

EXPOSURE DRAFT



The Alliance for World Class Education

Duval County Public Schools

District Strategic Plan

EXPOSURE DRAFT
(with Initiatives and Actions)

March 12, 2008

This document has been published in two versions, one with and one without proposed Initiatives and Actions supporting the strategies. The version without the Initiatives and Actions reflects the work of the Task Force, which intentionally avoided going beyond strategic issues. District staff, however, added the Initiatives and Actions in order to provide readers who were interested in implementation tactics an opportunity to understand the specific means by which strategies might be implemented. Either version is available upon request.

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Introduction

In November of 2007 the Duval County School Board requested the assistance of The Alliance for World Class Education in the 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 philanthropic sectors of Jacksonville, to work closely with senior district staff in the development of a strategic plan. The time horizon chosen for the strategic plan was four years, extending to the year 2012.

The School Board had already established a set of Core Beliefs and a Vision and Mission Statement, both of which had been in place for over two years. The board then established six overarching goals for its school system. All three of 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, ranging in number from one to three for each goal. With considerable assistance from District staff, the task force 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. These measurable targets are to be viewed as tentative as this stage and are expected to be refined as the result of input from interested citizens, educational organizations, and professional consultants.

On March 11, 2008, the School Board in a workshop session approved what is termed the Exposure Draft of the strategic plan, and it was released for broad public consideration the following day. During the exposure period, which will be approximately four weeks, the task force and the District expect to receive suggestions and input that will make the plan one of even higher quality and clarity than the Exposure Draft.

After the receipt of public input, the task force and the board will make appropriate modifications to the strategic plan, to be followed by final board adoption. Because its targets are specific and measurable, the plan will provide a basis for monitoring and measuring progress, on a yearly basis, toward meeting the goals and strategies. The Alliance intends to remain involved in the implementation phase providing its own measurements of progress. They will also assist the community in its understanding of the plan and progress toward its implementation.

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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

The 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

A. 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 | A. Doug Ayars, Chief Operating Officer |

Duval County Public Schools

Vision and Mission

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.

Duval County Public Schools

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.

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.

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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.

1.A) Strategy: Provide additional support for all low performing students, especially in Turnaround Schools¹.

1.A) Objectives and Measurables:

1.A1 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 subgroups² of students as defined by NCLB will be reduced by the following:

Students Achieving Level 3 or Above ³	Baseline	2009	2010	2011	2012
Reading	55%	59%	62%	65%	68%
Mathematics	57%	61%	64%	67%	70%
Science	36%	41%	47%	52%	57%
Writing	78%	80%	82%	84%	86%
Weighted Average Performance Gap ⁴	Baseline	2009	2010	2011	2012
Reading	20	18	17	15	14
Mathematics	29	27	24	22	20
Science	24	22	20	18	17
Writing	11	10	9	8	7

The following four (4) graphs show the percentage of students who scored Level 3 or above and shows a line for all students as a dotted line with the category labeled "All". The graphs also show the performance of students within each NCLB defined subgroup. This illustrates the performance of "All" students and also allows a comparison of the gaps in performance between groups.

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 normally 2006/07; or more recent data when available.

¹ Turnaround Schools: Schools identified by the Superintendent as having the greatest challenges.

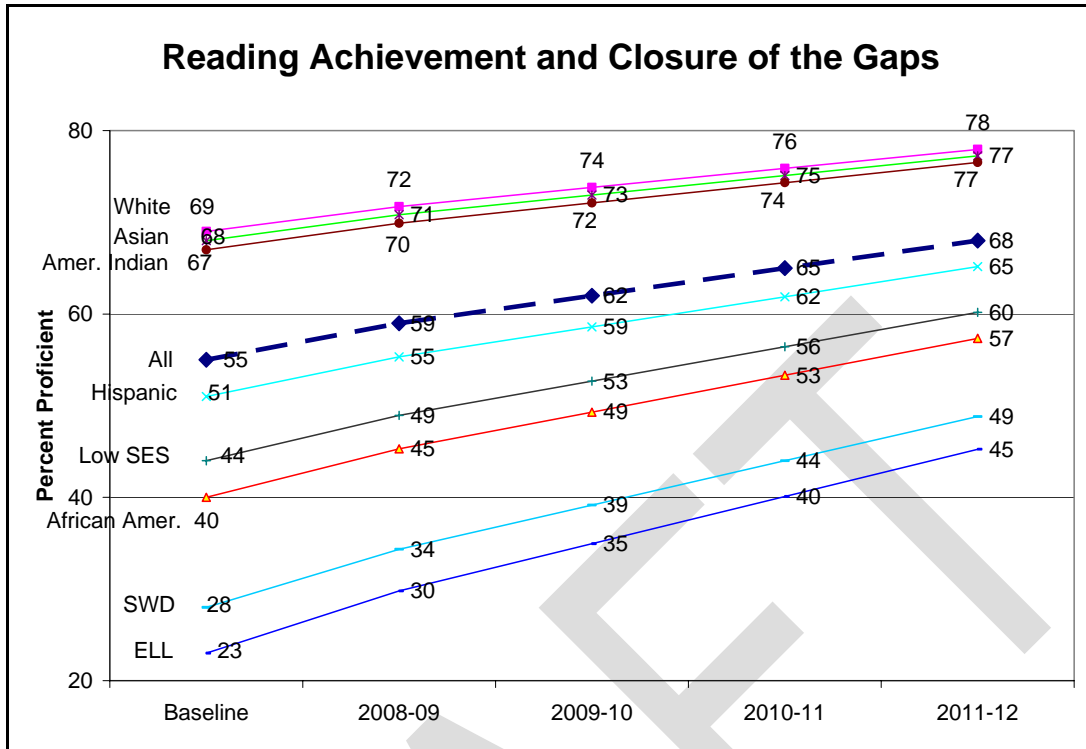
² NCLB is No Child Left Behind. The subgroups are: African American, American Indian, Asian, Hispanic, White, Low Socio-Economic Status (Low SES), Students with Disabilities (SWD) and English Language Learners (ELL).

³ Level 3. A student who scores Level 3 or higher is defined as proficient by the State of Florida.

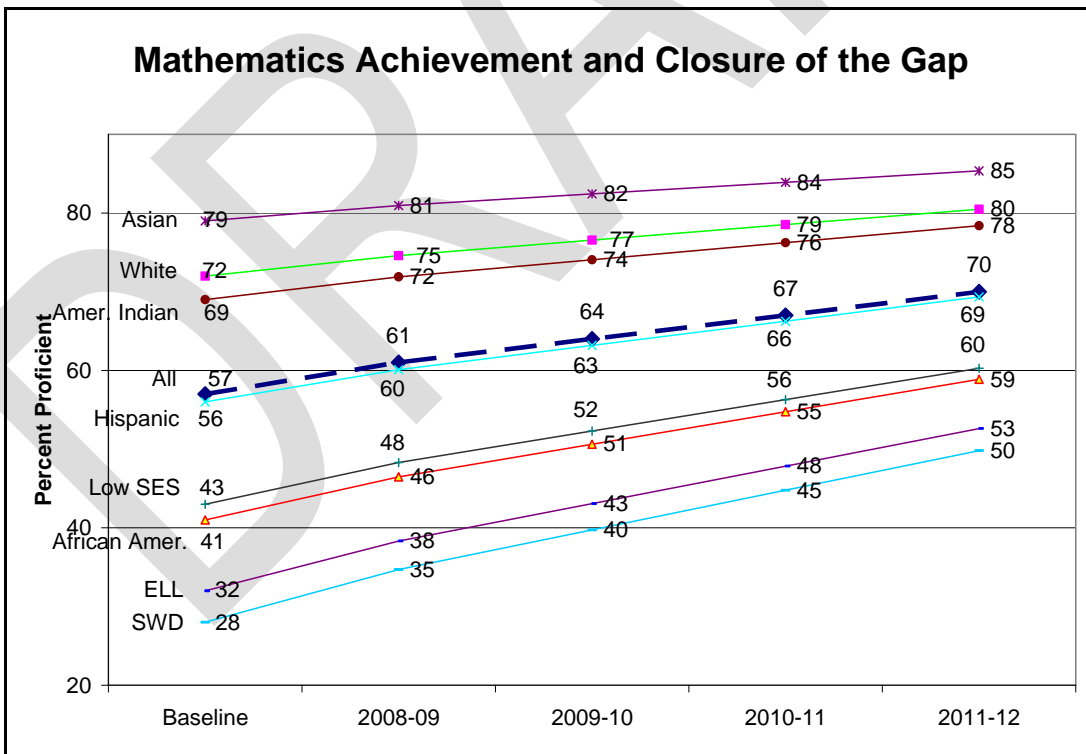
⁴ Weighted Average Performance Gap is an estimate of the average size of the gap taking into account the number of students within each subgroup.

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FCAT Reading scores and future targets⁵ for Duval County



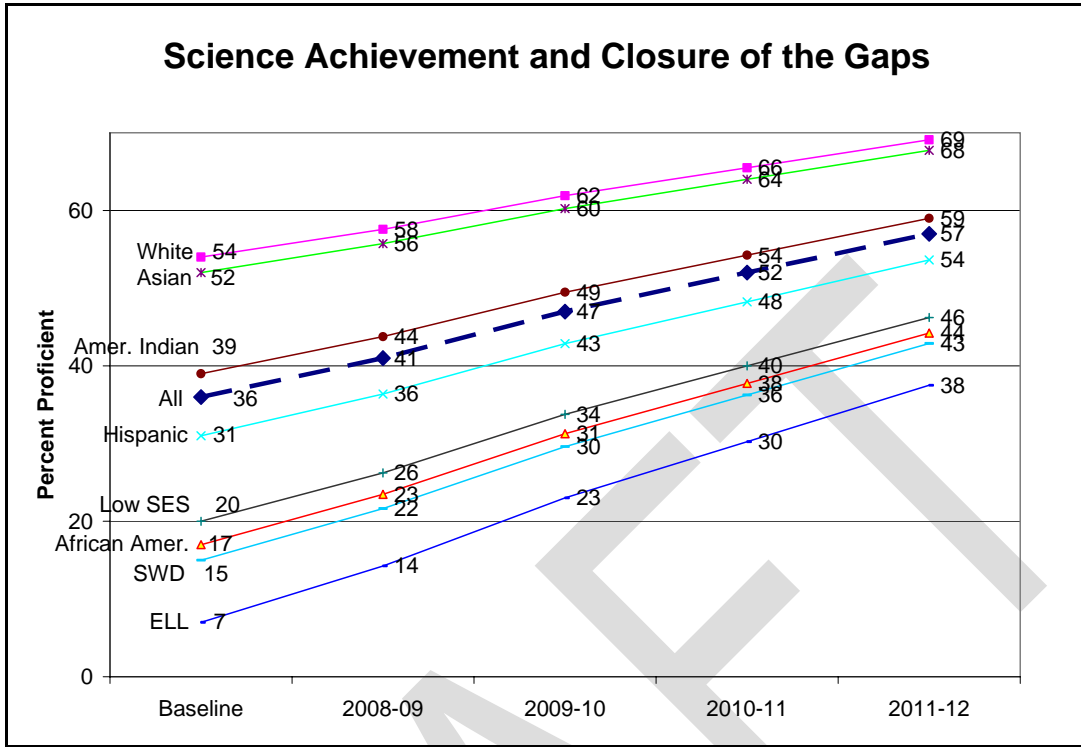
FCAT Mathematics scores and future targets for Duval County



