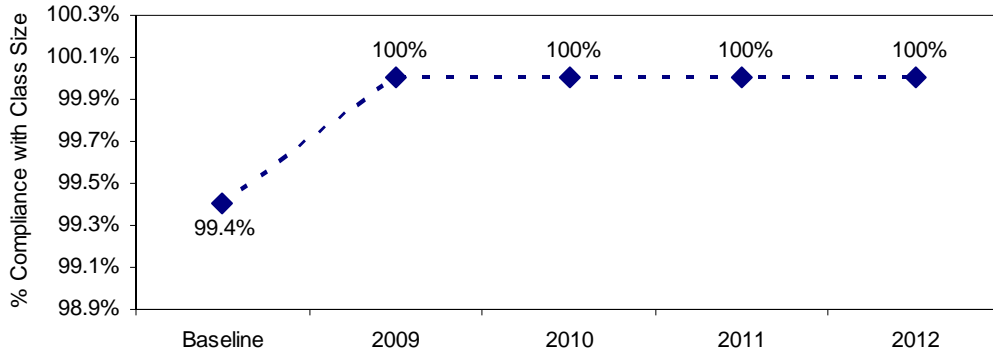
#### Objectives and Measurables:

6.B1. Execute 100% of all program goals within 2% of budget.

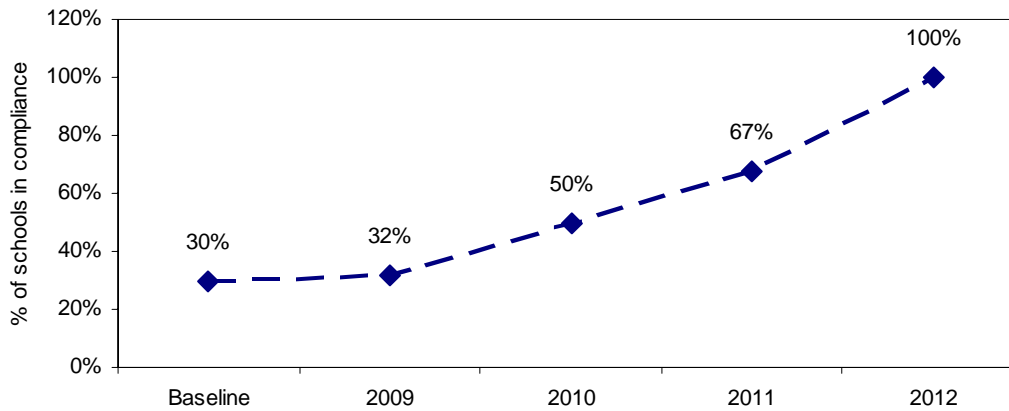


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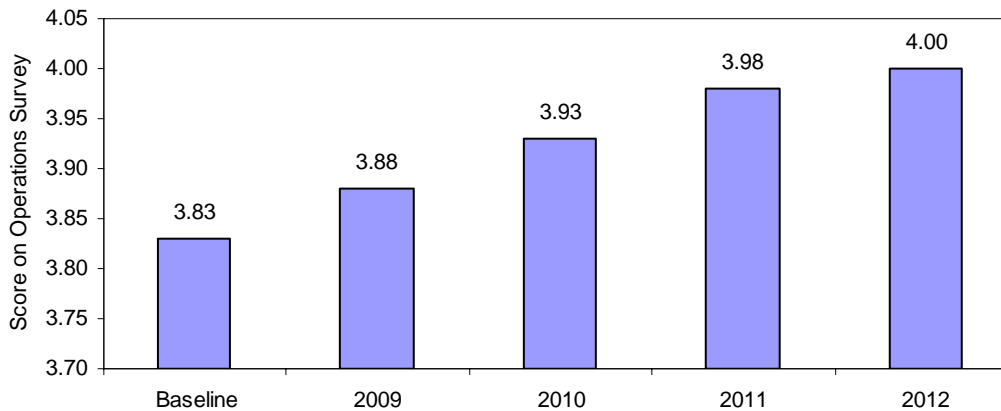
6.B2. By Feb 2011, achieve 100% compliance with Class Size.



6.B3. Comply with state mandated concurrency<sup>23</sup> requirements and target school utilization<sup>24</sup> within 85% and 105% of capacity.



6.B4. By 2012, achieve a composite Operations Survey result of 4.00 on a scale of 1 to 5.



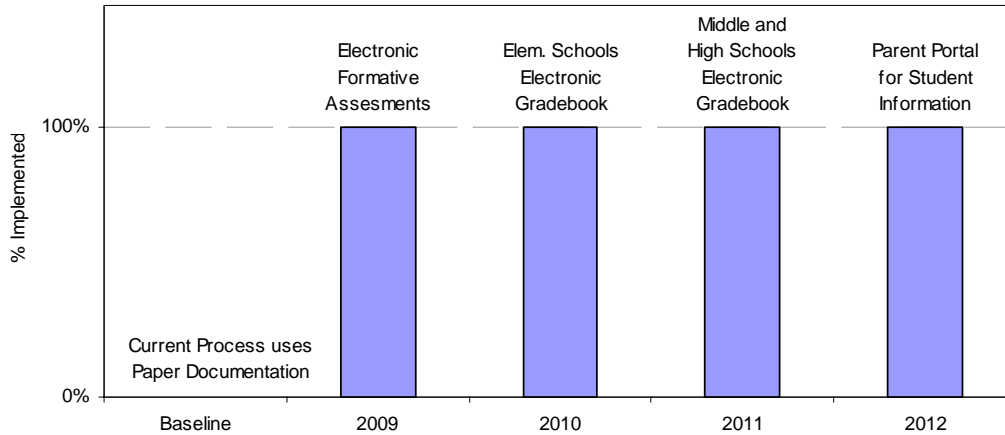
<sup>23</sup> Concurrency is meeting the needs of our communities regarding average school capacities within a defined area.

<sup>24</sup> Utilization is the number of students in a particular school divided by capacity of the school, expressed as a percent.

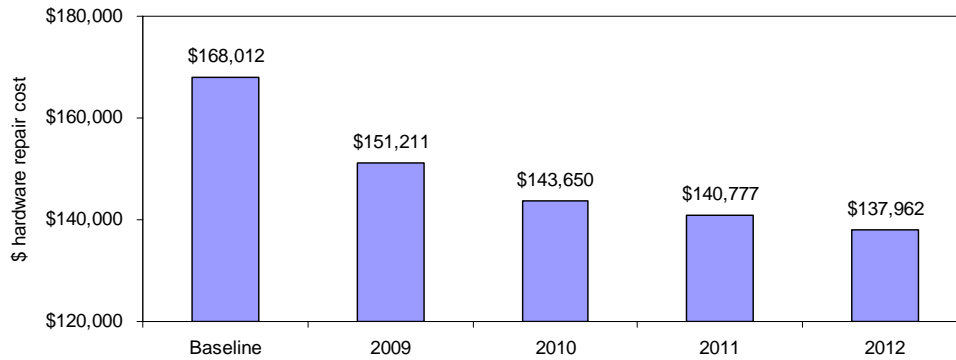
**6.C) Strategy: Deploy information technology that supports the academic and business needs of our students, teachers and staff.**

**Objectives and Measurables:**

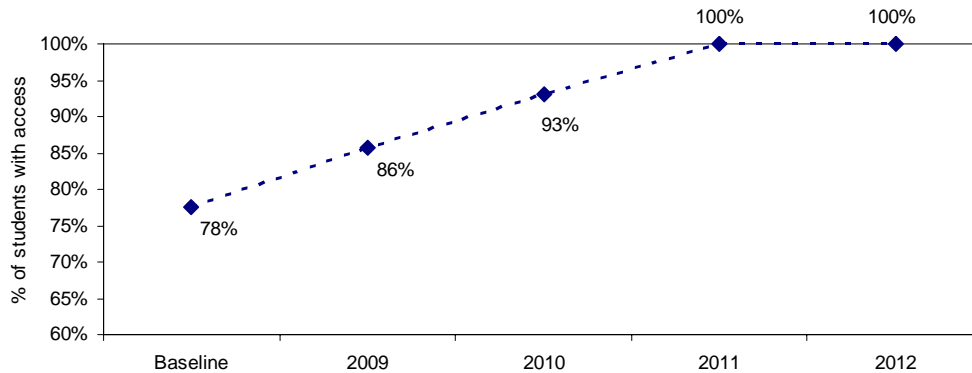
6.C1. Increase access to student information by implementing electronic solutions for testing, grading, reporting and communication.



6.C2. Reduce computer hardware repair costs by implementing a 5-year refresh cycle of all technology infrastructure.



6.C3. Increase the percentage of students having access to technology tools<sup>25</sup> in schools.



<sup>25</sup> Access to technology tools is defined by DCPS as a baseline hardware standard of 5 to 1 student to computer ratio and appropriate bandwidth to support instructional needs.

## Appendix

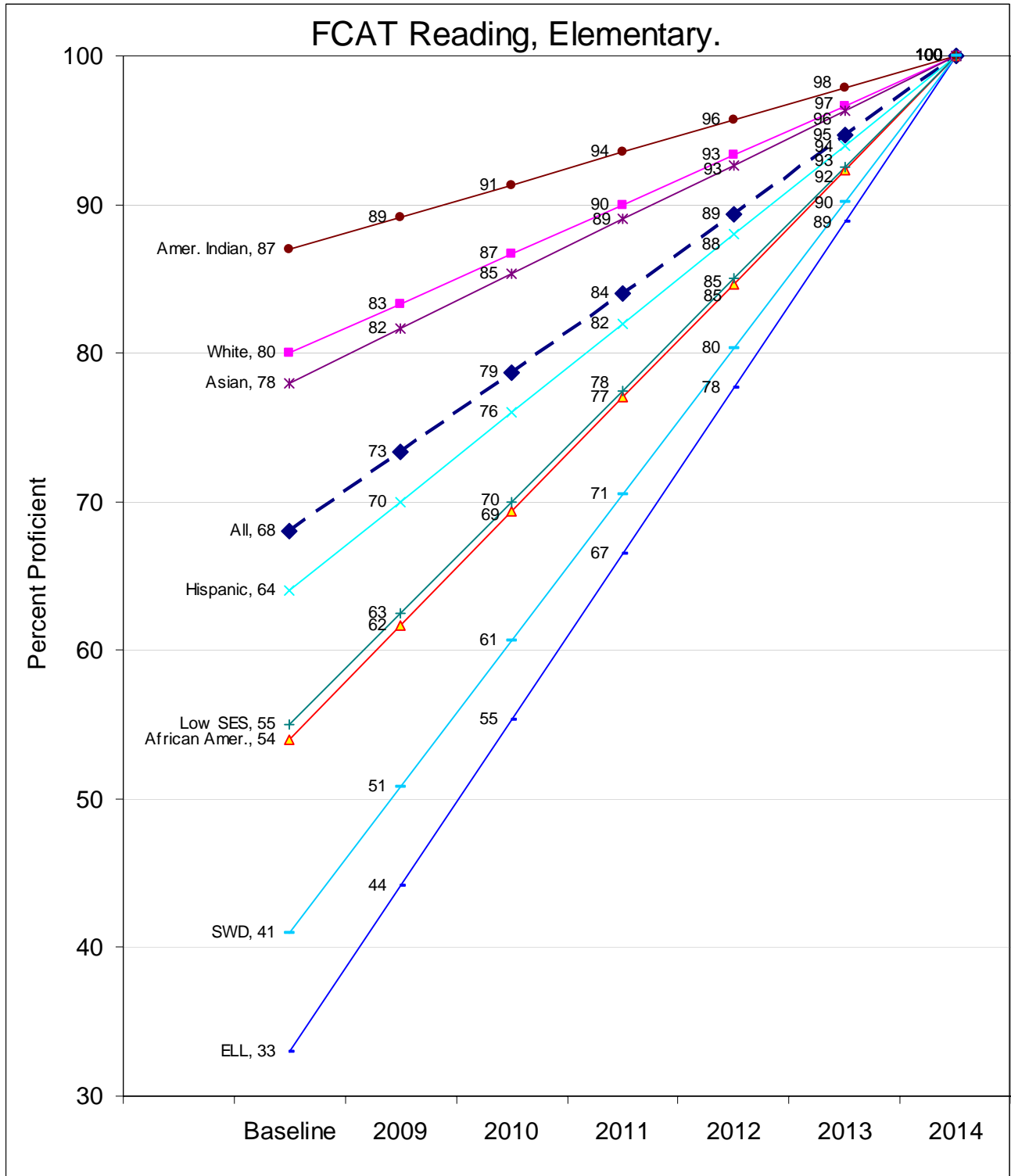
### Goal #1 Disaggregated Objectives

The following graphs show a category labeled “All” which groups together all students. The graphs also show the performance of students within each NCLB defined subgroup. This illustrates the performance of “All” students and allows a comparison of the gaps in performance between subgroups.

