



Duval County Public Schools

District Strategic Plan Supplement with Initiatives and Actions

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Table of Contents

Goal 1 – Initiatives and Actions	3
Goal 2 – Initiatives and Actions	4
Goal 3 – Initiatives and Actions	5
Goal 4 – Initiatives and Actions	5
Goal 5 – Initiatives and Actions	6
Goal 6 – Initiatives and Actions	6

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.
- 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 Learner¹ 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.
- Support the arts and physical education as important complements to the core academic subjects.
- Support the unique, individualized needs of students with disabilities, served in a variety of settings, in order to provide appropriate access to a range of instructional opportunities.

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.

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.

¹ English Language Learners: Students whose native language is not English.

- 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.

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.
- 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) 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 ALCs² to provide alternative settings for students to meet graduation requirements.
- Construct a district-wide attendance support matrix to provide clear direction to schools that focuses on unexcused and excused absences.

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.
- 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.

² ALCs are Alternative Learning Centers

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 Events³ with local and regional colleges and universities.

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.

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.

4.A) Initiatives and Actions:

- Increase the number of respondents to the District School Climate Survey.

³ 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.

- 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 duplicated⁴ and unduplicated) to focus the initiatives listed above.
- Conduct professional development in all areas of the Safe Schools Rubric (i.e., school climate and culture; facility safety and cleanliness(also addressed in Goal 6); behavior and discipline; and positive parental involvement)

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.

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.

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.

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.

⁴ 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.

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) 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.