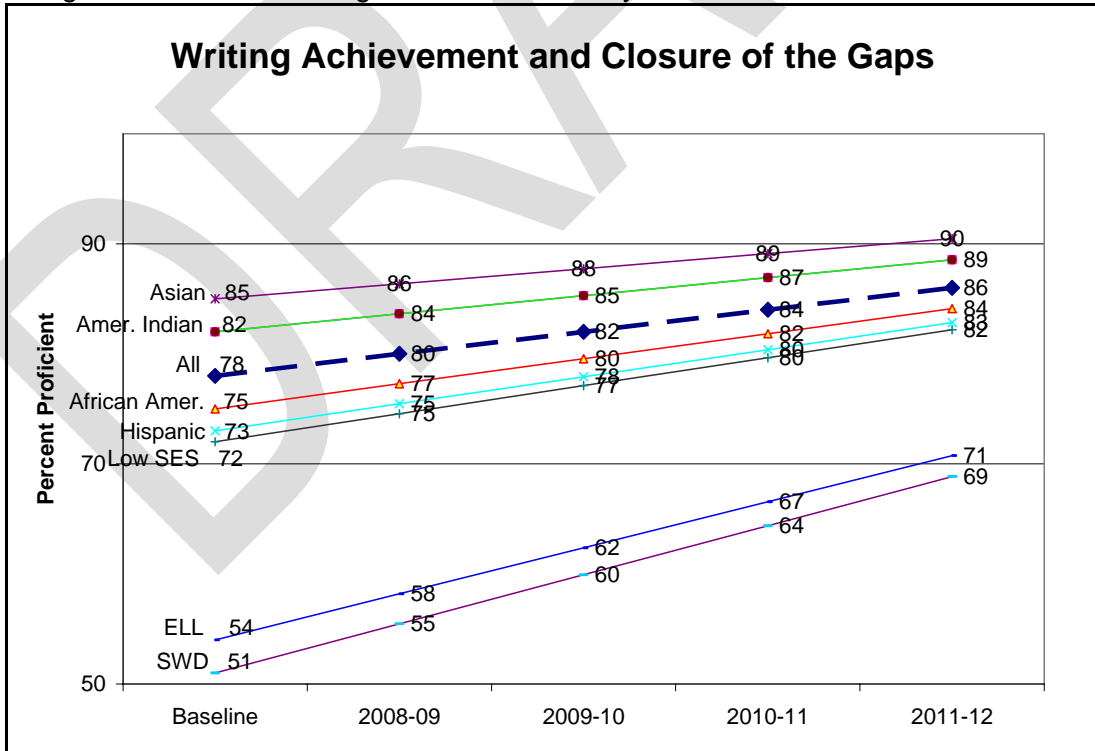
⁵ ELL = English Language Learners, Low SES = Low Socio-Economic Status, SWD = Students with Disabilities

EXPOSURE DRAFT

FCAT Science scores and future targets⁶ for Duval County



FCAT Writing scores and future targets for Duval County



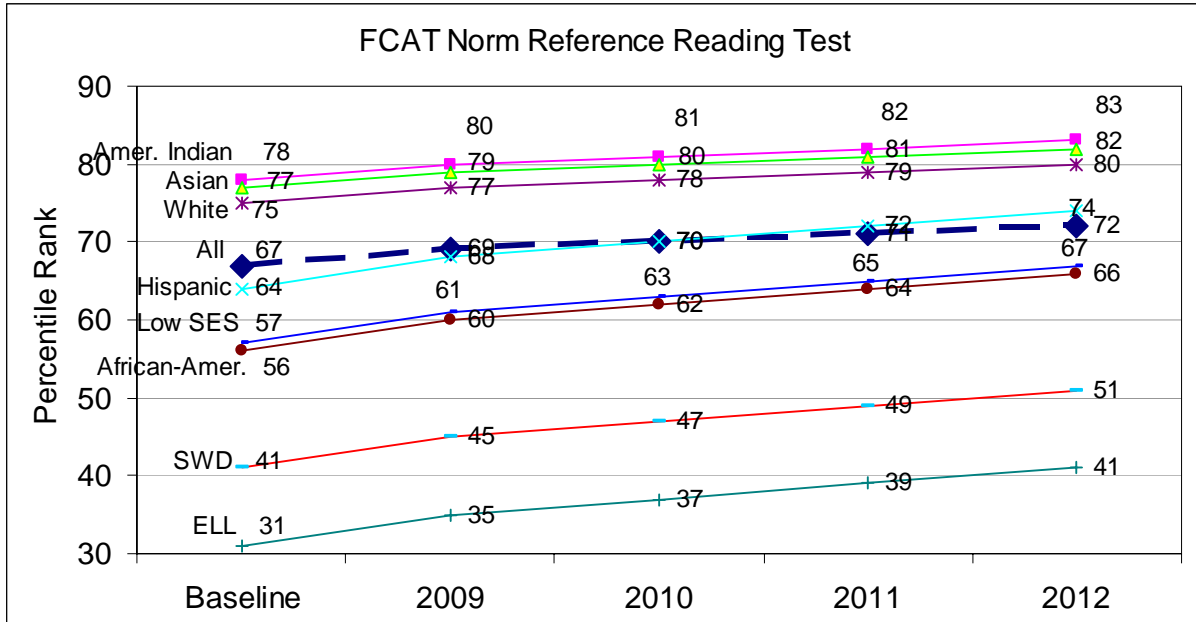
⁶ ELL = English Language Learners, Low SES = Low Socio-Economic Status, SWD = Students with Disabilities

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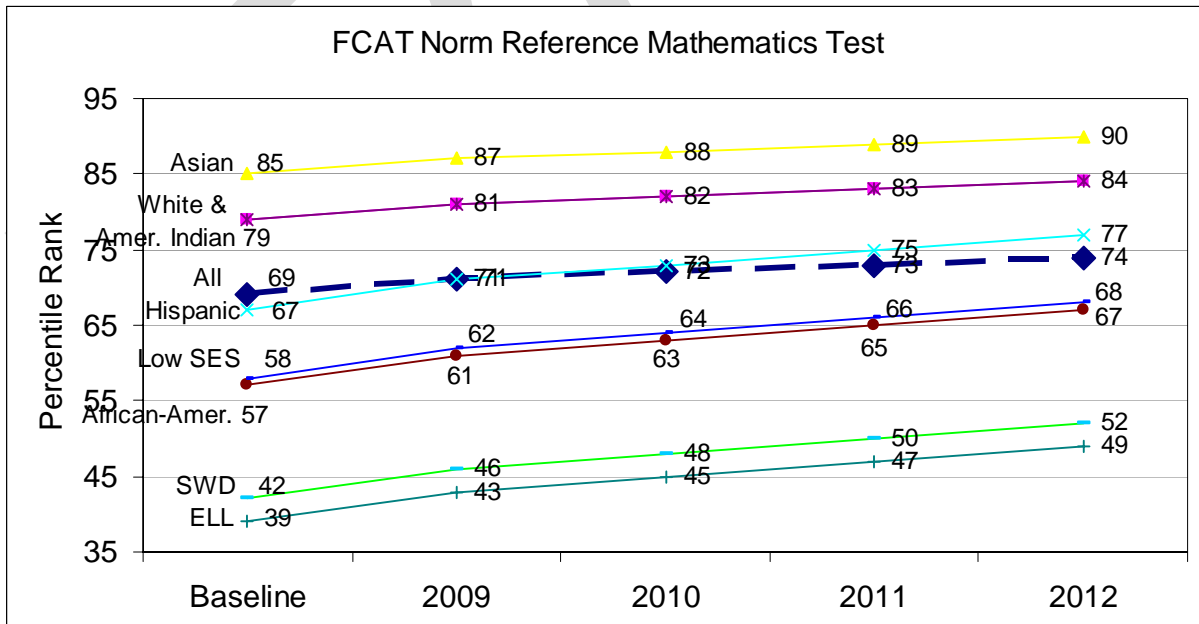
1.A3 By 2012, the median percentile rank on the FCAT Norm-Referenced Test for all student subgroups will increase by the following:

	Baseline	2009	2010	2011	2012
Reading	67	69	70	71	72
Mathematics	69	71	72	73	74

FCAT Norm Reference Test targets⁷ for Reading



FCAT Norm Reference Test for Mathematics



⁷ ELL = English Language Learners, Low SES = Low Socio-Economic Status, SWD = Students with Disabilities

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1.A) Initiatives and Actions:

- A district committee will identify, review, and select research-based materials, interventions, and supplemental instructional programs. This will be the menu from which schools select materials.
- Ensure that all secondary students scoring a Level 1 or Level 2, disfluent are enrolled in an intensive reading program utilizing READ 180.
- Provide extra staff and financial resources to the designated Turnaround Schools via a comprehensive Turnaround School Assistance Plan.
- Pilot an expanded school day in selected Turnaround Schools.
- Support inclusive practices for ESE students through extensive teacher training and on-site support.
- Create a full-service Welcome! Center for refugees and immigrants entering our community. This will grow into a full Welcome! Transitional School for DCPS students needing intensive educational intervention before entering one of our cluster schools.
- Expand world languages instruction to include the critical languages. Recruitment of qualified teaching staff and appropriate materials acquisition in Chinese, Arabic, and other critical languages will control the rate of expansion into new school sites.
- Meet the needs of the growing English Language Learner⁸ population by offering programs designed to facilitate English acquisition and academic achievement.
- Monitoring for compliance will ensure timely access to the English for Speakers of Other Languages (ESOL) program and equal-access to all programming. Program support will be enhanced through after-school tutoring options, parent workshops and orientations, and technical assistance to school and district staff. Translations and cultural information will be provided as needed.