The FCAT related charts show the percentage of students who are proficient (e.g. score of 3 or above for FCAT related charts except Writing which requires a score of 3.5 or above to be considered proficient) and the FCAT NRT charts show a comparison of students in Duval County versus the national average. For the FCAT NRT charts a rating of 50 would be equivalent to the average score for students nationwide.

# Duval County Public Schools Strategic Plan

## 1.A1. Reading Achievement and Closure of the Gaps

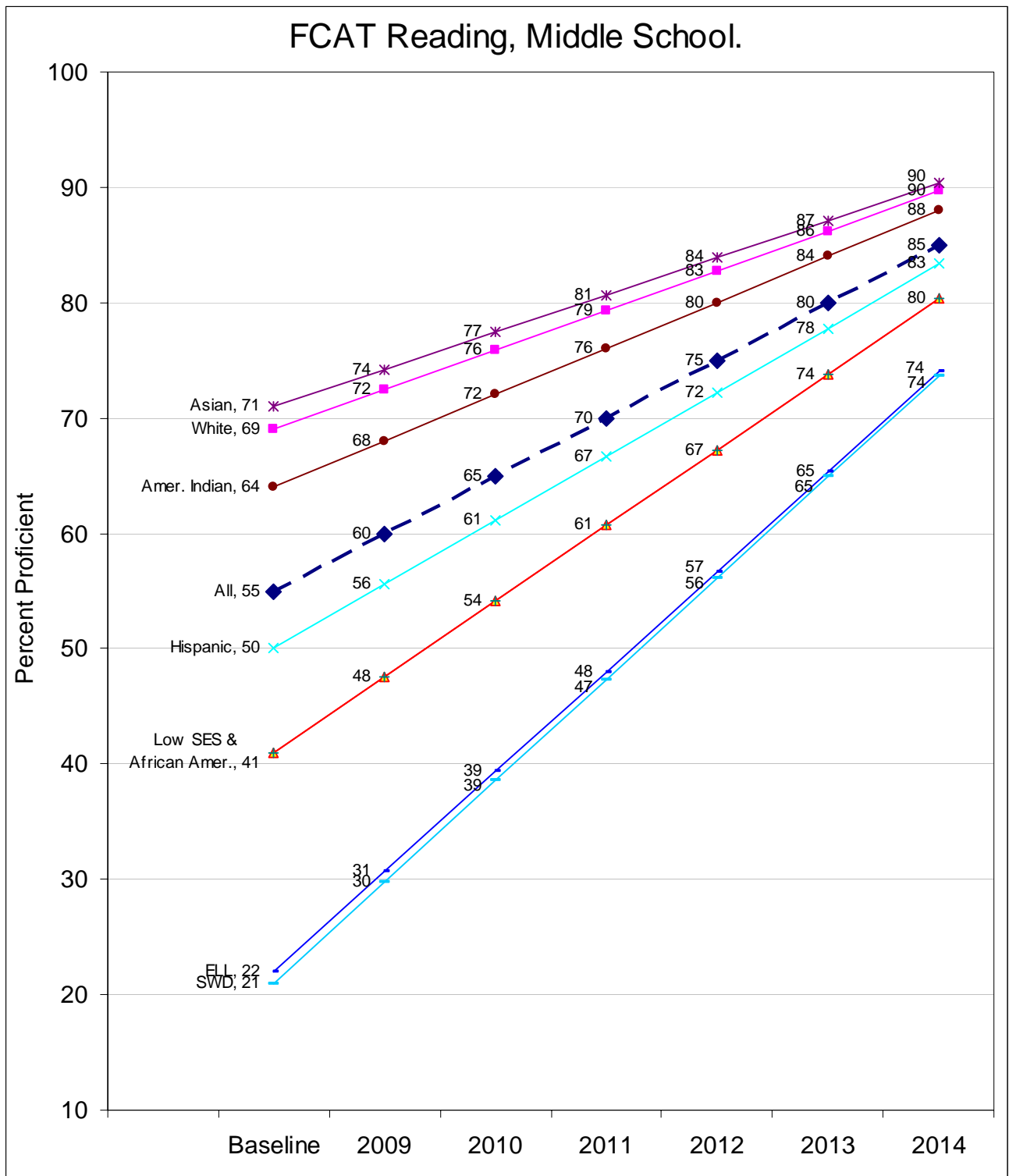


These objectives are designed to comply with the No Child Left Behind (NCLB) requirements including Safe Harbor provisions<sup>26</sup> for adequate yearly progress.

<sup>26</sup> Safe Harbor provisions are an additional method within the No Child Left Behind (NCLB) law that measures adequate yearly progress. It considers the amount of positive progress made over the previous year.

Duval County Public Schools Strategic Plan

FCAT Reading, Middle School.

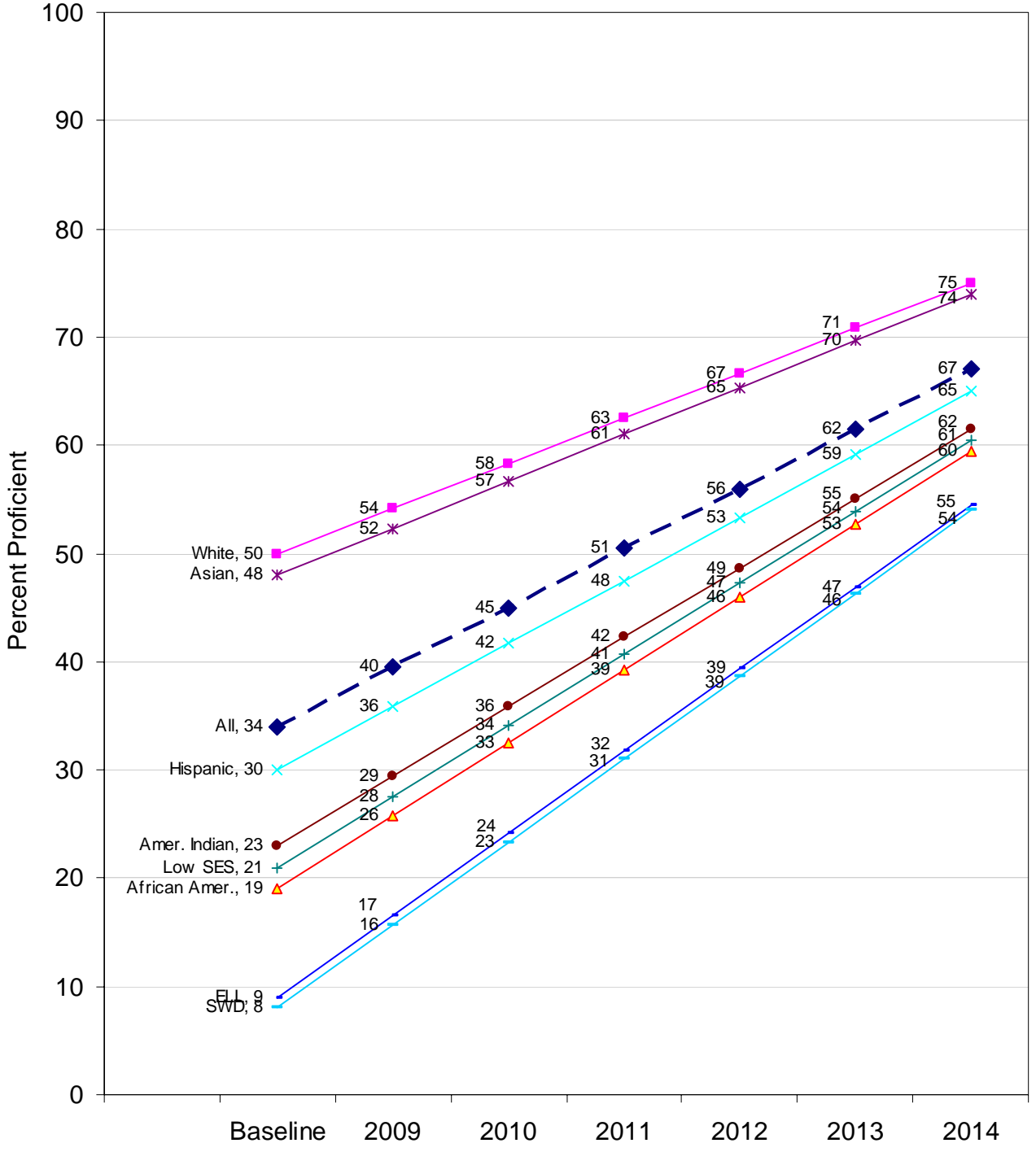


These objectives are designed to comply with the No Child Left Behind (NCLB) requirements including Safe Harbor provisions<sup>27</sup> for adequate yearly progress.

<sup>27</sup> Safe Harbor provisions are an additional method within the No Child Left Behind (NCLB) law that measures adequate yearly progress. It considers the amount of positive progress made over the previous year.

Duval County Public Schools Strategic Plan

FCAT Reading, High School.

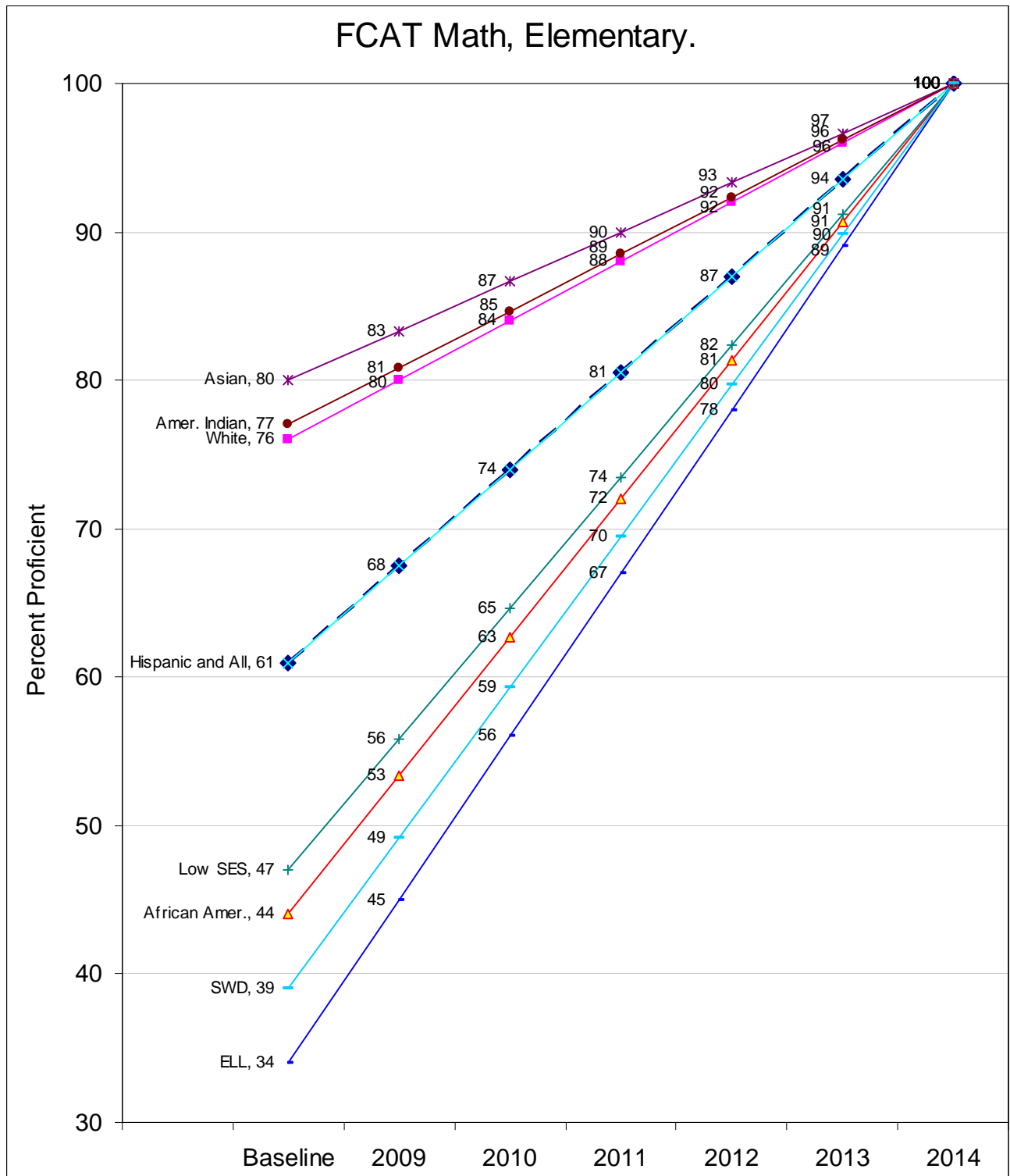


These objectives are designed to comply with the No Child Left Behind (NCLB) requirements including Safe Harbor provisions<sup>28</sup> for adequate yearly progress.

