



Duval County Public Schools

District Strategic Plan Supplement with Initiatives and Actions

November 2010

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1.A) Initiatives and Actions:

- ¹Review and select research-based materials, interventions, and supplemental instructional programs from which schools may select based on RtI requirements. The committee will review for specific rigorous content and strategies that have been proven to narrow the achievement gap of all sub-groups. In addition, materials will be evaluated specifically for diversity, equity and inclusion that address differences among people and are representative of DCPS student and staff populations.
- Ensure that all content area professional development embeds strategies to teach depth of content understanding and effective strategies for differentiation to support all subgroup achievement.
- Implement the District Response to Intervention (RtI) Plan and provide on-going professional development for district staff and leadership teams in each school to support implementation.
- Ensure that all secondary students in grades 6-10 scoring a Level 1 or Level 2, and are disfluent, will be enrolled in an intensive reading program utilizing READ 180 or Plugged into Reading. Students that fall below the Level 1 criteria will use System 44.
- Ensure that all elementary schools continue to implement the Core Comprehensive Reading Program (CCRP) program and interventions with fidelity ensuring increased literacy skills for all students.
- Ensure that all grade 6 middle school students scoring at a level 3, 4 or 5 reading, at or above grade level, are enrolled in the Junior Great Books reading program.
- Ensure that all elementary schools implement the newly adopted mathematics program with fidelity to support foundation skills and conceptual understanding required for success in mathematics.
- Ensure that all secondary students in grades 6-10 scoring a Level 1 or 2 in mathematics are provided crucial interventions through Intensive Mathematics.
- Ensure that all elementary schools provide adequate time in the daily schedule to teach science content.
- ²Provide extra staff including content-based coaches and financial resources to the designated Turnaround Schools via a comprehensive Turnaround School Assistance Plan.
- ³Provide Academic Services coaches to all Clusters in Reading, Mathematics and Science.
- Implement monthly progress monitoring assessments (PMAs) of reading, mathematics and benchmarks at all grade levels. (moved from goal 2)
- ⁴Develop common formative and summative assessments for teachers to analyze collaboratively to monitor student progress and improve student learning. (moved from goal 2)
- Support inclusive practices for ESE and ESOL students through extensive teacher professional development 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 Learner⁵ population by offering programs designed to facilitate English acquisition and academic achievement through monitoring

¹ SACS CASI Required Action #1 and #3

² SACS CASI Required Action #1

³ SACS CASI Required Action #1

⁴ SACS CASI Required Action #1

⁵ English Language Learners: Students whose native language is not English.

compliance to ensure timely access to the English for Speakers of Other Languages (ESOL) program and equal-access to all programming. Program support continues 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.
- ⁶Continue to implement the STARS Centers (Strategic Turnaround and Restructuring School Support Centers).
- ⁷Maintain the current practice that each Turnaround School at the elementary, middle and high school level is aligned with a specific STARS Center.
- ⁸Ensure that teaching staff within all Differentiated Accountability designated schools implement all required components including the Florida Continuous Improvement Model (FCIM).
- ⁹Provide professional development on how to collaborate professionally around data and student work via Professional Learning Communities to improve instruction and increase student achievement. (Moved from Goal #2)
- Monitor use of college readiness resources via on-going school visits to ensure that students are accessing the resources.

1.B) Initiatives and Actions:

- Provide extensive tutoring and “help” sessions by AP teachers for AP students.
- Continue to adopt college prep programs that support and increase college readiness in all high schools.
- Increase the number of middle school students who successfully complete rigorous courses (including Algebra 1) in each middle school.
- ¹⁰Expand Acceleration Programs (IB, AICE, Early College or AP Honors) into all high schools.
- Provide professional development for teachers of Dual Enrollment, AP, IB, and AICE courses to increase teacher knowledge of exam specifications and share strategies for non-traditional AP students.
- Provide professional development for teachers in acceleration programs (including feeder schools) by authorizing/sponsoring organizations (IBO, College Board, FSCJ, CIE).
- Provide an acceleration coordinator for new AP Honors, IB, AICE, and Early College Programs to offer school-level support to teachers and their students in accelerated courses.
- Schedule regular district-level professional development of all school acceleration coordinators to provide them with the tools to support teachers and students that will result in increased performance in rigorous courses.
- ¹¹Clarify 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.