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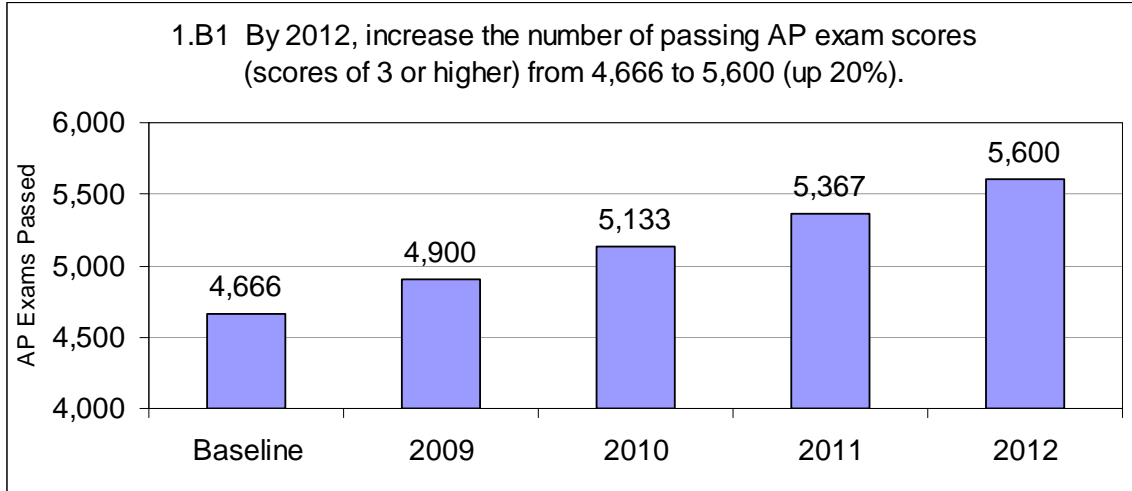
⁸ English Language Learners: Students whose native language is not English.

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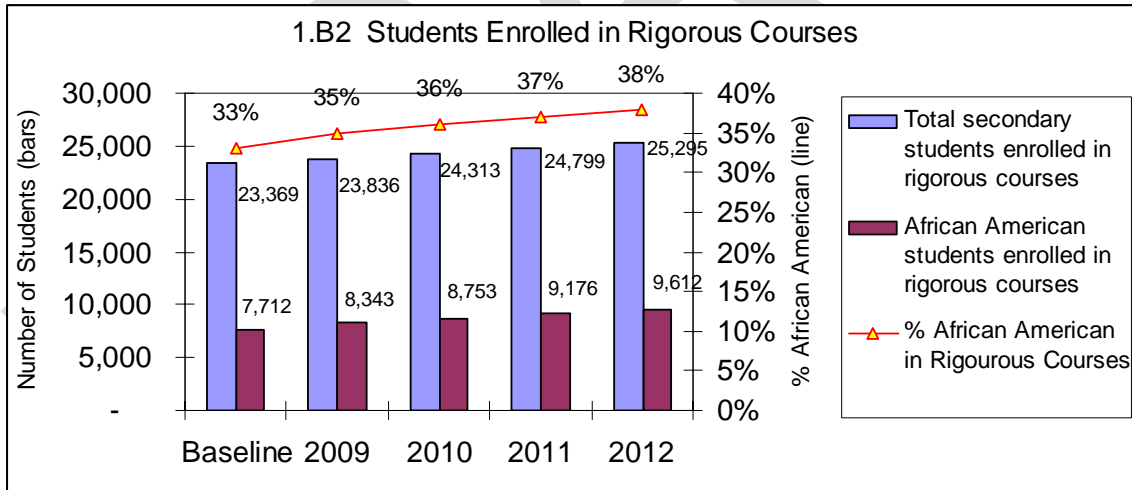
1.B) Strategy: Increase student success rates in rigorous courses⁹.

Objectives and Measurables:

1.B1 By 2012, increase the number of passing¹⁰ AP exam scores from 4,666 to 5,600 (up 20%).



1.B2 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%).

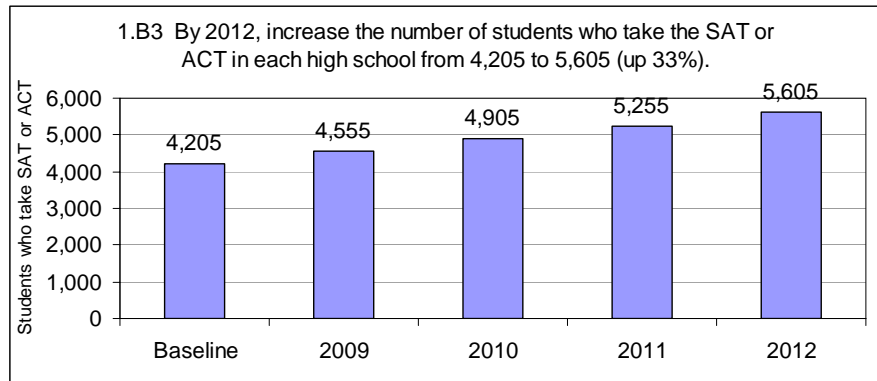


⁹ Rigorous courses in high school are defined as those classified in the State Course Code Directory as advanced, honors, AP, dual enrollment, IB or pre-IB, AICE or pre-AICE and other courses identified as rigorous with a course level of 3 (excluding PE and Career/Vocational). Rigorous courses in middle 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.

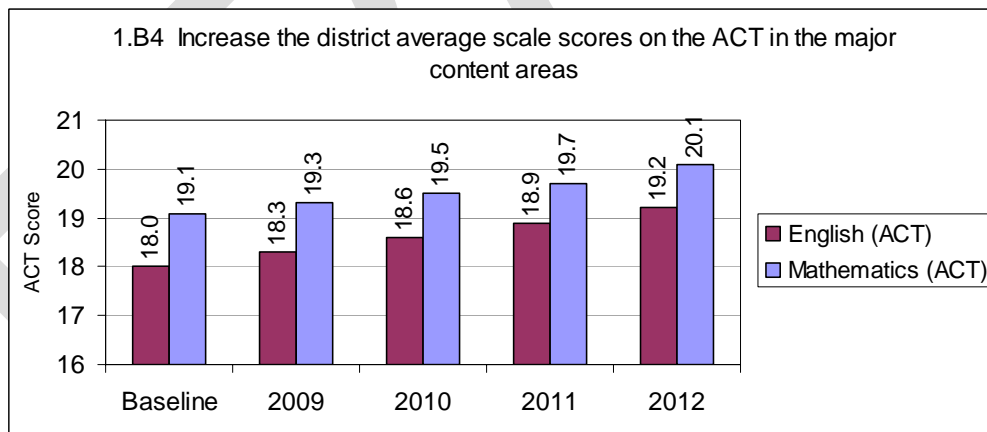
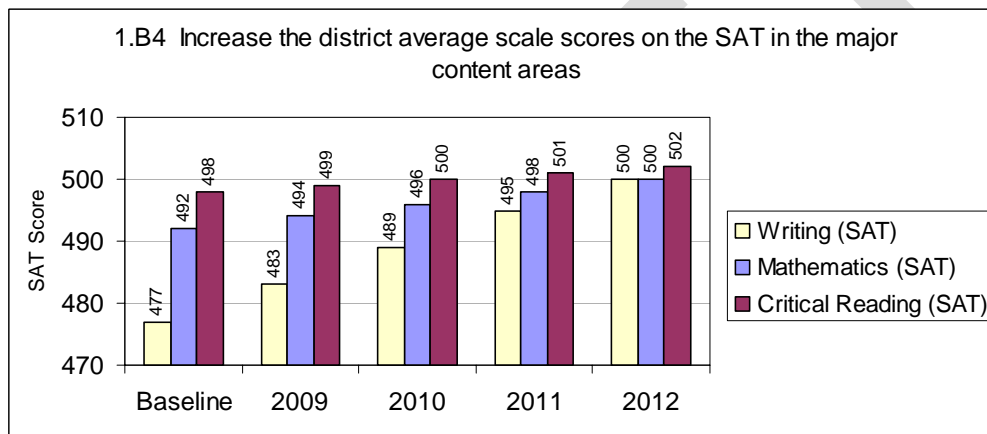
¹⁰ Passing AP exam score is defined as a score of 3 or higher.

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



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)



1.B) Initiatives and Actions:

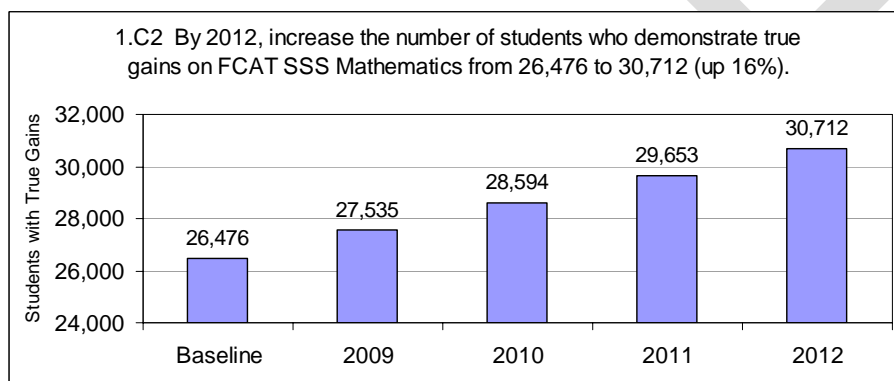
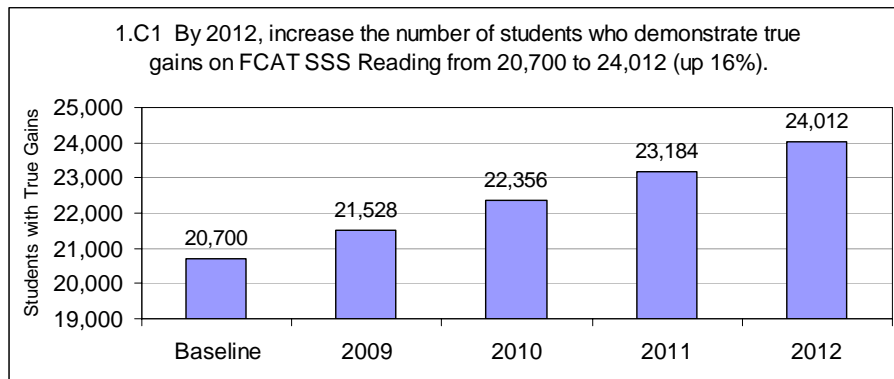
- Provide tutoring and “help” sessions by AP teachers for AP students.
- Adopt college prep programs such as SpringBoard in all middle and high schools.
- Increase the number of middle school students who successfully complete rigorous courses (including Algebra 1) in each middle school.

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

1.C) Objectives and Measurables:

1.C1 By 2012, increase the number of students who demonstrate true gains¹¹ 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%).

1.C) Initiatives and Actions:

- Determine measures which are best at identifying reading proficiency at each grade level. Insert these into our assessment system.
- Adopt and implement with fidelity a single, new K-5 reading textbook and accompanying material.
- Fully implement new Sunshine State Standards in English/Language Arts (2008-09), Mathematics (2009-10), and Science (2010-11).
- Align the Voluntary Pre-Kindergarten (VPK) standards with DCPS Title I Pre-K standards.
- Adopt a new kindergarten curriculum based on the latest research on cognitive development.
- Support technology initiatives which will provide instructional support to all DCPS students anytime, anyplace.
- Provide rubrics for schools to assess student writing proficiency in the district selected genres at each grade level.
- Portfolios of individual student writing will show growth over time in each grade level writing genre.
- Annually assess writing proficiency at each grade level in a genre determined by the district.