<sup>28</sup> Safe Harbor provisions are an additional method within the No Child Left Behind (NCLB) law that measures adequate yearly progress. It considers the amount of positive progress made over the previous year.

# Duval County Public Schools Strategic Plan

## 1.A2. Mathematics Achievement and Closure of the Gap

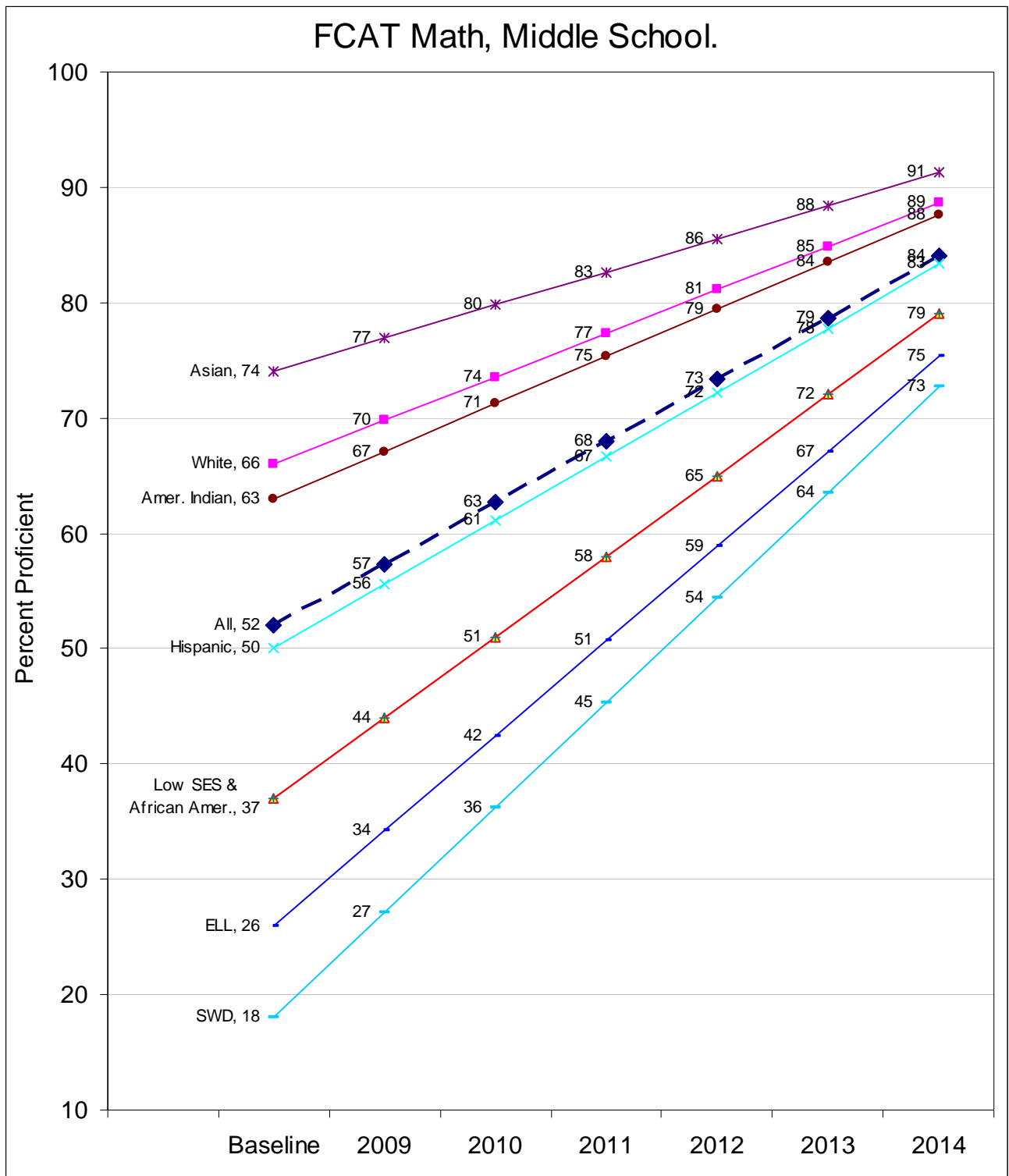


These objectives are designed to comply with the No Child Left Behind (NCLB) requirements including Safe Harbor provisions<sup>29</sup> for adequate yearly progress.

<sup>29</sup> Safe Harbor provisions are an additional method within the No Child Left Behind (NCLB) law that measures adequate yearly progress. It considers the amount of positive progress made over the previous year.

Duval County Public Schools Strategic Plan

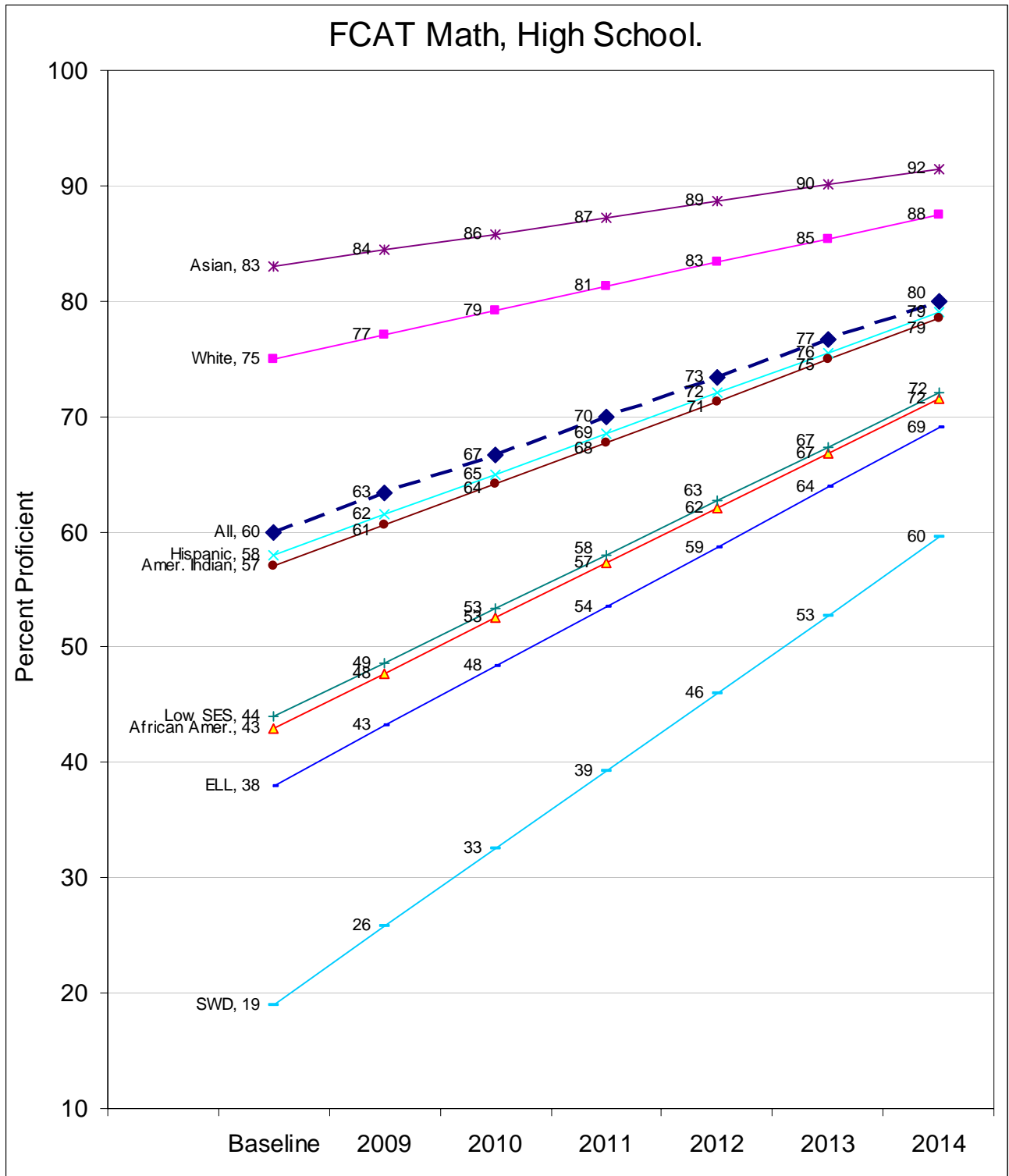
FCAT Math, Middle School.



These objectives are designed to comply with the No Child Left Behind (NCLB) requirements including Safe Harbor provisions<sup>30</sup> for adequate yearly progress.

<sup>30</sup> Safe Harbor provisions are an additional method within the No Child Left Behind (NCLB) law that measures adequate yearly progress. It considers the amount of positive progress made over the previous year.

Duval County Public Schools Strategic Plan

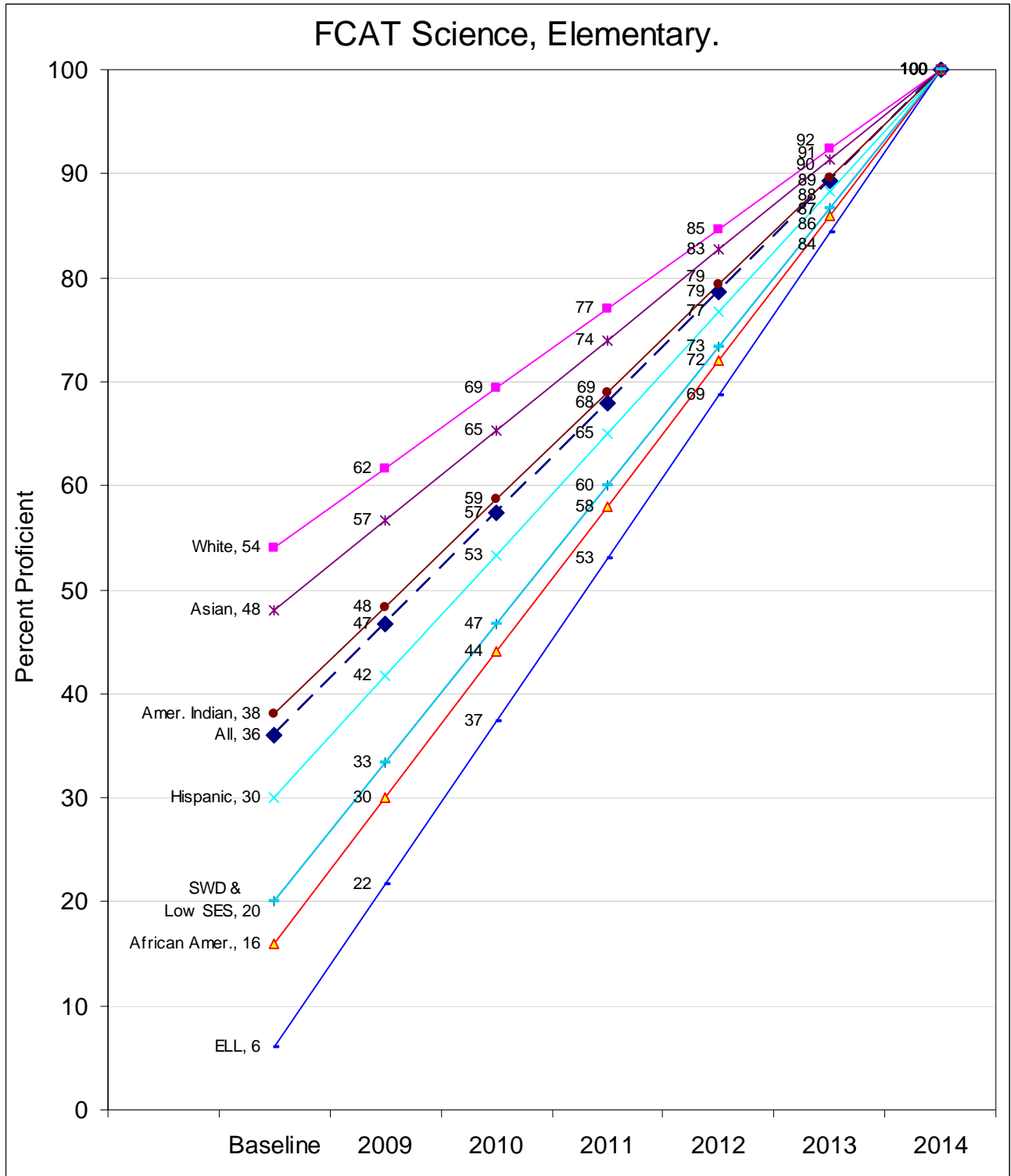


These objectives are designed to comply with the No Child Left Behind (NCLB) requirements including Safe Harbor provisions<sup>31</sup> for adequate yearly progress.