⁶ SACS CASI Required Action #1

⁷ SACS CASI Required Action #1

⁸ SACS CASI Required Action #1

⁹ SACS CASI Required Action #1, #2 and #5

¹⁰ SACS CASI Required Action #1

¹¹ SACS CASI Required Actions #1 and #5

- ¹²Expand level of articulation and collaboration among teachers in grades PreK-12 by implementing vertical team training which supports curriculum alignment to successfully transition students to postsecondary.
- ¹³Increase 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.
- Ensure that all high school counselors review annual PSAT/ACT/SAT/CPT test taking data and goal setting to improve student success, keep all students informed of test prep support and stress the importance of taking these assessments for post secondary opportunities.

1.C) Initiatives and Actions:

- ¹⁴Determine measures that are best at identifying reading, mathematics and science proficiency at each grade level and implement as part of our assessment system.
- Ensure that all schools implement the Florida Assessment for Instruction in Reading (FAIR) to support measuring reading proficiency.
- Ensure that all schools begin the implementation of Response to Intervention (RtI) to monitor progress of all students.
- Continue the implementation with fidelity of 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).
- Ensure that all elementary schools implement Everyday Counts Mathematics with fidelity to support foundation skills required for success in mathematics.
- 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.
- ¹⁵Provide 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.
- ¹⁶Annually assess writing proficiency at grade levels 3-12, in a genre determined by the district.

2.A) Initiatives and Actions:

- ¹⁷Implement monthly progress monitoring assessments (PMAs) of reading, mathematics and benchmarks at all grade levels.
- Monitor district initiatives for fidelity of implementation via on-going school visits.
- ¹⁸Develop common formative and summative assessments for teachers to analyze collaboratively to monitor student progress and improve student learning.

¹² SACS CASI Required Action #5

¹³ SACS CASI Required Actions #1 and #5

¹⁴ SACS CASI Required Action #2 and #3

¹⁵ SAC CASI Required Action #2

¹⁶ SAC CASI Required Action #2

¹⁷ SAC CASI Required Action #2

¹⁸ SACS CASI Required Action #1 and #2

- ¹⁹Provide professional development on how to collaborate professionally around data and student work via Professional Learning Communities to improve instruction and increase student achievement.
- ²⁰Clarify expectations and monitor implementation of career academies. Provide professional development activities that will assist in the development and implementation at all high schools.
- ²¹Expand 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.
- ²²Increase 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.
- Provide remediation to twelfth grade students who have not tested postsecondary ready prior to the senior year.
- Use PSAT data to inform teachers of learning gaps and create student learning paths; provide associated professional development.
- Ensure that all high school counselors review annual PSAT/ACT/SAT/CPT test taking data; conduct goal-setting sessions to improve student success, keep all students informed of test prep support and resources; and stress the importance of taking these assessments for post secondary opportunities.

2.B) Initiatives and Actions:

- Reduce the number of schools served by each attendance social worker/truant officer 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 ALCs²³ 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.
- ²⁴Develop a systematic plan in each elementary school for monitoring student attendance data with a consistent intervention strategy for students with excessive absences or tardiness.
- Refer students suspended from schools to Alternative to Outside Suspension Centers so that they will continue in their academic studies and be counted as present in school.
- Allow only staff in the Office of Alternative Education to enter a withdrawal code for a dropout after the school guidance counselor and a district social worker make every effort to re-engage the student in an appropriate placement.
- Place all students who were absent 20 or more days the previous school year on an attendance-monitoring contract.
- Work more closely with the Jacksonville and Beaches law enforcement officers to increase truancy efforts.