¹¹ 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

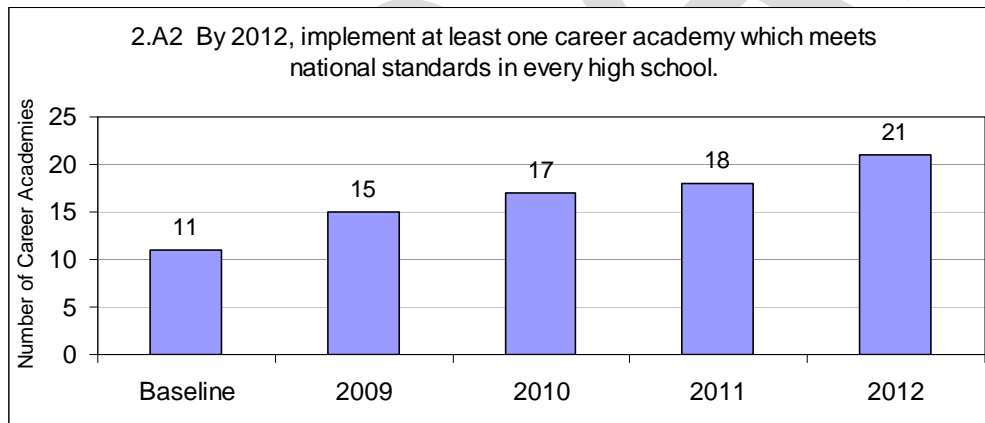
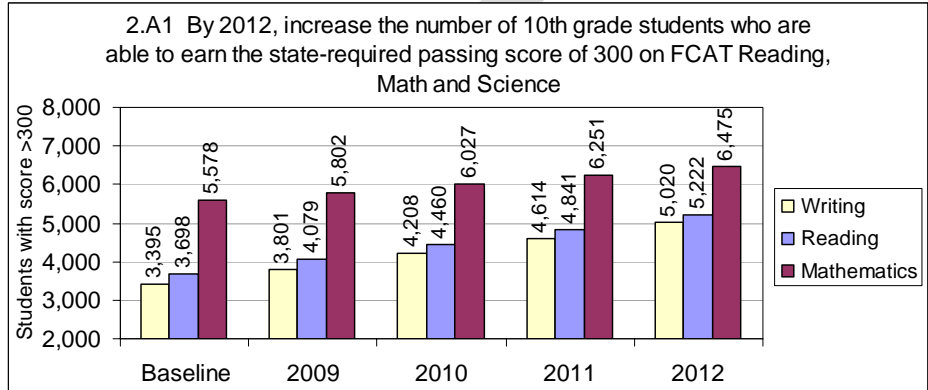
Increase the percentage of students graduating ready for post-secondary education and work.

2.A) Strategy: Fully implement High School Redesign¹²

2.A) Objectives and Measurables:

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

10 th Grader Targets by 2012
Writing (up 48%)
Reading (up 41%)
Mathematics (up 16%)



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

2.A) Initiatives and Actions:

- Monitor district initiatives for fidelity of implementation via school visits
- Develop common formative and summative assessments for teachers to analyze collaboratively to monitor student progress and improve student learning.

¹² 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.

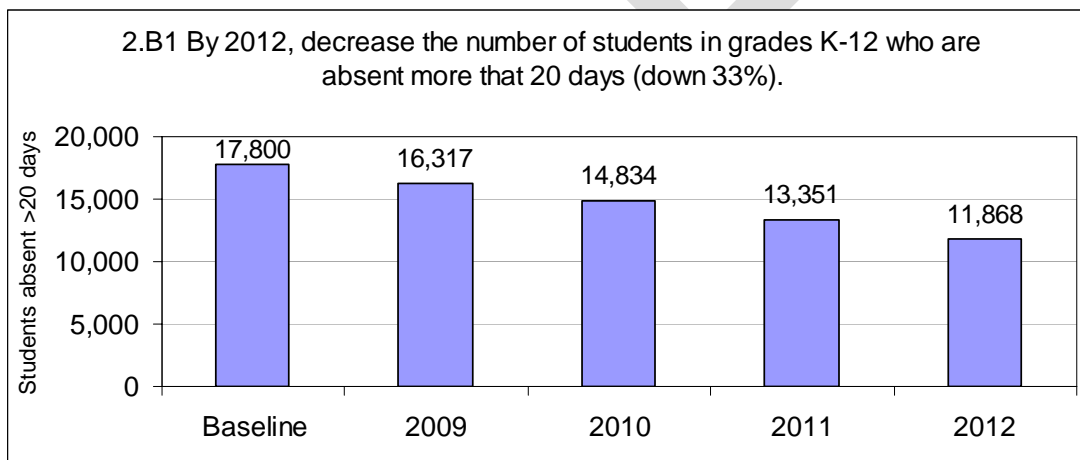
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- Clarify expectations and monitor implementation of small learning communities and career academies. Provide professional development activities that will assist in the development and implementation at all high schools.
- Expand level of articulation and collaboration among teachers in grades K-12 by implementing vertical team training which supports curriculum alignment to successfully transition students to postsecondary.
- Increase the number of students enrolled in rigorous courses in grades 6-12 by offering a more engaging and rigorous curriculum which maximizes course options in middle and high schools to better prepare students for postsecondary options.

2.B) Strategy: Improve student attendance

2.B) 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%).



2.B) Initiatives and Actions:

- Reduce the number of schools served by each attendance social worker to enable them to more effectively pursue truant students, document their social history, and then refer students and parents to a school or community-based service provider.
- Expand truancy centers to house students on long-term suspension for chronic infractions of the student code of conduct.
- Expand the hours of operation of the 14 modified ALCs¹³ to provide alternative settings for students to meet graduation requirements.
- Provide a graduation coach for each high school to monitor student progress, improve student engagement, and assist students with multiple pathways to graduation.
- Construct a district-wide attendance support matrix to provide clear direction to schools that focuses on unexcused and excused absences.

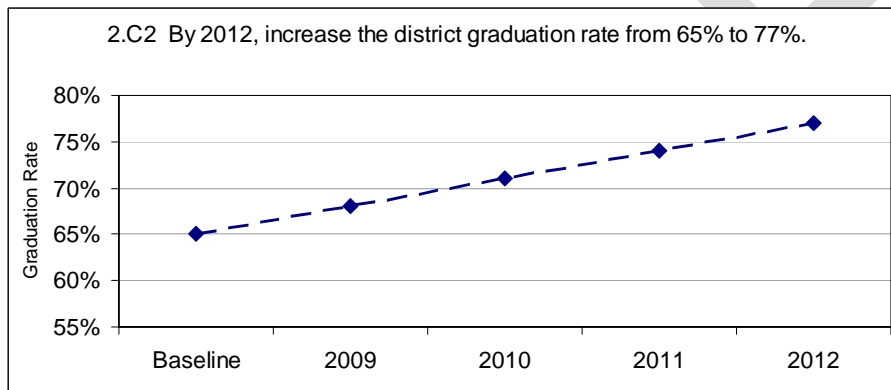
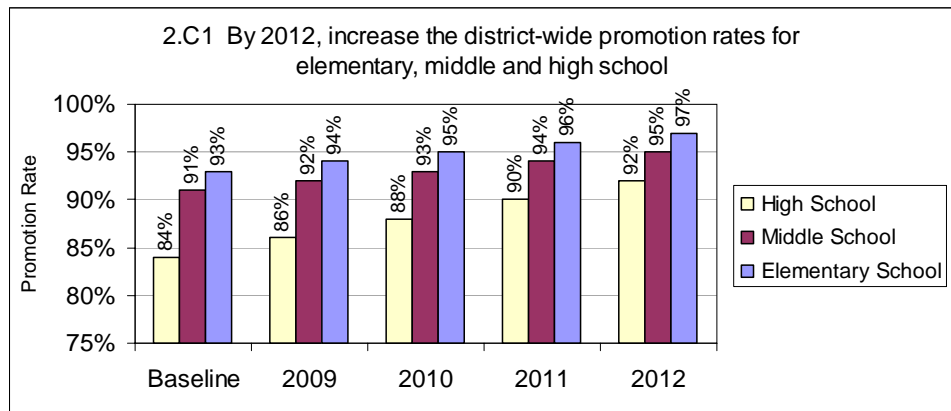
¹³ ALCs are Alternative Learning Centers

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2.C) Strategy: Increase effective academic interventions and safety net programs¹⁴

2.C) Objectives and Measurables:

2.C1 By 2012, increase the district-wide promotion rates for elementary, middle and high school as shown on the graph.



2.C2 By 2012, increase the district graduation rate from 65% to 77%.

2.C) Initiatives and Actions:

- Identify students who are overage and provide them with multiple pathways toward promotion and/or graduation.
- Expand STAR or another version of an elementary dropout prevention program into as many elementary schools as financially feasible (elementary schools serve their own students) and fully implement the Destination Success reading and math series in all elementary schools.
- Utilize fully the Compass Odyssey instructional system through expanded implementation for course recovery during the school day, after school in team up at middle schools and completion of original credits and recovery of credits by high school students at the school site and at home.
- Reduce the counselor to student ratio to meet the national standard of 1:300 by hiring additional guidance counselors.
- Continue to collaborate with FCCJ to strengthen the bridge between DCPS schools and FCCJ when students are withdrawing from DCPS schools and entering adult studies at FCCJ.

¹⁴ 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.

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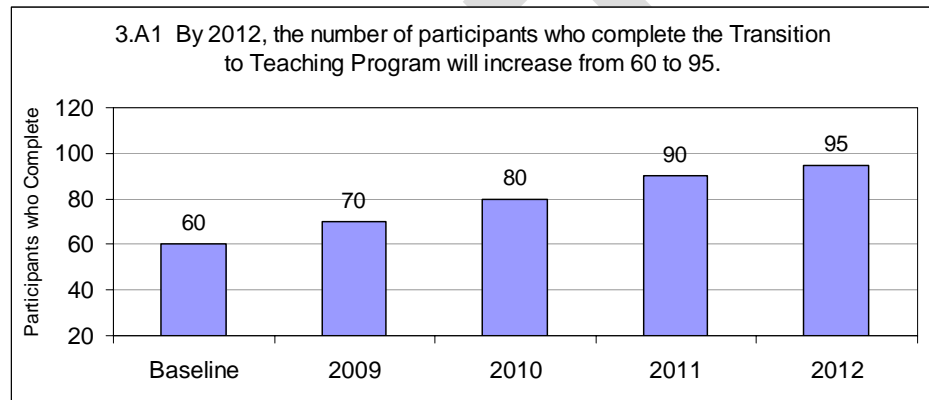
Goal #3. Employ the Best Teachers and Principals

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

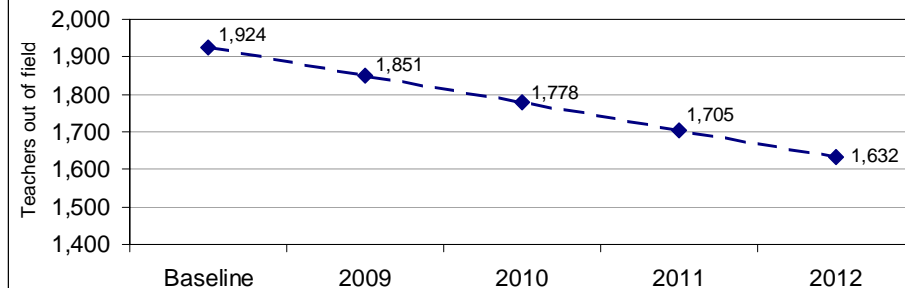
3.A) Strategy: Enhance and target teacher and principal recruitment to increase diversity and the number of high quality instructional personnel for our students, especially in our Turnaround Schools.