<sup>31</sup> Safe Harbor provisions are an additional method within the No Child Left Behind (NCLB) law that measures adequate yearly progress. It considers the amount of positive progress made over the previous year.

Duval County Public Schools Strategic Plan

1.A3. Science Achievement and Closure of the Gaps

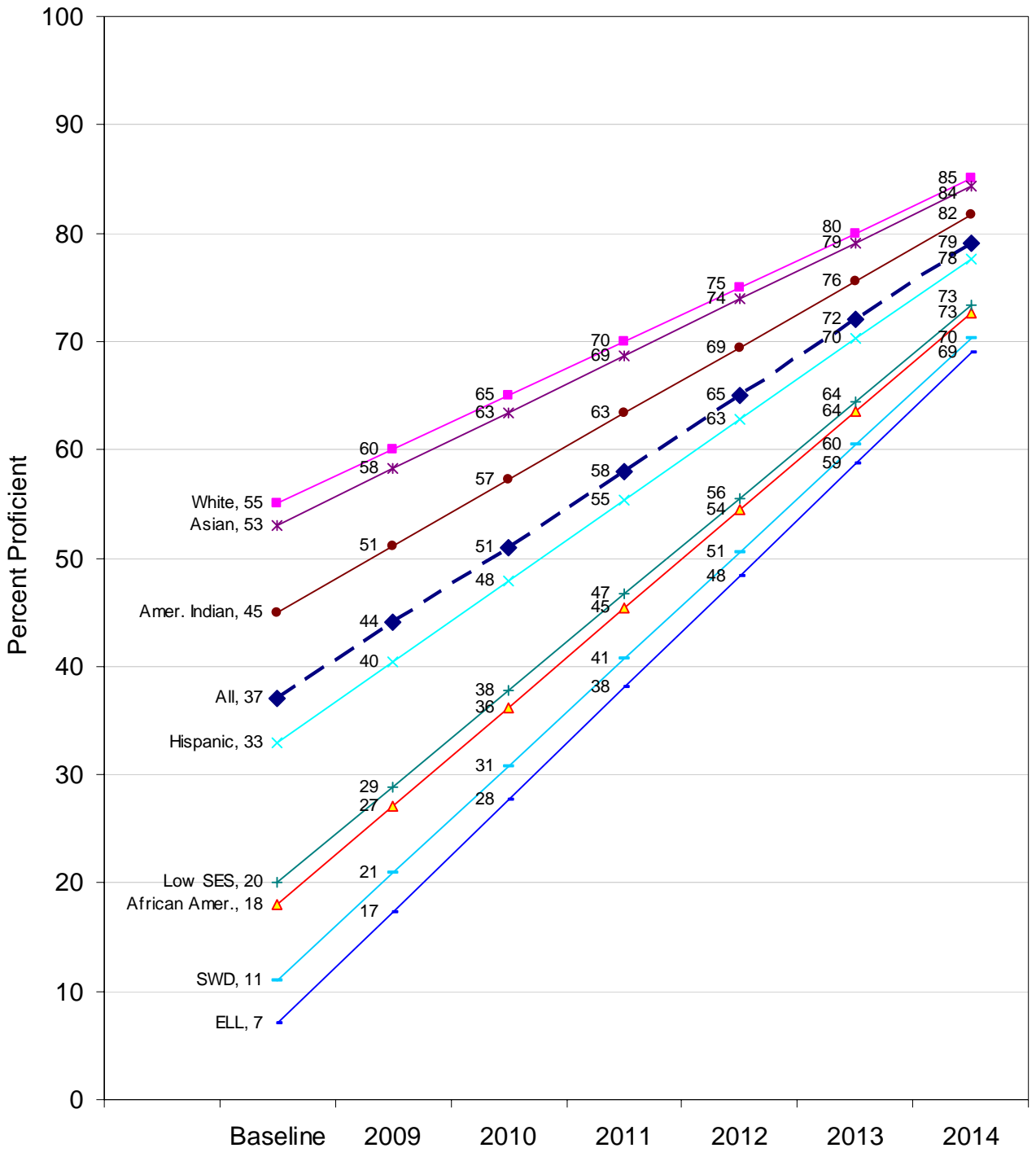


These objectives are designed to comply with the No Child Left Behind (NCLB) requirements including Safe Harbor provisions<sup>32</sup> for adequate yearly progress.

<sup>32</sup> Safe Harbor provisions are an additional method within the No Child Left Behind (NCLB) law that measures adequate yearly progress. It considers the amount of positive progress made over the previous year.

Duval County Public Schools Strategic Plan

FCAT Science, Middle School.

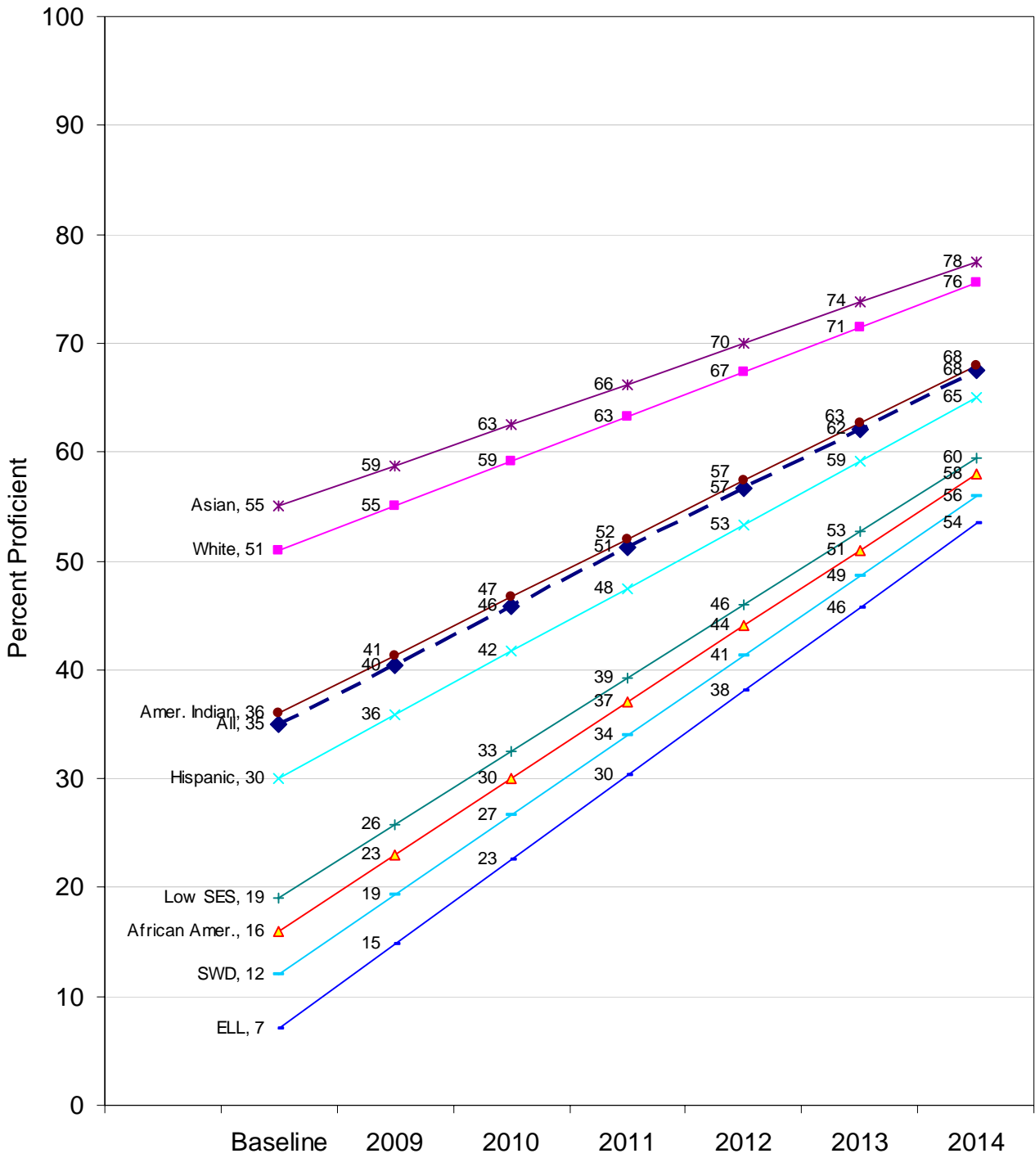


These objectives are designed to comply with the No Child Left Behind (NCLB) requirements including Safe Harbor provisions<sup>33</sup> for adequate yearly progress.

<sup>33</sup> Safe Harbor provisions are an additional method within the No Child Left Behind (NCLB) law that measures adequate yearly progress. It considers the amount of positive progress made over the previous year.

Duval County Public Schools Strategic Plan

FCAT Science, High School.

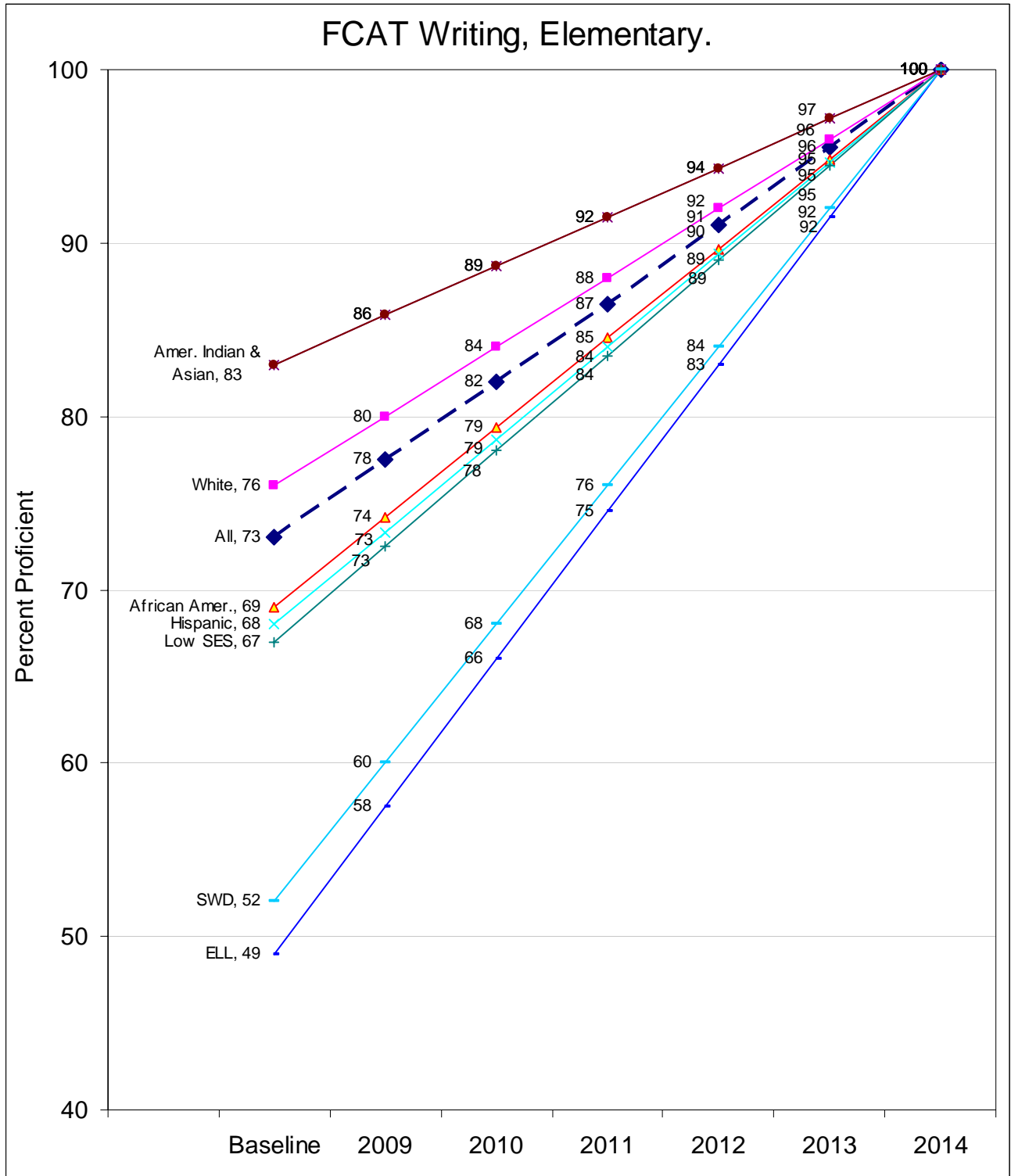


These objectives are designed to comply with the No Child Left Behind (NCLB) requirements including Safe Harbor provisions<sup>34</sup> for adequate yearly progress.