¹⁹ SACS CASI Required Action #1, #2 and #5

²⁰ SACS CASI Required Action #1 and #5

²¹ SACS CASI Required Action #5

²² SACS CASI Required Action #1 and #5

²³ ALCs are Alternative Learning Centers

²⁴ SACS CASI Required Action #1

- Provide “intervene” schools with weekly attendance monitoring assistance from the district.
- Create a dedicated “Report a Truant” district hotline to be manned at the district level.
- Develop a portal to better track attendance interventions and support services for students by school and district staff.

2.C) Initiatives and Actions:

- Identify students who are overage and provide them with multiple pathways toward promotion and/or graduation.
- Support school-based holistic Teen Parent/Child Programs.
- ²⁵Expand 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 FSCJ to strengthen the bridge between DCPS schools and FSCJ when students are withdrawing from DCPS schools and entering adult studies at FSCJ.
- Offer summer school opportunities for elementary course recovery for students in grades 3-5 for math and reading.
- Provide a targeted intensive reading and mathematics program for grade 11 and 12 students with a FCAT Reading and/or Mathematics Level 1 or 2 to prepare them for FCAT retakes, SAT, and ACT.

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 for the applicant pool.
- In collaboration with the Jacksonville Alliance of Black School Educators, sponsor and present “A Teacher Like me: Underrepresented Populations, Recruitment and Retention Conference” in the fall of 2010.
- Continue the current partnership with “Call Me Mister!” – A Program that Recruits, Trains, Certifies, and Secures Employment for African-American men as Teachers.
- Continue to prioritize recruitment at Historically Black Colleges and Universities as well as institutions with high numbers of other minorities.
- Continue to partner with the Schultz Center in the Leadership Institute to recruit, train, support, and retain high quality leaders.
- Develop and negotiate final plans for incentives to attract high quality teachers and principals to our Turnaround Schools using Race to the Top and Teacher Incentive Fund funding.
- Expand Partnership Events²⁶ with local and regional colleges and universities.

²⁵ SACS CASI Required Action #1

²⁶ 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.

3.B) Initiatives and Actions:

- Provide annual 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.
- Communicate with teachers who have not met certification requirements on a regular basis to provide assistance.
- Continue to reward teachers and principals monetarily for student achievement gains.
- Expand participation in the Principals' Academy as part of the Schultz Leadership Institute.

3.C) Initiatives and Actions:

- ²⁷Enhance literacy, math, and science training including the Academies of Math and Science, Schultz Center Learning Academy, and the reading adoption through Literacy Lead.
- ²⁸Implement classroom walkthroughs and professional development rubrics to measure knowledge and skills, and the transfer of training to the classroom evidenced by improved teaching practice.
- ²⁹Enhance 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.
- ³⁰Implement the Continuous Learning Cycle/Lesson Study to support and embed effective, site-based professional learning for all teachers.
- Implement the Comprehensive Core Reading Program (CCRP) in grades K-5 in all district elementary schools.

4.A) Initiatives and Actions:

- Increase the number of respondents to the District School Climate Survey.
- Continue to 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 duplicated³¹ and unduplicated) to focus the initiatives listed.
- Launch Social and Emotional Learning (SEL) pilot in three (3) schools through formal and informal learning environments that support and enhance academic achievement.

²⁷ SACS CASI Required Action #3

²⁸ SACS CASI Required Action #1 and #3

²⁹ SACS CASI Required Action #1

³⁰ SACS CASI Required Action #1

³¹ 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.