3.A) Objectives and Measurables:

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

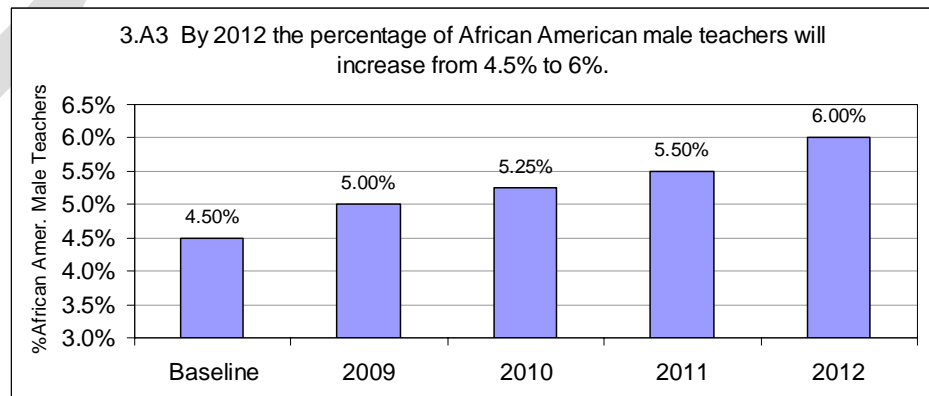


3.A2 By 2012, the number of teachers who are teaching out of field will decrease from 1,924 to 1,632 (down 15%).



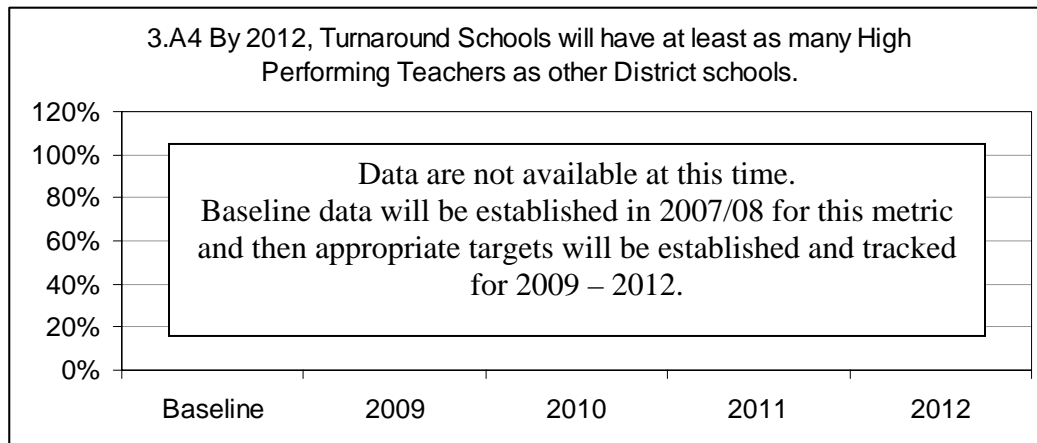
3.A2 By 2012, the number of teachers who are teaching out of field will decrease from 1,924 to 1,632 (equivalent to a decrease of 15%).

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

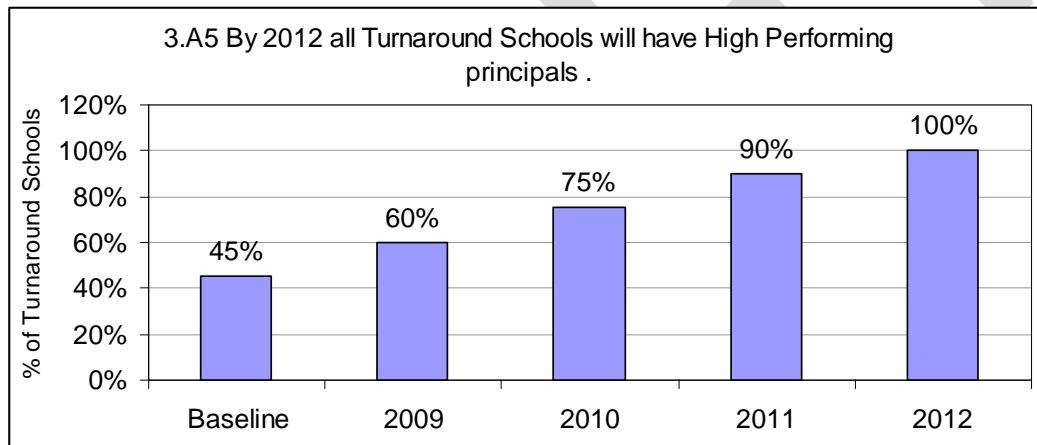


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3.A4 By 2012, the percentage of High Performing¹⁵ teachers in Turnaround Schools who teach FCAT subjects will exceed or be equal to the District average.



3.A5 By 2012, all Turnaround Schools will have High Performing principals¹⁶.



3.A) Initiatives and Actions:

- Continue to recruit high quality teachers who are college of education majors, as a first priority.
- Continue to recruit teachers and principals who reflect the diversity of our student population, but emphasize recruitment of African-American males.
- Partner with the Schultz Center to develop an Aspiring Principals program that produces the best principals in the nation.
- Develop and obtain funding for incentives to attract high quality teachers and principals to our Turnaround Schools.
- Expand Partnership Events¹⁷ with local and regional colleges and universities.

¹⁵ 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.

¹⁶ 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.

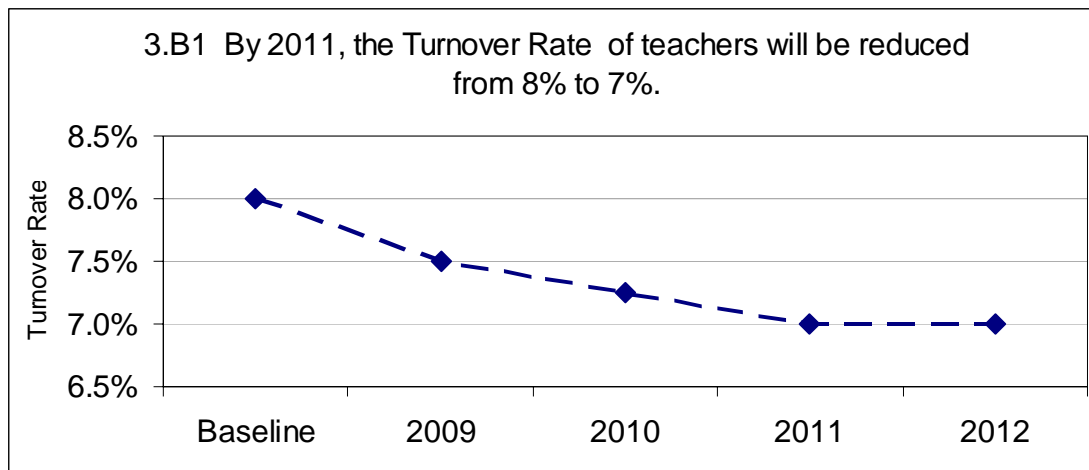
¹⁷ A Partnership Event is an event that the District schedules at a college or university for recruitment or professional development where only Duval County recruiters attend, as opposed to a general recruitment fair where all school districts attend. Partnership Events give us an advantage over other districts.

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

3.B) Objectives and Measurables:

3.B1 By 2011, the Turnover Rate¹⁸ of teachers will be reduced from 8% to 7%.



3.B) Initiatives and Actions:

- Human Resources staff will provide training and support for all of the principals in human capital issues including specifically methods for supporting beginning and struggling teachers.
- Encourage teachers to take advantage of the NCLB Highly Qualified test reimbursement program.
- Determine a better means of rewarding teachers and principals with higher degrees.
- Continue to monetarily reward teachers and principals for student achievement gains.
- Explore ways to increase the numbers of available mentors for new teachers such as utilizing National Board Certified Teachers.
- Reinstate the peer principal program for supporting new principals.
- Expand participation in the Principals' Academy as part of the Schultz Leadership Institute.

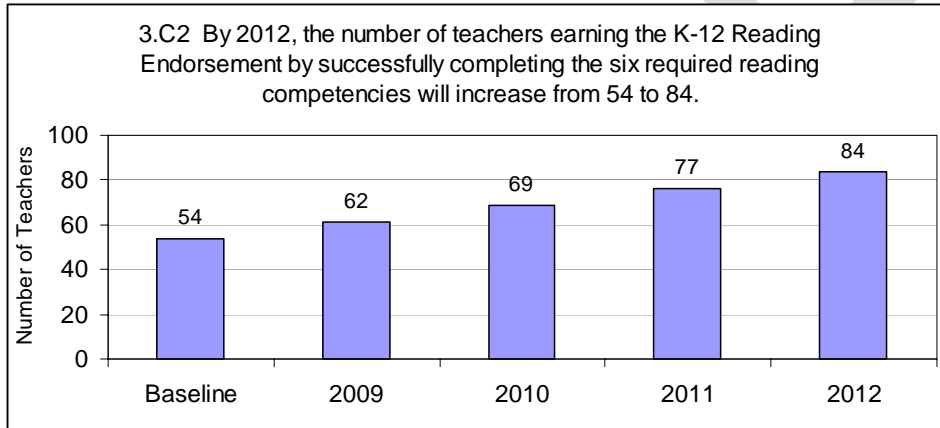
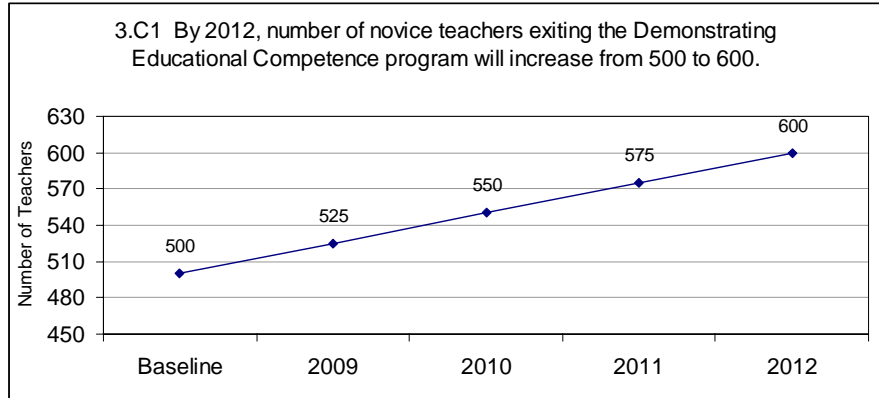
¹⁸ Turnover Rate is defined as the percentage of the total number of teachers who leave the District annually for any reason. This includes resignations, retirements, and terminations.