<sup>34</sup> Safe Harbor provisions are an additional method within the No Child Left Behind (NCLB) law that measures adequate yearly progress. It considers the amount of positive progress made over the previous year.

Duval County Public Schools Strategic Plan

1.A4. Writing Achievement and Closure of the Gaps

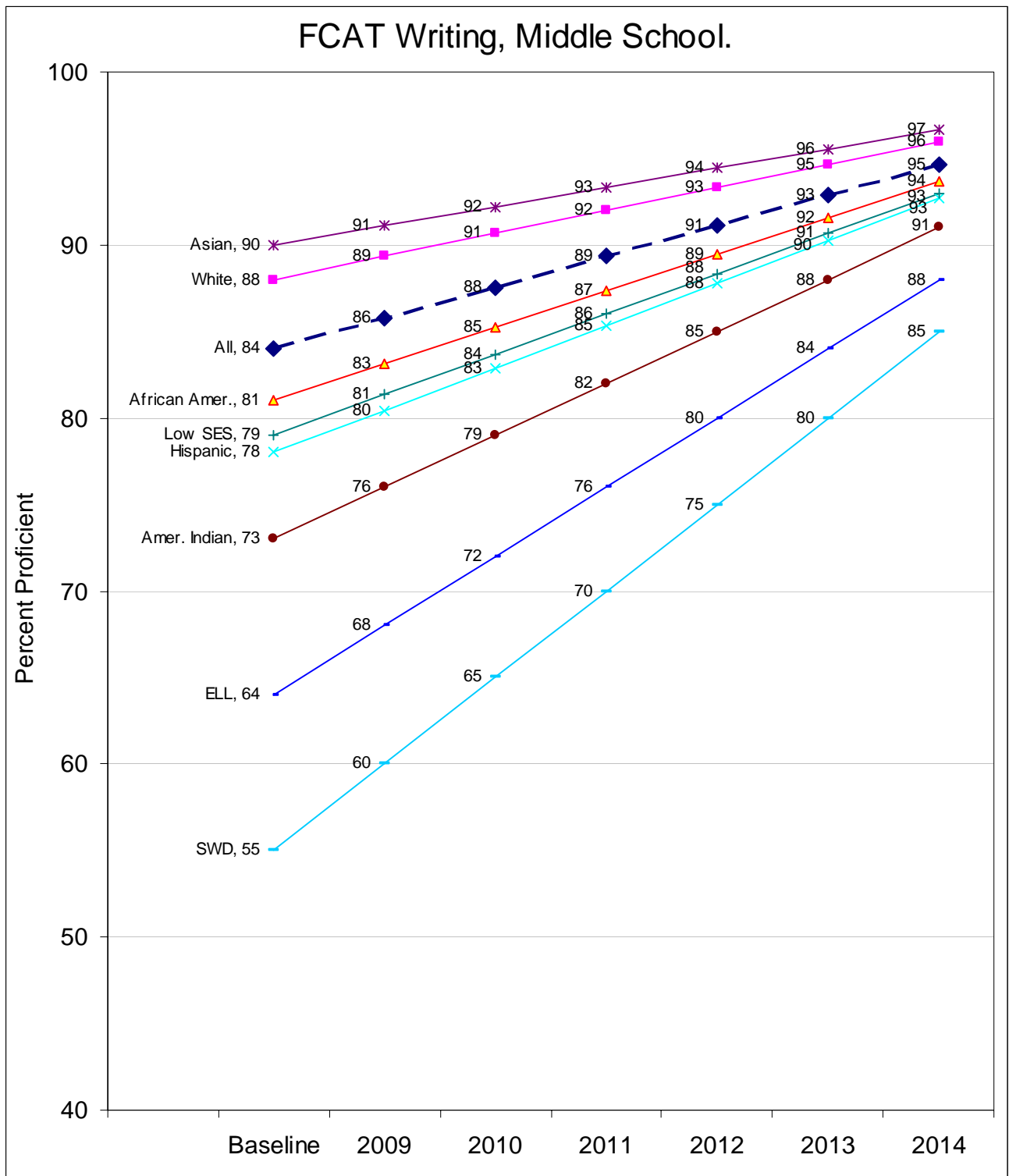


These objectives are designed to comply with the No Child Left Behind (NCLB) requirements including Safe Harbor provisions<sup>35</sup> for adequate yearly progress.

<sup>35</sup> Safe Harbor provisions are an additional method within the No Child Left Behind (NCLB) law that measures adequate yearly progress. It considers the amount of positive progress made over the previous year.

Duval County Public Schools Strategic Plan

FCAT Writing, Middle School.

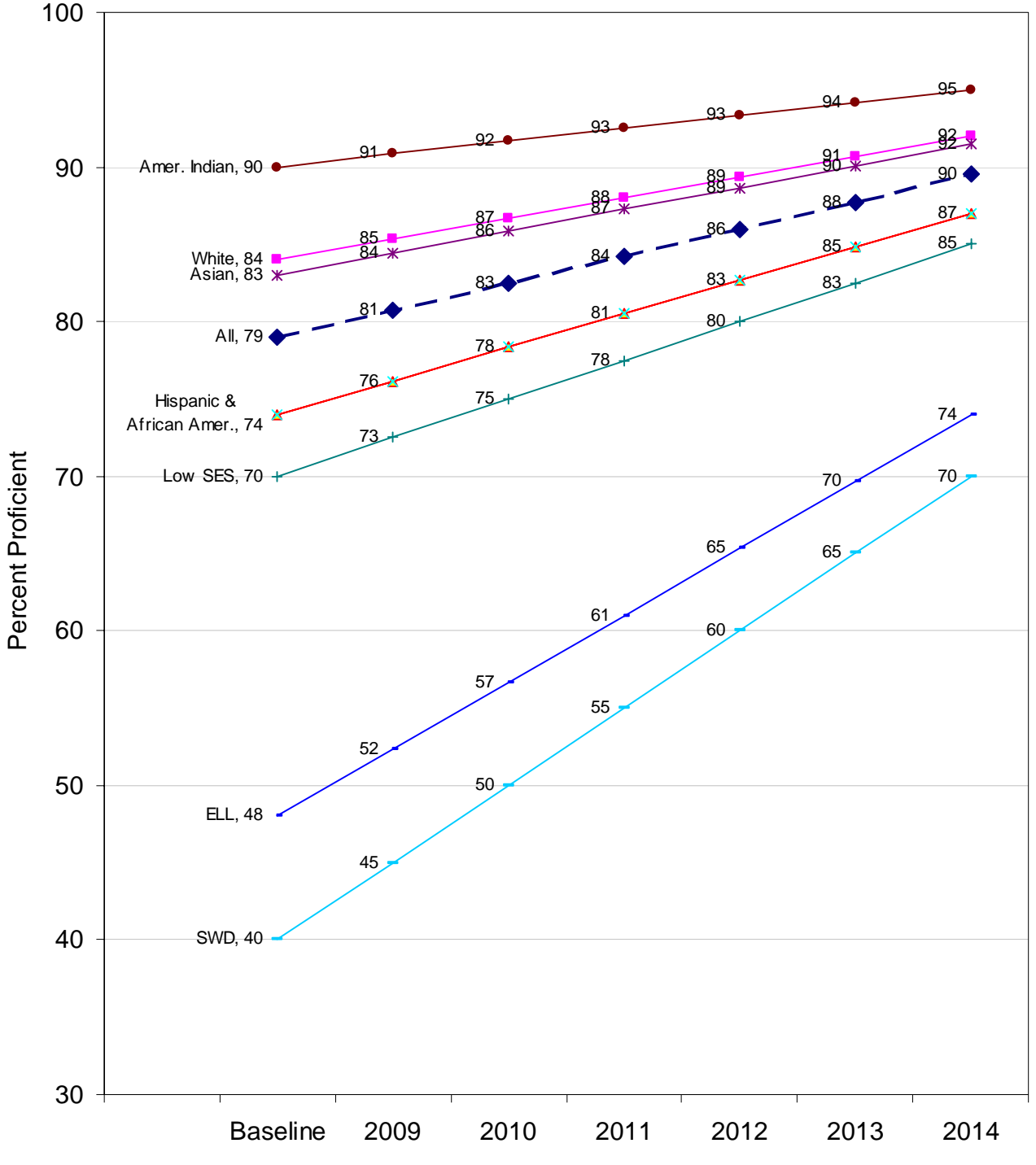


These objectives are designed to comply with the No Child Left Behind (NCLB) requirements including Safe Harbor provisions<sup>36</sup> for adequate yearly progress.

<sup>36</sup> Safe Harbor provisions are an additional method within the No Child Left Behind (NCLB) law that measures adequate yearly progress. It considers the amount of positive progress made over the previous year.

Duval County Public Schools Strategic Plan

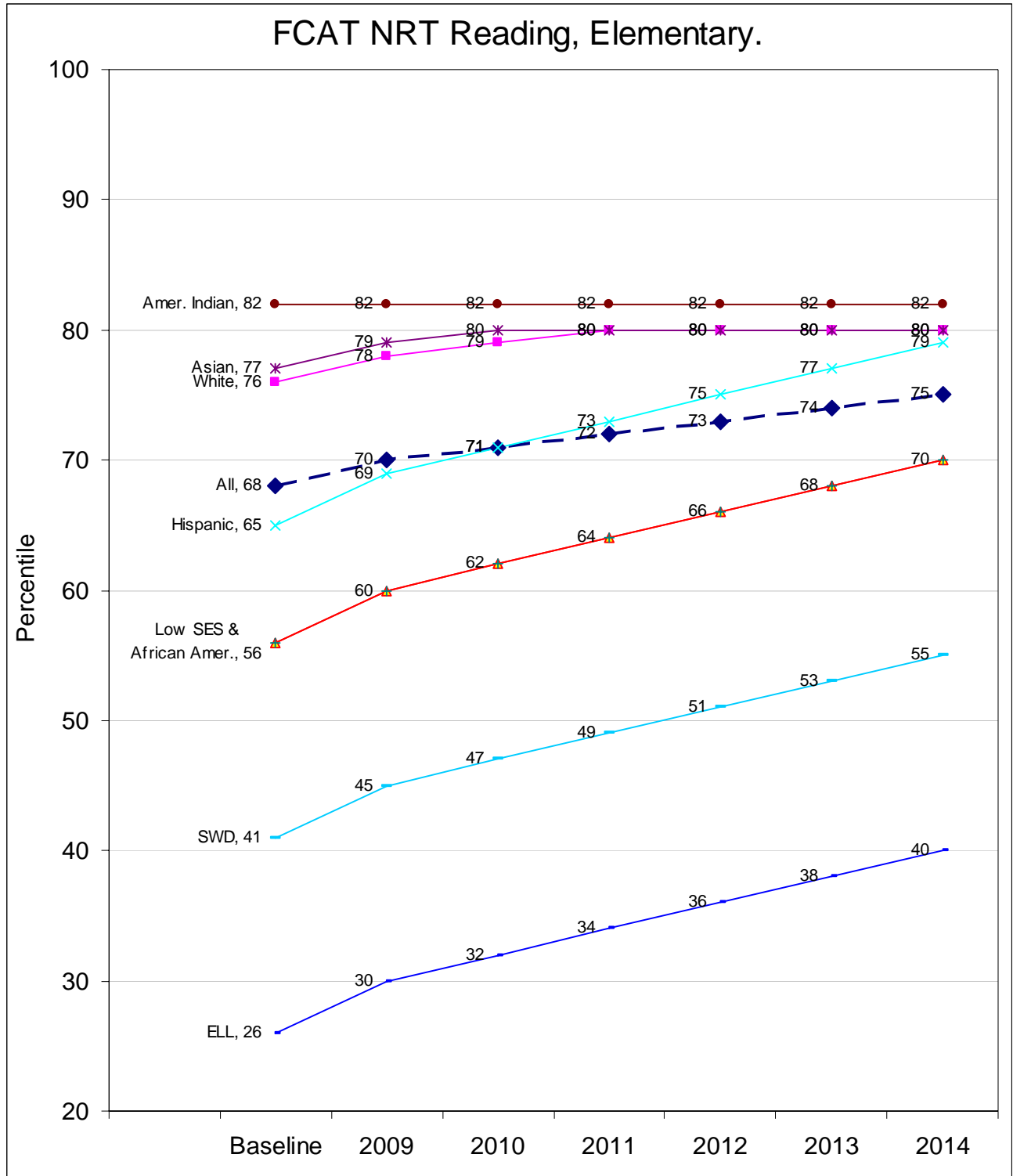
FCAT Writing, High School.