- Conduct SPIRIT Program in three (3) additional schools, which allow students to identify challenges they face in school and obstacles to their ability to focus on academics.
- Develop and distribute DVDs documenting SEL pilot program and progress of students involved in SPIRIT Programs that will inform, engage and involve other schools district-wide.
- Design and implement evaluation and assessment tools that measure and monitor equity, diversity, inclusion and social and emotional intelligence.
- Continue to monitor and revise school and department plans for crisis readiness.
- Continue development and begin implementation of the behavioral component of Response to Intervention.
- Continue to facilitate the training for Foundations and CHAMPS for all district schools.
- Provide Challenge Day for each of our comprehensive high schools.
- Continue to encourage use of Alternatives to Truancy and Out of School Suspension in lieu of suspension for secondary students.

5.A) Initiatives and Actions:

- ³²Communicate consistently via digital, print and voice communications.
- ³³Develop web-based, portal technology for timely communications (DCPS Gradebook).
- Establish procedures and system management for data capture (particularly email addresses) of key stakeholders.

5.B) Initiatives and Actions:

- ³⁴Conduct surveys and host community forums on issues that significantly impact our key stakeholders.
- Provide district-wide training in service excellence, which encompasses a professional development program that fosters a welcoming environment.
- Design and implement a speaker's bureau that will provide trained speakers for internal (staff/parent workshops/trainings) and external (local business organizations, professional associations, etc.) audiences.
- Streamline volunteer application and screening process to create efficiencies for schools and the District.
- Collaborate with partner agencies to promote and deliver informational sessions for parents and guardians.

5.C) Initiatives and Actions:

- Collaborate with community stakeholders and district departments to engage grass-roots and faith-based organization involvement in targeted areas.
- Develop multi-tiered partnership opportunities, with a strategic focus on large corporations.
- Implement a district-supported civic, business, faith-based community partnership council task force to develop strategies to build and expand school-based and district strategic partnerships.

³² SACS CASI Required Action #4

³³ SACS CASI Required Action #2

³⁴ SACS CASI Required Action #4

- ³⁵Collaborate with community partners to implement a unified mentor and volunteer citywide recruitment and delivery system.
- Attend community events to encourage volunteerism, mentoring, faith-based and business partnership participation in Duval County Schools.
- Recruit community partners to support SEL pilot and SPIRIT Programs.

6.A) Initiatives and Actions:

- Implement an improved process for developing annual budgets.
- Purchase and implement school management software to manage student activity funding for bookkeeper.
- Purchase and implement a 3-Way Accounts payable matching software system supporting schools, internal and external customers.
- 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.

6.B) Initiatives and Actions:

- Continue development of the Contracts and Acquisition Committee (CAC) to pull in all Academic Services requirements and standardize contract development and administration to enhance the district-wide acquisition planning process by July 2011.
- ³⁶Develop and implement a district program management concept for planning, funding and execution, based on approved standards and level of service. Program management concept is in place for Operations Division, the concept is being worked within Academic Services via a regular meeting sequence focused on their larger financial programs/fund sources (i.e., SAI, Professional Development, Reading Category, Title I, IDEA, Title II, ...).
- Review, update, and utilize the Operations Survey process to track performance across all major programs within Operations; strive for steady or improving performance as required to meet strategic plan goals.
- Create a plan so that all schools target a utilization ratio of between 85% and 105%. Utilization ratio is enrollment divided by capacity. The plan will ensure that all Concurrency service areas will have an average of between 85% and 105%.
- Conduct community ACE meetings in the current year to discuss initiatives and obtain community feedback.

6.C) Initiatives and Actions:

- ³⁷Develop a comprehensive student information system to include: a data warehouse, a new scheduling package and event management system
- Maintain current SIS and ERP systems as required by law.
- 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,

³⁵ SACS CASI Required Action #4

³⁶ SACS CASI Required Action #3

³⁷ SACS CASI Required Action #1 and #2

ERP Security management, Network capacity management, our ERP tool and application monitoring).

- Complete school retrofits and continue the 5-year refresh cycle to keep technology operating at industry standard to meet academic and business needs.