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

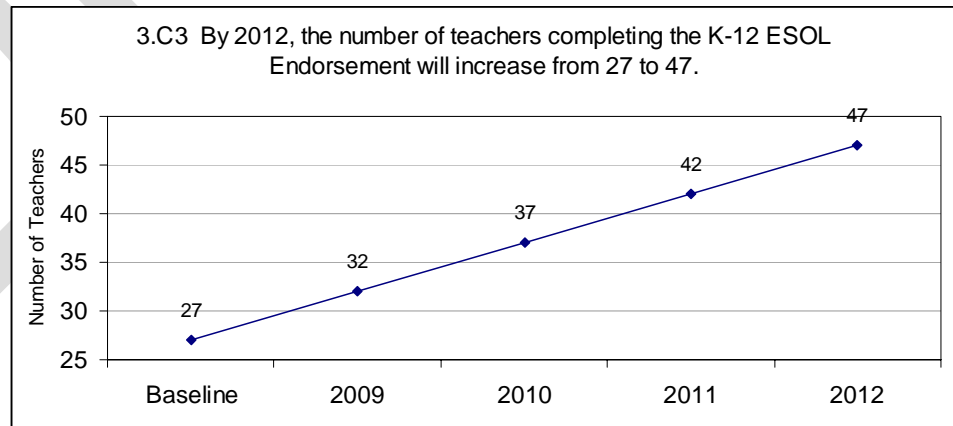
3.C) Objectives and Measurables:

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



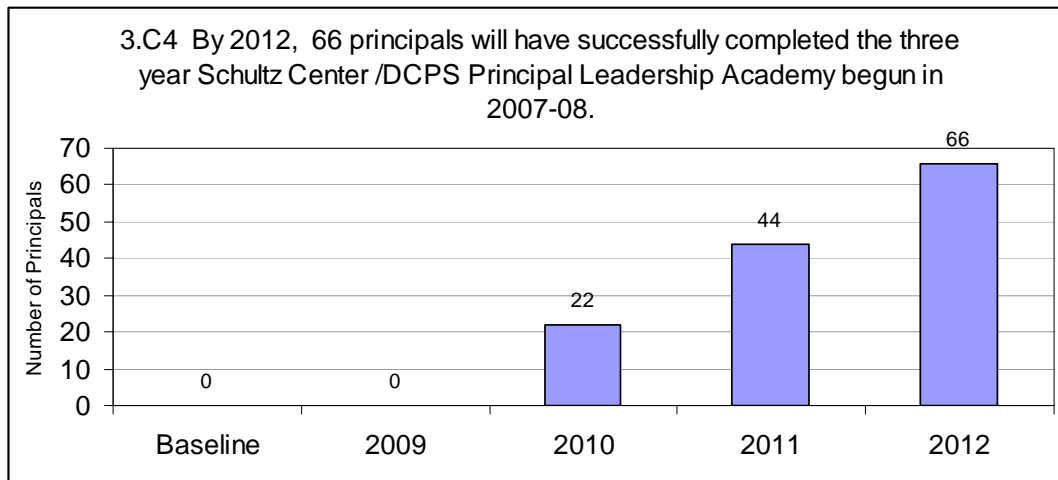
3.C2 By 2012, the number of teachers earning the K-12 Reading Endorsement by successfully completing the six required reading competencies will increase from 54 to 84.

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



EXPOSURE DRAFT

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



3.C) Initiatives and Actions:

- Enhance literacy, math, and science training including the Academies of Math and Science, Schultz Center Training Academy, and the reading adoption.
- Implement classroom walkthroughs and professional development rubrics to measure knowledge and skills, and the transfer of training to the classroom evidenced by improved teaching practice.
- Enhance and synchronize the professional development services offered to the Turnaround Schools to maximize instructional impact.
- Deliver enhanced mentoring for novice (new and beginning) teachers via the Mentoring Action Research and the Schultz Center Mentoring program.
- Design and implement a full range of research-based and state standards-driven leadership development programs available to all district K-12 and aspiring administrators.
- Implement the 21st Century Learning Institute that will design and deliver professional development projects/courses using video conferencing, web conferencing, on-line learning, video production, Web 2.0, and other emerging technologies.
- Implement the Continuous Learning Cycle to support and embed effective, site-based professional learning for all teachers.

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EXPOSURE DRAFT

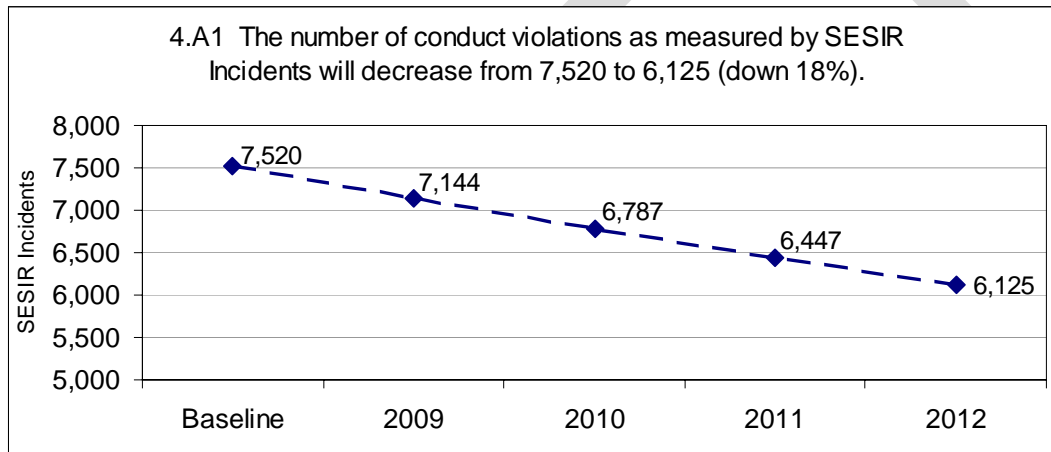
Goal #4. Establish Safe, Secure and Respectful Schools

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

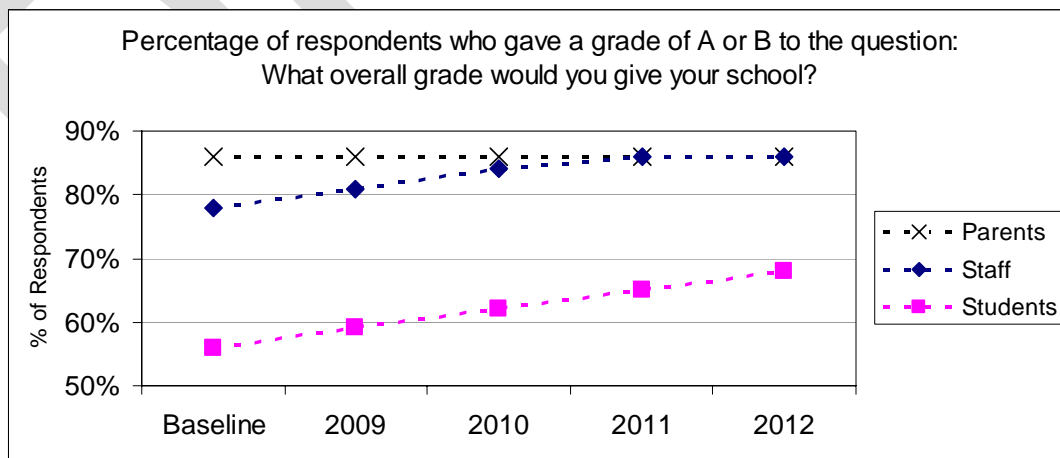
4.A) Strategy: Integrate best practices that encourage positive behavior, develop respect towards others, and ensure safe environments throughout our school district

4.A) Objectives and Measurables:

4.A1 The number of conduct violations as measured by SESIR Incidents¹⁹ will decrease from 7,520 to 6,125 (down 18%).



4.A2 The overall satisfaction rating from students, parents and school staffs on the District School Climate Survey will increase to 86% or higher.



¹⁹ 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..

EXPOSURE DRAFT

4.A) Initiatives and Actions:

- Increase the number of respondents to the District School Climate Survey.
- Conduct professional development in all areas of the Safe Schools Rubric (i.e., school climate and culture; behavior and discipline; and positive parental involvement)
- Provide opportunities for all professional and support staff to receive training in the District's civil rights policies and The Code of Ethics.
- Provide training opportunities for all students, teachers, administrators and support staff in strategies that will improve school-wide climate, behavior and effective classroom management.
- Use disaggregated Code of Student Conduct violations data (both duplicated²⁰ and unduplicated) to focus the initiatives listed above.

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²⁰ Duplicated means that if one student is involved in multiple incidents then this results in multiple (or duplicated) violations being recorded in the system. Unduplicated results track the number of students who have committed one or more violations.

EXPOSURE DRAFT

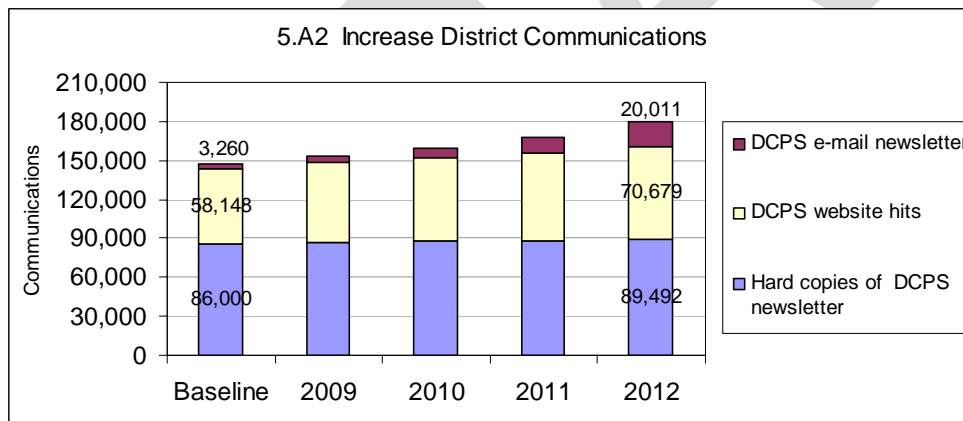
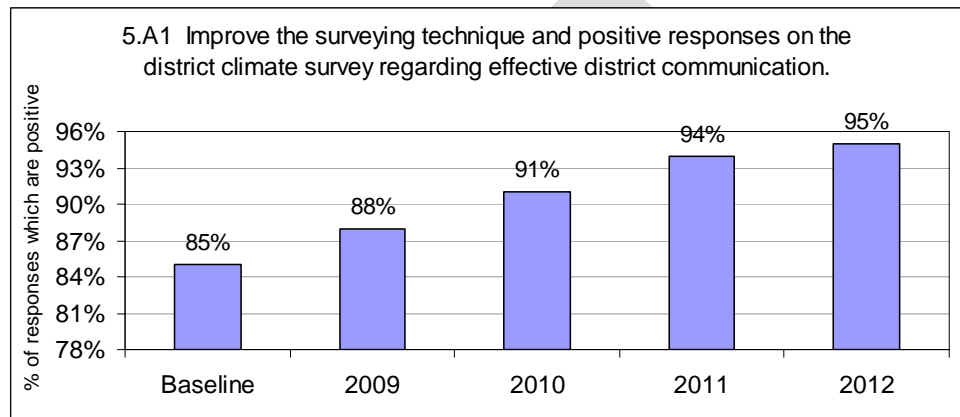
Goal #5. Engage Family and Community Support

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

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

5.A) 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.