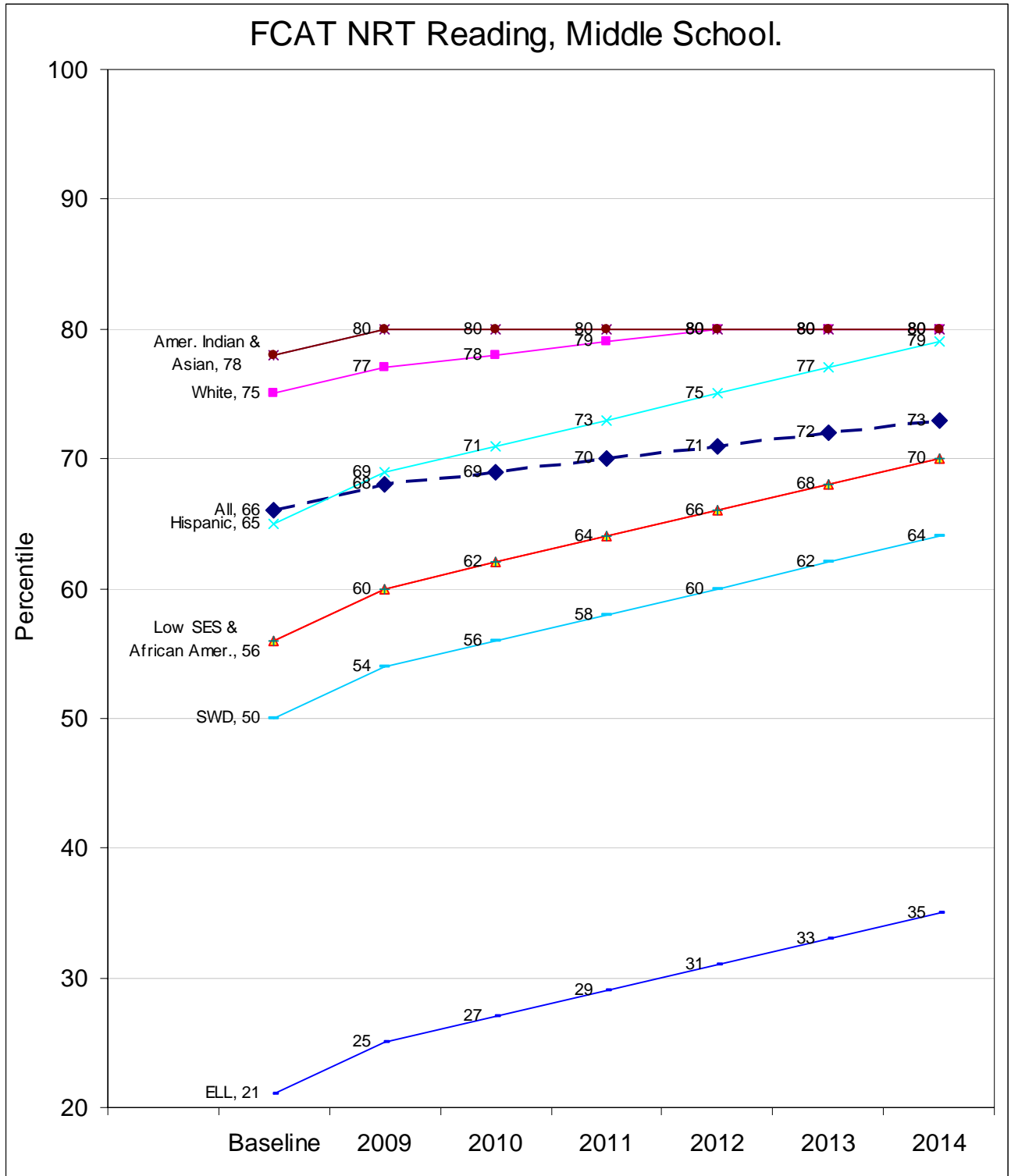
These objectives are designed to comply with the No Child Left Behind (NCLB) requirements including Safe Harbor provisions<sup>37</sup> for adequate yearly progress.

<sup>37</sup> Safe Harbor provisions are an additional method within the No Child Left Behind (NCLB) law that measures adequate yearly progress. It considers the amount of positive progress made over the previous year.

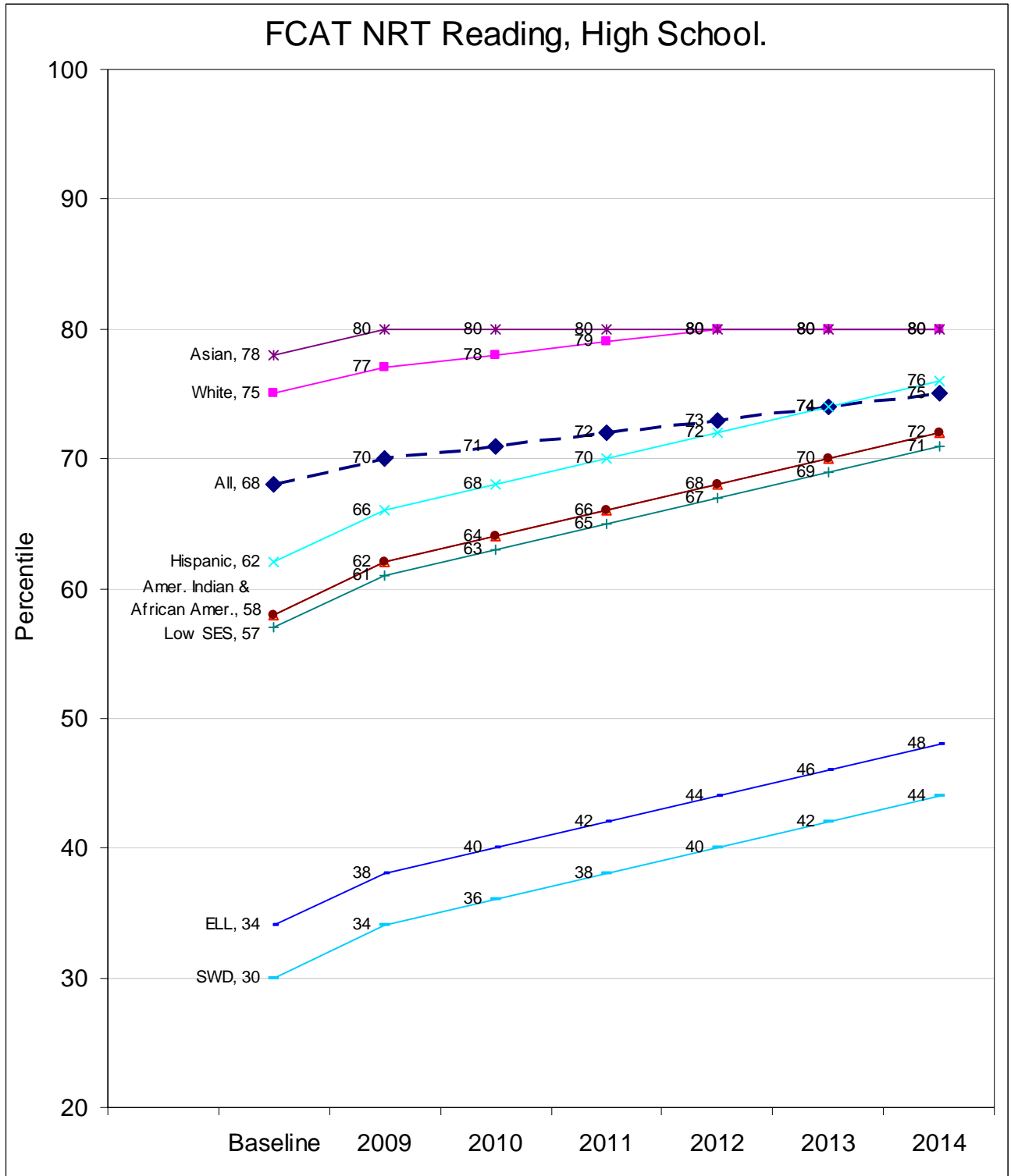
Duval County Public Schools Strategic Plan  
 1.A5. FCAT Norm Reference Reading Test