5.A) Initiatives and Actions:

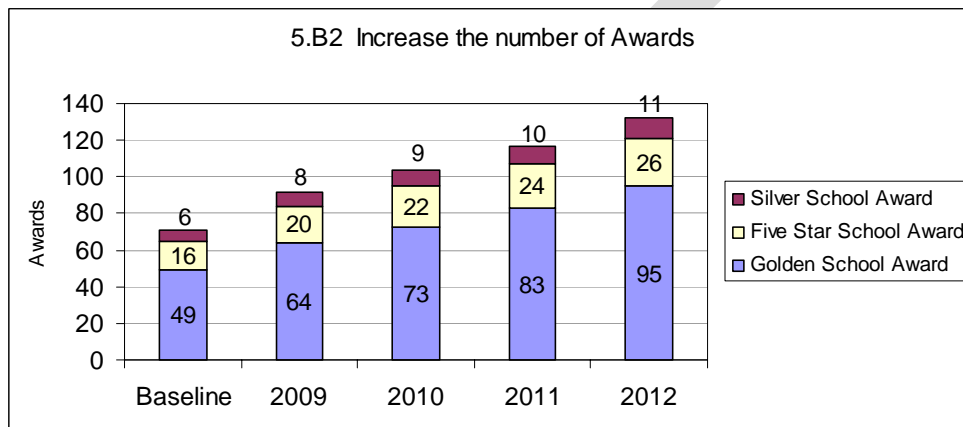
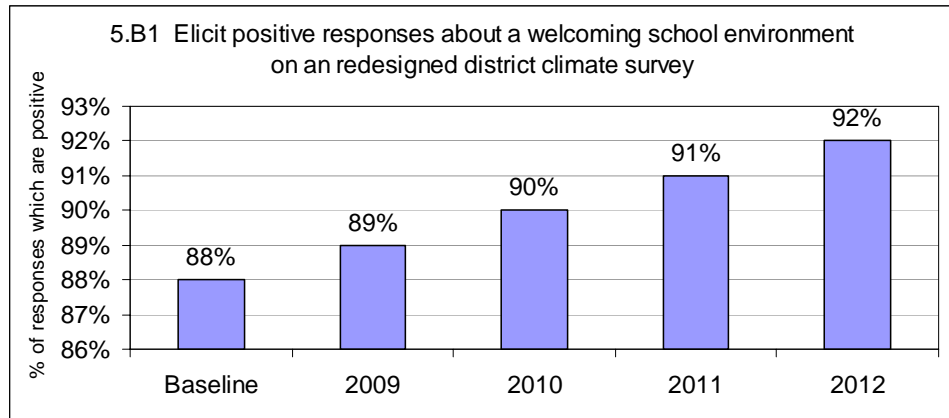
- Communicate consistently via digital, print and voice communications.
- Develop web-based, portal technology for timely communications.
- Organize a cross-departmental, survey action team to evaluate all surveys district-wide and recommend changes.

EXPOSURE DRAFT

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

5.B) Objectives and Measurables:

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



5.B2 Increase the number of Silver²¹, Golden²² and Five Star School²³ Award winners.

5.B) Initiatives and Actions:

- Conduct surveys, focus groups and host community forums.
- Develop multi-tiered partnership opportunities.
- Provide district-wide training in service excellence.
- Design and implement a speaker's bureau that will provide staff/parent workshops/trainings.

²¹ Silver School Award recognizes secondary schools that provide exemplary services to elementary and secondary schools. This award is based on student volunteer programs.

²² Golden School Award recognizes elementary, middle and high schools that show exemplary programs which promote parent and community involvement in education.

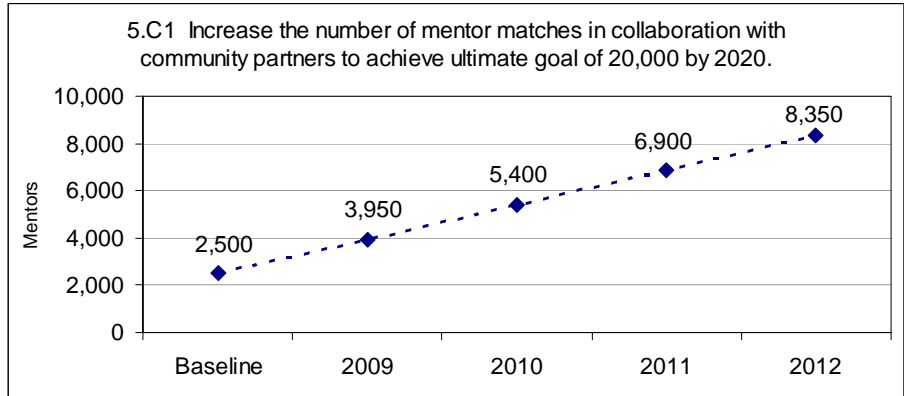
²³ Five Star School Award achievement is presented each year to those schools that have shown evidence of exemplary community involvement in the categories of Business Partnerships, Family Involvement, Volunteers, Student Community Service, and School Advisory Councils.

EXPOSURE DRAFT

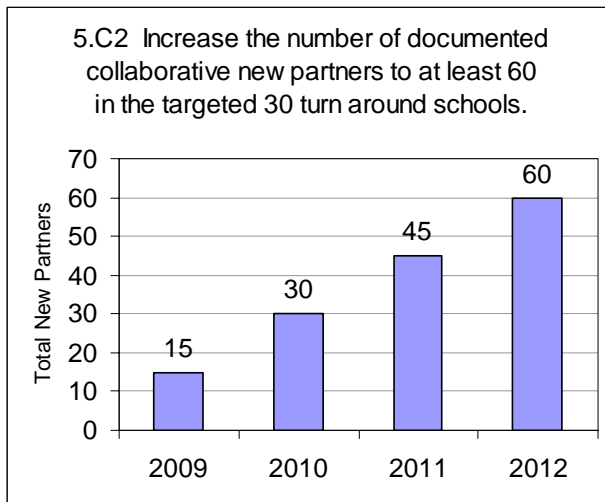
5.C) Strategy Enhance alliances with community, civic and business leaders as well as corporate partners

5.C) 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.

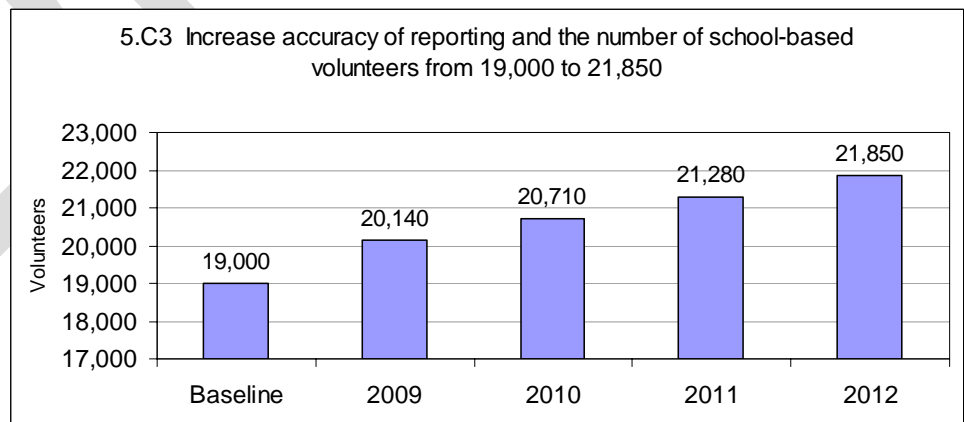


5.C2 Increase the number of documented collaborative new partners to at least 60 in the targeted 30 turn around schools.



5.C2 Increase the number of documented collaborative new 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.



EXPOSURE DRAFT

5.C) Initiatives and Actions:

- Collaborate with United Way, Community Foundation and JCC on the “Champion Zone “ pilot program to reach capacity grass-roots and faith-based organization involvement in the 32211 zip code and bring to scale to other areas, if funding permits.
- Implement a district-run civic, business and community partnership advisory/task force (Focus on Children) to develop strategies to build and expand school-based and district-based partnerships.
- Create and implement a unified mentor and volunteer city-wide recruitment and delivery system in collaboration with community partners.
- Attend community events to encourage volunteer and mentoring participation.

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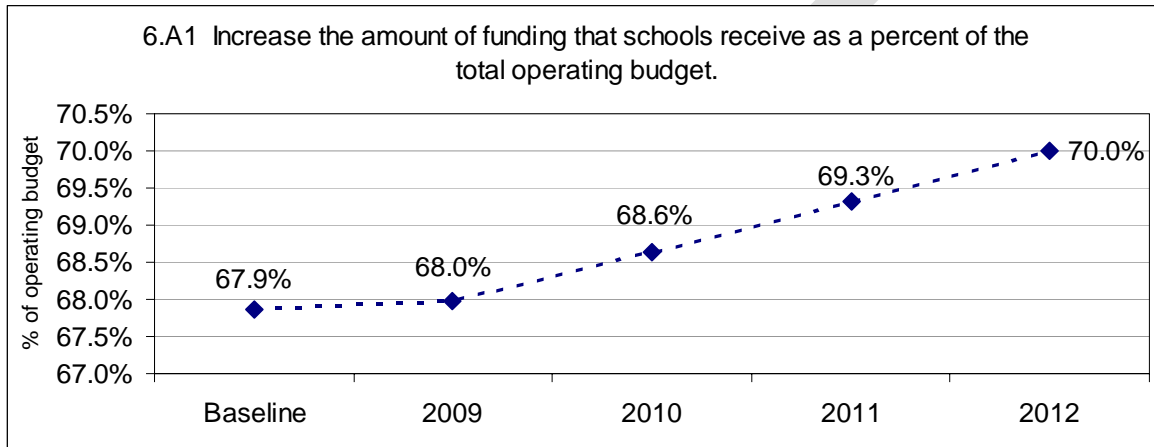
Goal #6. Deliver High Quality Support for Schools

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

6.A) Strategy: Enhance district-wide financial management services.

6.A) Objectives and Measurables:

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



6.A) Initiatives and Actions:

- Implement an improved process for developing annual budgets.
- Design a financial customer service component as part of the Operations “one stop” shop concept for supporting all schools.
- Enhance fiscal management performance based on business best practices and internal controls.

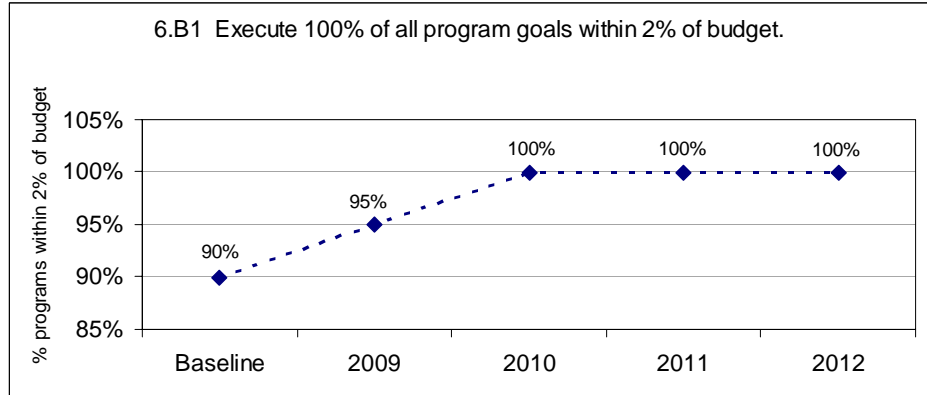
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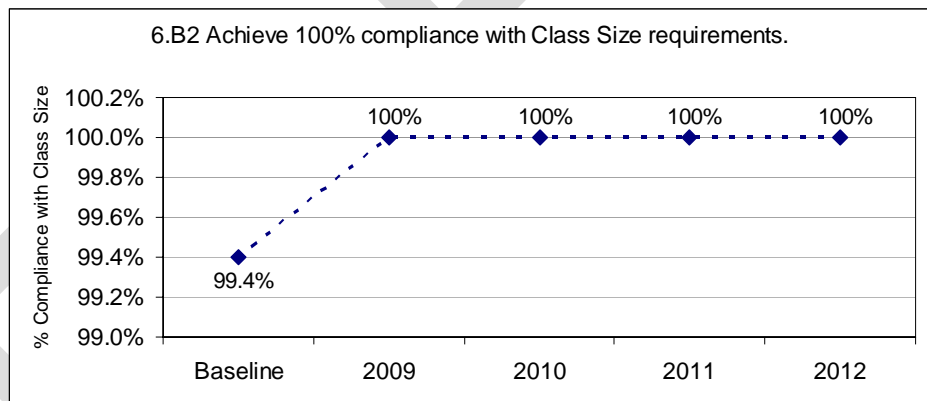
6.B) Strategy: Improve district-wide program management and execution.

6.B) Objectives and Measurables:

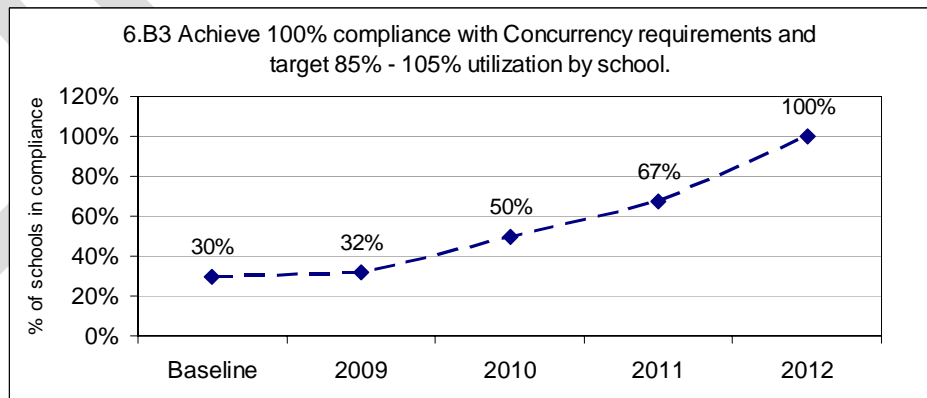
6.B1 Execute 100% of all program goals within 2% of budget.



6.B2 By Feb 2011, achieve 100% compliance with class size requirements.



6.B3 Comply with state mandated concurrency²⁴ requirements and target school utilization²⁵ within 85% and 105% of capacity.

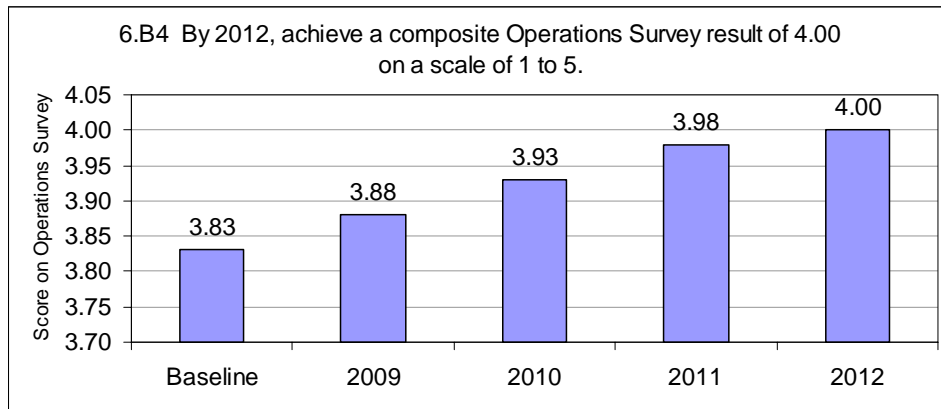


²⁴ Concurrency is meeting the needs of our communities regarding average school capacities within a defined area.

²⁵ Utilization is the number of students in a particular school divided by capacity of the school, expressed as a percent.

EXPOSURE DRAFT

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



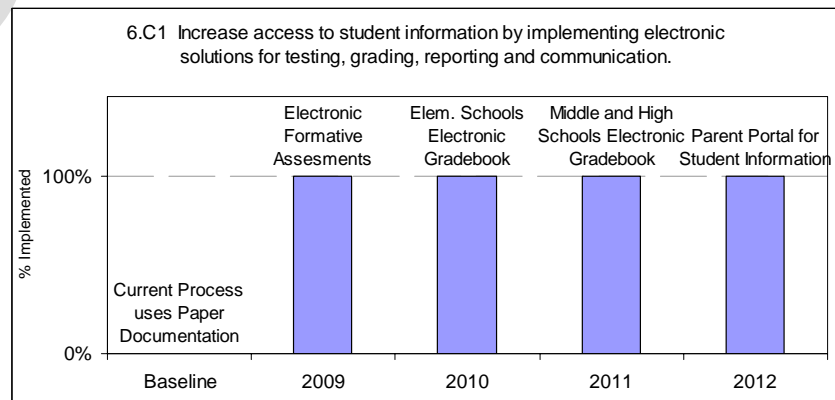
6.B) Initiatives and Actions:

- Develop an acquisition organization to ensure personnel with required skills have the authority, responsibility, and accountability for oversight and execution of all acquisitions within DCPS. Award Carpentry Services contract by June 2008 to save \$150K in operating cost through this enhanced acquisition approach.
- Establish a district acquisition council by December 2008 and implement a district-wide acquisition planning process by July 2010.
- Develop and implement a district program management concept for planning, funding and execution, based on approved standards and level of service.
- Utilize an Operations Survey to track performance across all major programs within Operations; strive for steady or improving performance.
- Create a plan so that by 2011 all schools will have a utilization ratio of between 85% and 105%. Utilization ratio is enrollment divided by capacity.
- Conduct community ACE meetings in 2008 to discuss initiatives and obtain community feedback.

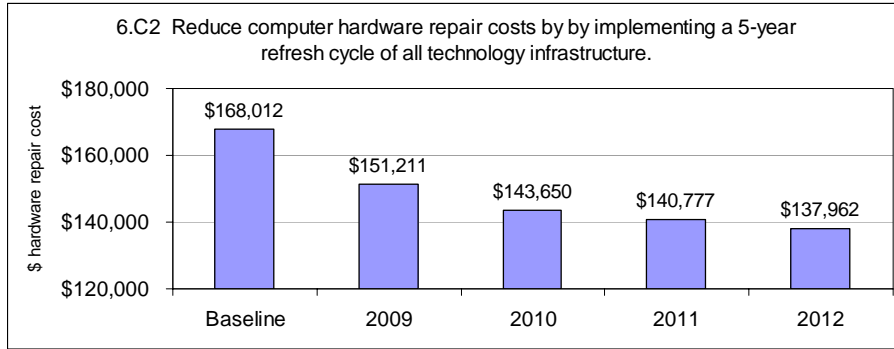
6.C) Strategy: Deploy information technology that supports the academic and business needs of our students, teachers and staff.

6.C) Objectives and Measurables:

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

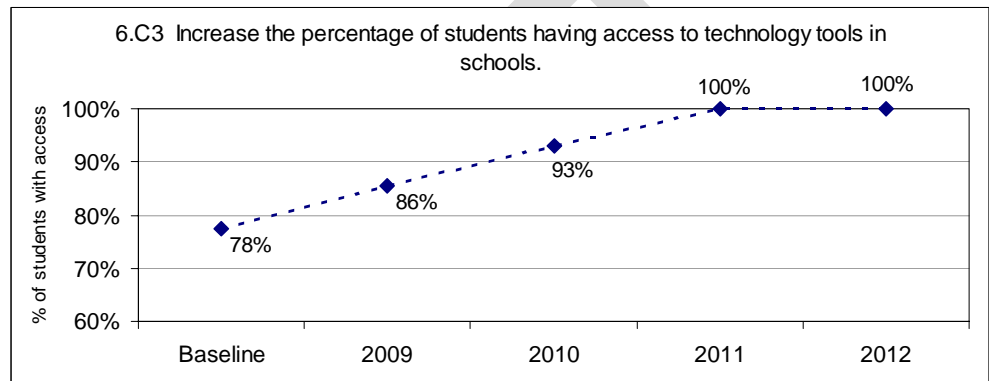


EXPOSURE DRAFT



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 tools²⁶ in schools.



6.C) Initiatives and Actions:

- Develop a comprehensive student information system with data warehouse, formative assessment tools, instructional strategies, electronic gradebook for monitoring student performance, teacher planning, and parent portal communication tools.
- Develop a funding strategy for repair, replacement and upgrade of critical business systems.
- Upgrade and maintain enterprise management systems and supporting infrastructure (includes systems such as Active Directory, Antivirus software suite, Server and Workstation management, Software delivery, Patch Management, Intrusion Detection, Firewalls, Internet content filtering, ERP Security management, Network capacity management, our ERP tool and application monitoring).
- Complete school retrofits and initiate the 5-year refresh cycle to keep technology operating at industry standard.

²⁶ 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.