Duval County Public Schools Strategic Plan

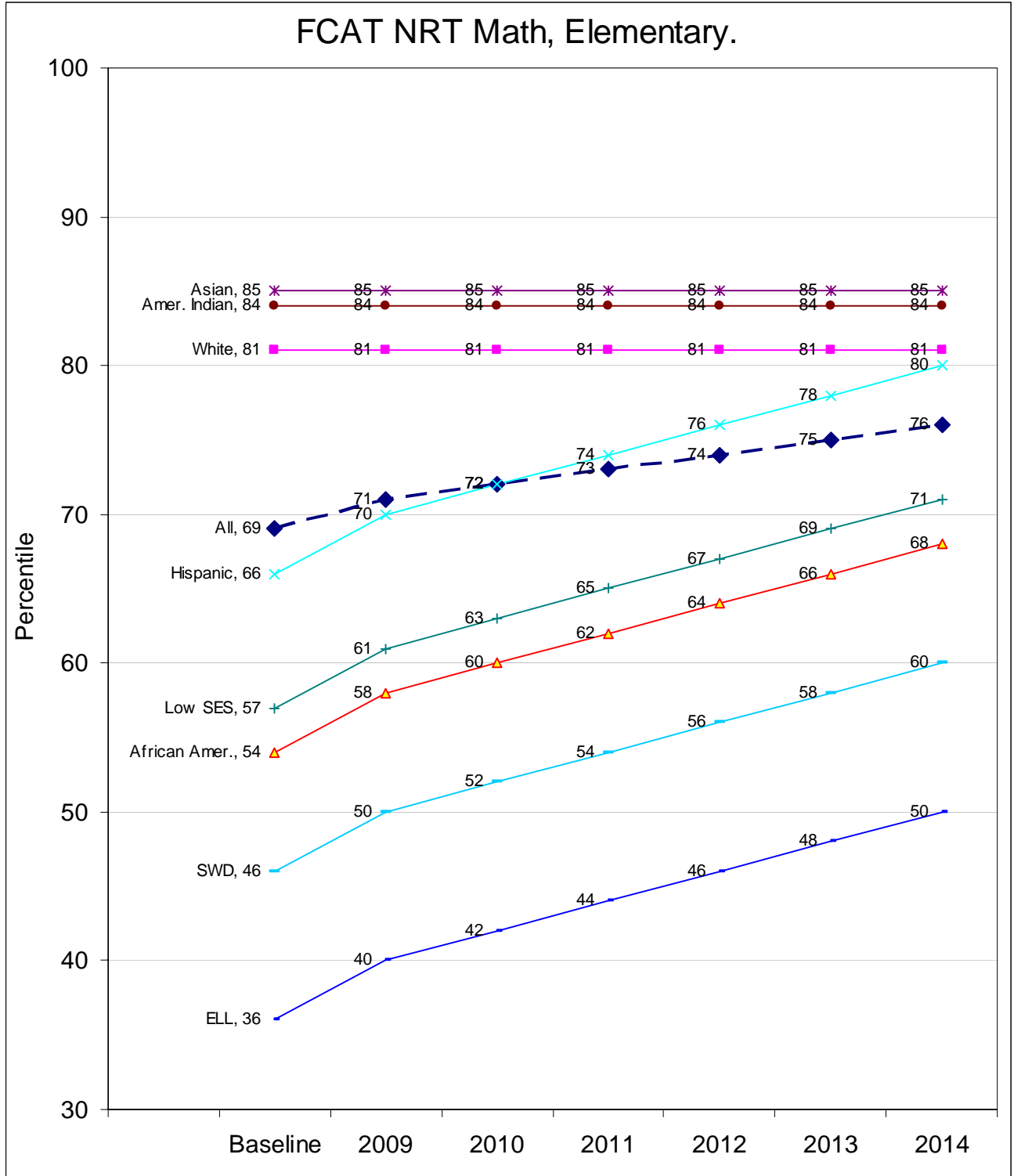


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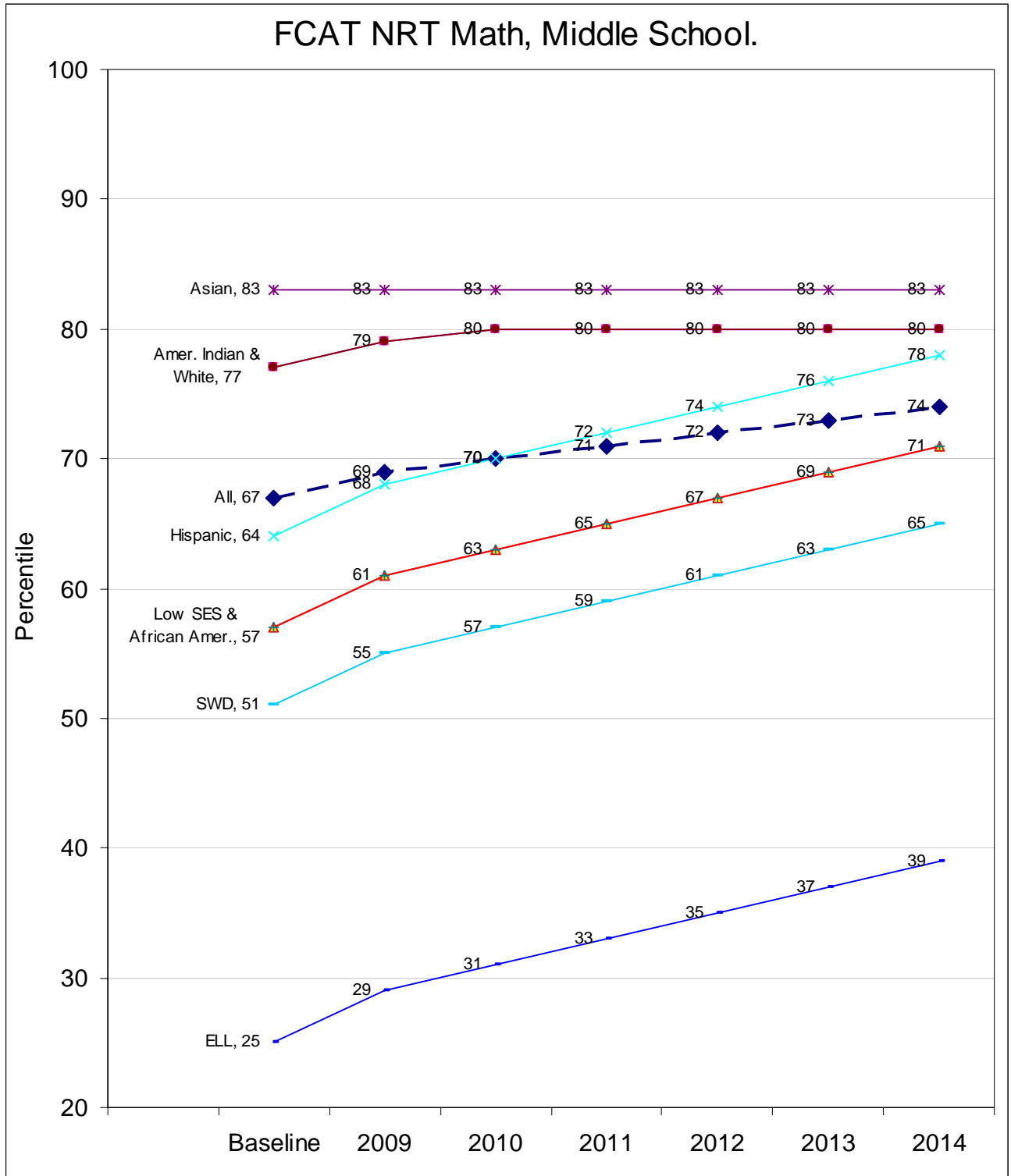


Duval County Public Schools Strategic Plan

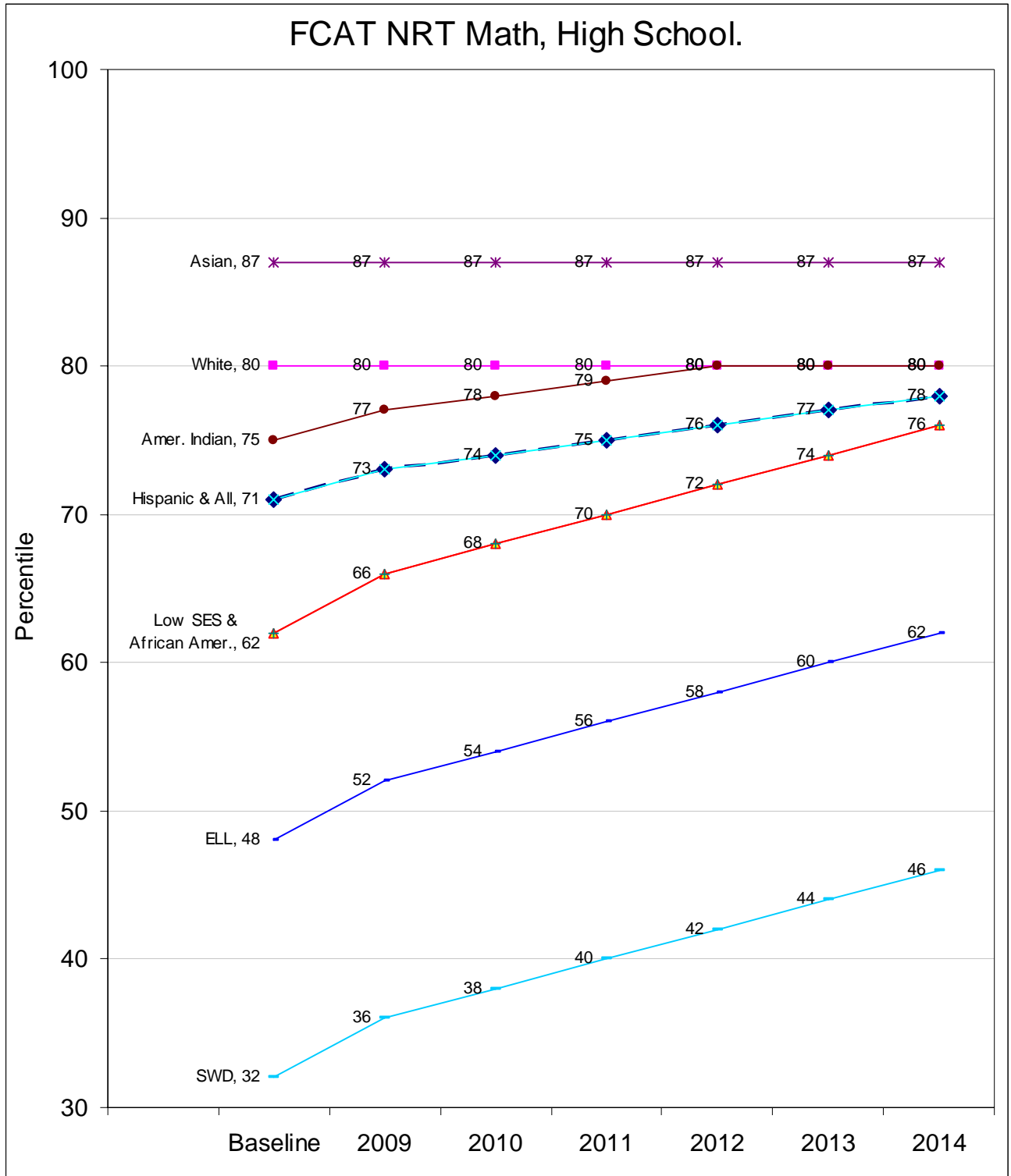
1.A5. FCAT Norm Reference Mathematics Test



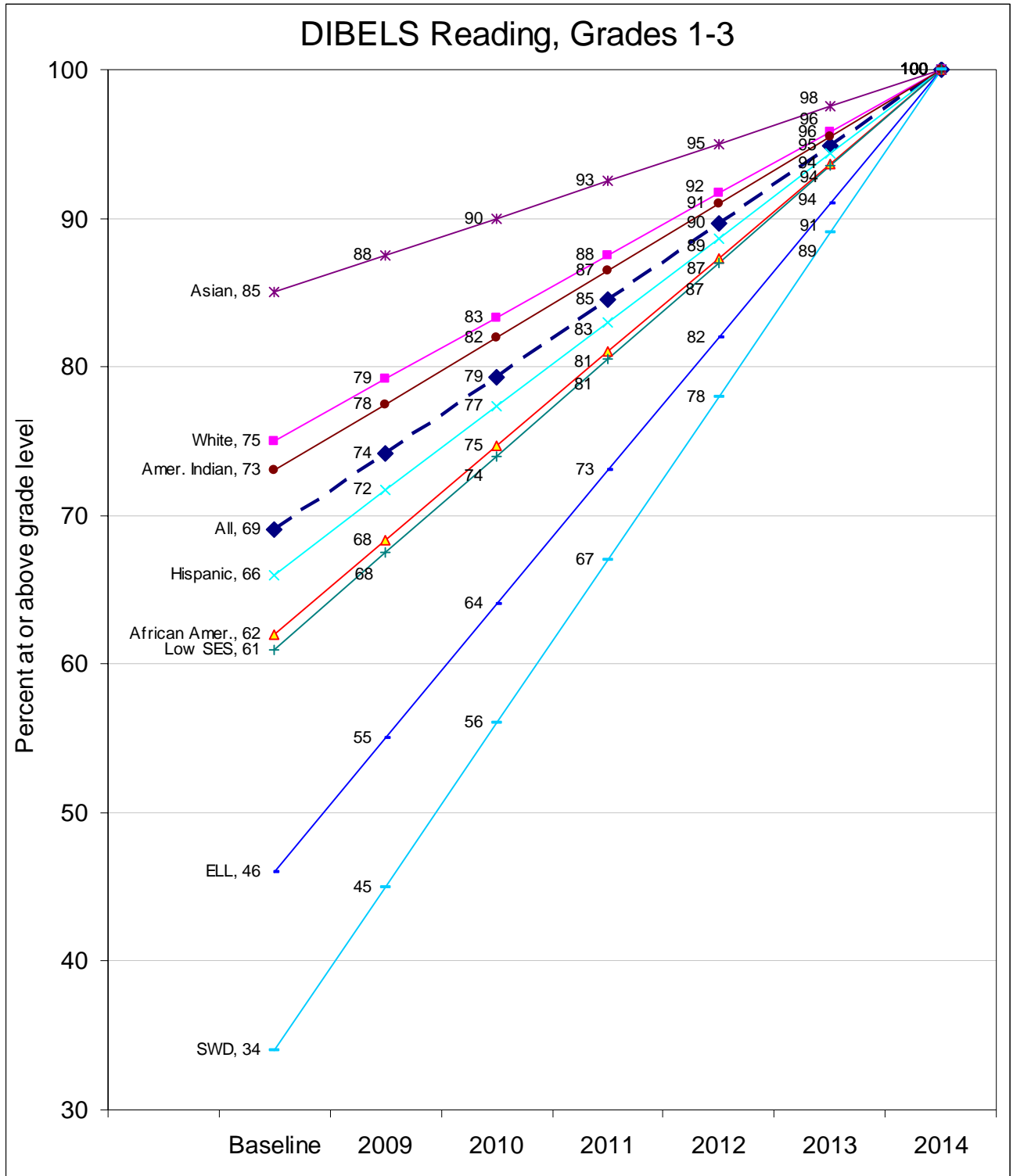
Duval County Public Schools Strategic Plan



Duval County Public Schools Strategic Plan

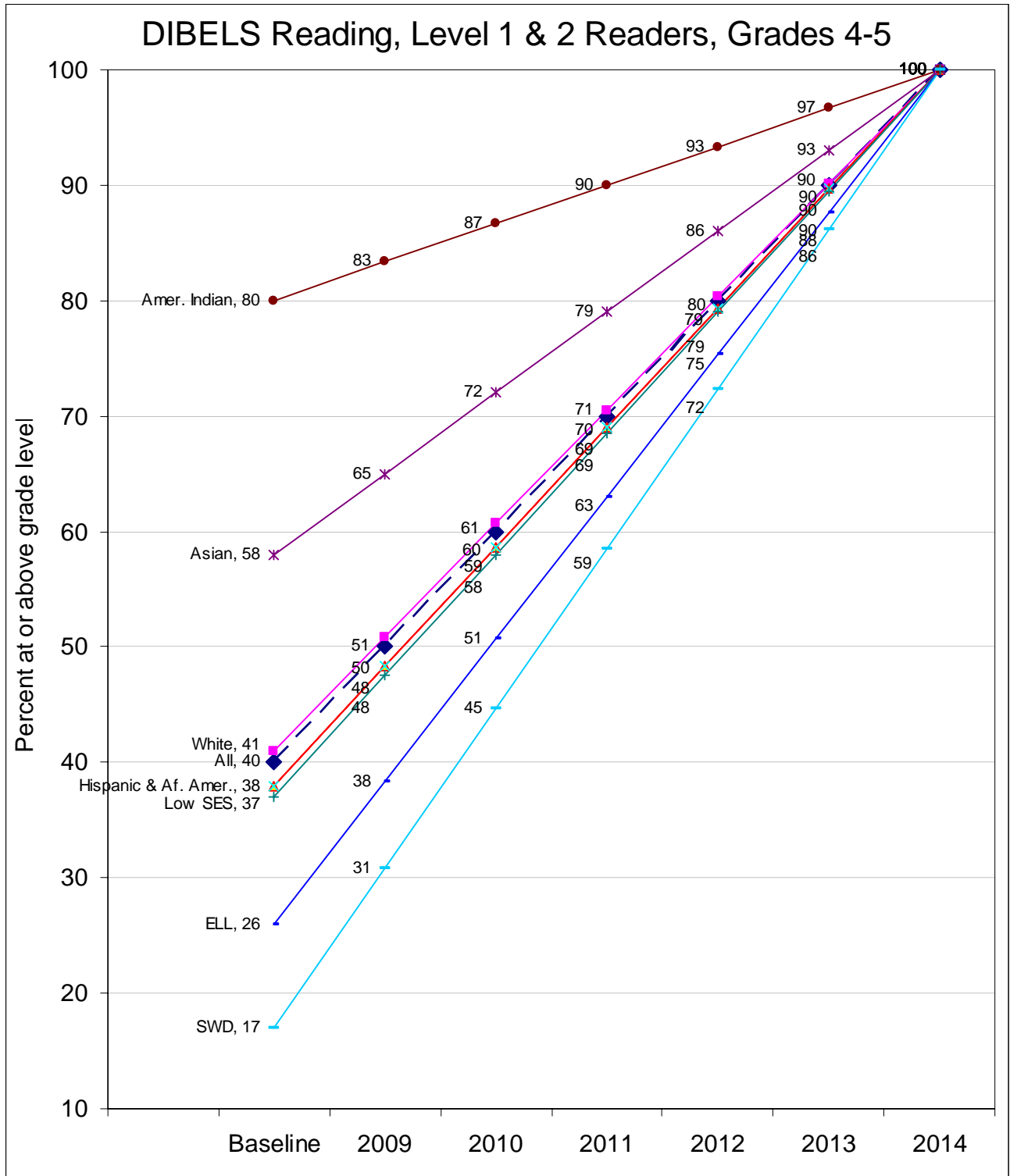


1.A6. Spring DIBELS<sup>38</sup> Oral Reading Fluency (DORF) assessment.



<sup>38</sup> The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is an early literacy assessment created by Dr. Roland Good and Dr. Ruth Kaminski of the Dynamic Measurement Group. It is used to screen for whether students are at risk of reading difficulty, and to monitor student progress and guide instruction.

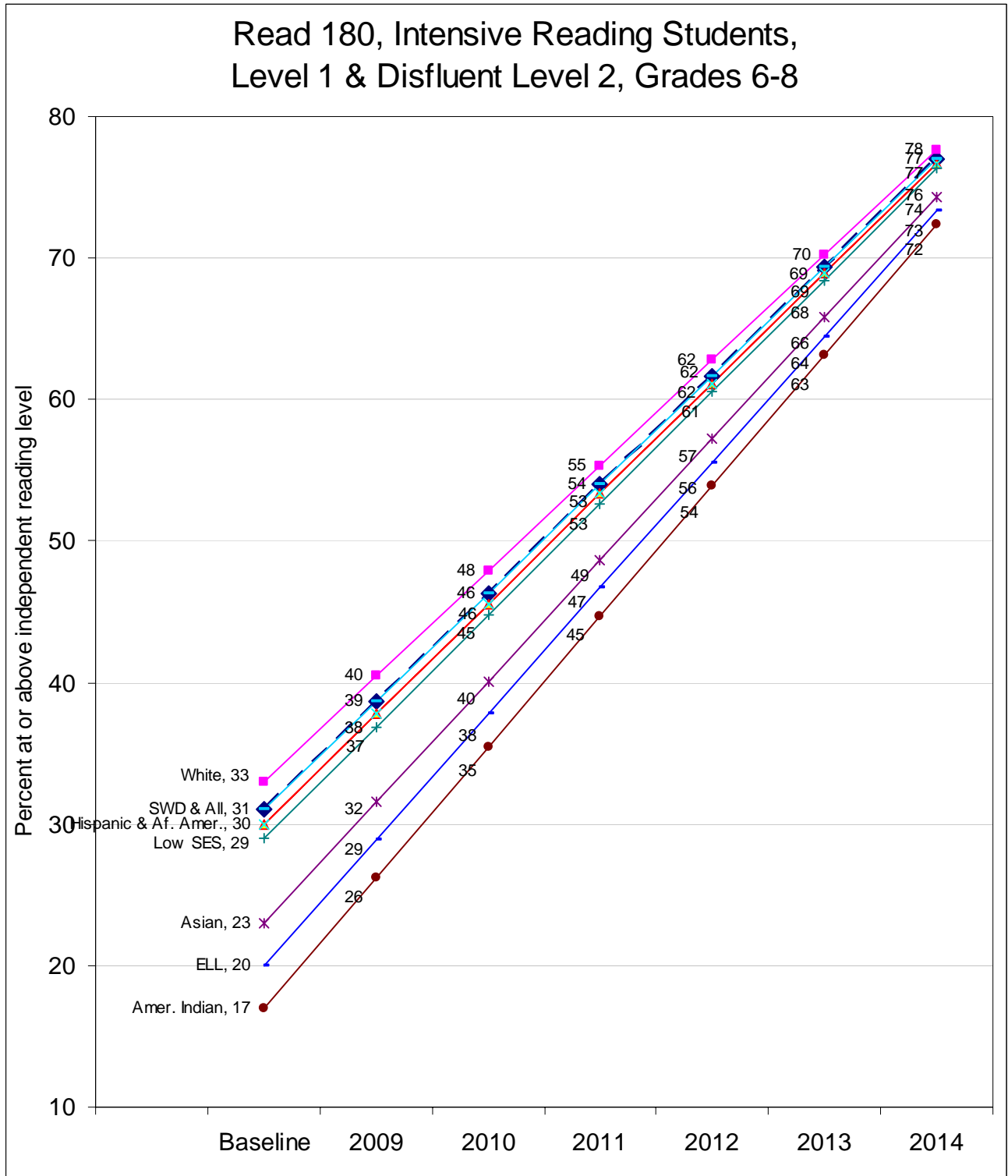
1.A6. Spring DIBELS<sup>39</sup> Oral Reading Fluency (DORF) assessment.



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Duval County Public Schools Strategic Plan

1.A7. FCAT Level 1 and disfluent<sup>40</sup> Level 2 students<sup>41</sup> in grades 6-8 who achieve a Lexile<sup>42</sup> score that is at or above the independent reading level.



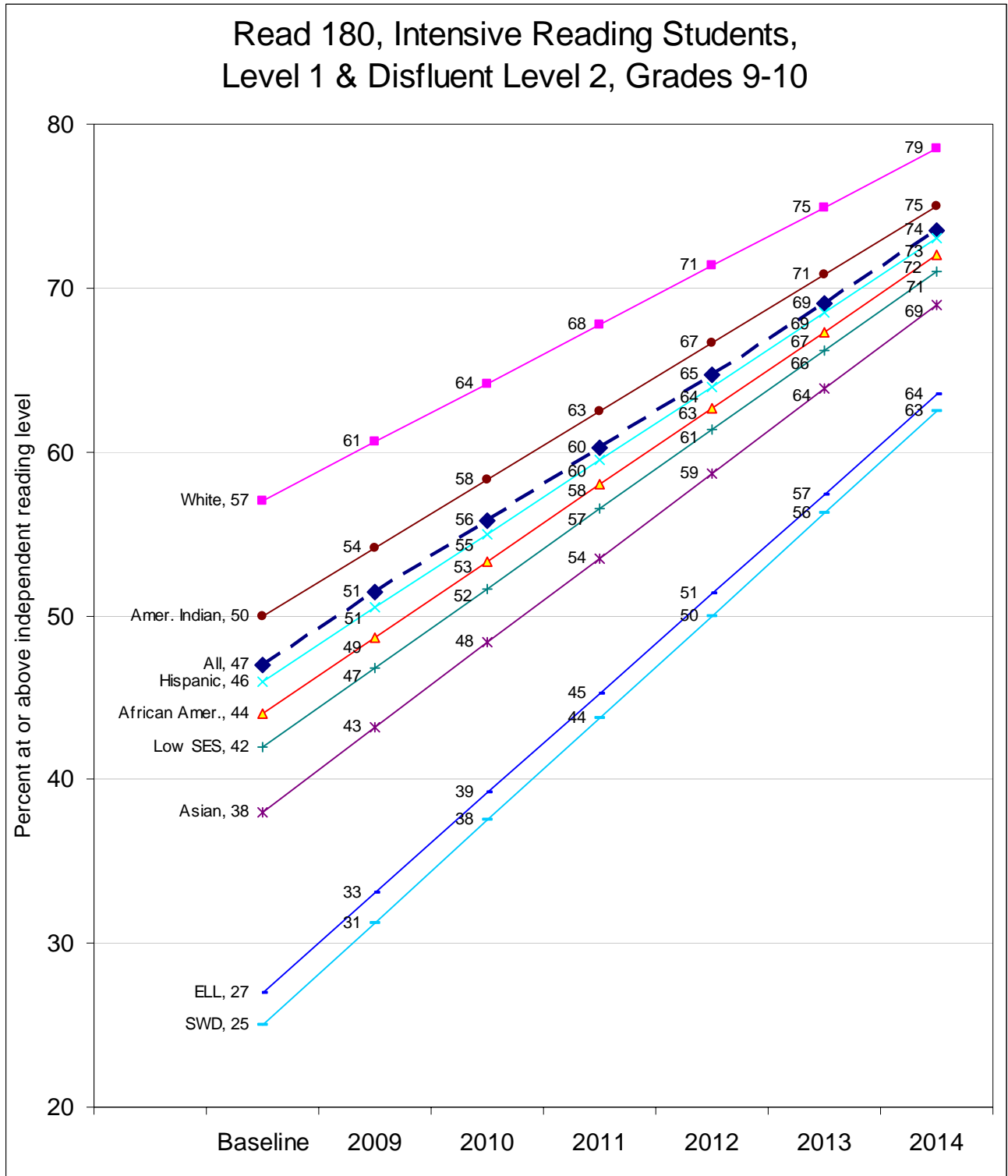
<sup>40</sup> Disfluent students are those students not reading quickly or accurately enough to understand what they are reading.

<sup>41</sup> Level 1 and Level 2 refers to student who receive a score of 1 or 2 on the FCAT test.

<sup>42</sup> A Lexile is a measure that allows educators to match students with reading material at an appropriate level of difficulty.

## Duval County Public Schools Strategic Plan

1.A7. FCAT Level 1 and disfluent<sup>43</sup> Level 2 students<sup>44</sup> in grades 9-10 who achieve a Lexile<sup>45</sup> score that is at or above the independent reading level.



<sup>43</sup> Disfluent students are those students not reading quickly or accurately enough to understand what they are reading.

<sup>44</sup> Level 1 and Level 2 refers to student who receive a score of 1 or 2 on the FCAT test.

<sup>45</sup> A Lexile is a measure that allows educators to match students with reading material at an appropriate level of difficulty.