



STRATEGIC PLAN 2018-2023



DURHAM
PUBLIC SCHOOLS



ALL IT TAKES IS A LITTLE SPARK.

DURHAM, NORTH CAROLINA, IS A THRIVING, DIVERSE, AND PROGRESSIVE COMMUNITY. It is rooted in its rich cultural history, determined to honor its past and embrace its future as a leader in research, innovation, and economic growth. Its historic Parrish Street became known as Black Wall Street, a center of entrepreneurialism and commerce. It is the City of Medicine. It is a gateway to unlimited opportunities.

Durham Public Schools (DPS) serves as the catalyst for preparing tomorrow's leaders and innovators for success in a global economy. It is our responsibility to ensure Durham's future by acknowledging where we are and committing to fulfill every student's potential. This can only be achieved when everyone in the Durham community works collectively and intentionally to embody our highest aspirations for our children.

Our five-year Strategic Plan represents a blueprint for planning, managing, and leading our journey to excellence. The goals in the plan are shaped by our core beliefs, exemplify our priorities, and commit to positive outcomes for each and every student. Each goal encompasses strategies that drive the daily efforts of our district.

We invite you to become a part of this journey. Our promise is to provide **AN EXCELLENT SCHOOL FOR EVERY STUDENT.**





WHO WE ARE.

CORE BELIEFS

WE BELIEVE IN:

Equity Our students and schools deserve equitable access to the resources and opportunities they need to succeed. Durham Public Schools and the community must distribute those resources in a manner that eliminates inequities.

Shared Responsibility Durham Public Schools must be intentional in acting collaboratively and involving all stakeholders, ensuring that our community utilizes its collective resources to support every child. The Durham community shares responsibility with DPS for the success of our children.

High Expectations Durham Public Schools will challenge every stakeholder, especially our students and educators, to embrace a **growth mindset**: the belief that every child can be academically successful. It is our expectation that all of our students will excel globally and reach their highest potential.

A Child-centered Approach Our students deserve an education that is caring, culturally responsive, and embraces the whole child. Durham Public Schools will address the social, emotional, and academic needs of each student.

THEORY OF ACTION

If the **Durham community** shares responsibility in the investment of every child using a holistic approach,

then we will ensure that resources and opportunities are informed by equity and that we are intentional about setting high expectations for all stakeholders in their role in educating the whole child,

as we support and increase the capacity of administrators, teachers, staff, and parents so that they are equipped to support and develop efficacy in instruction and student learning.

MISSION

Durham Public Schools embraces, educates, and empowers every student to innovate, serve, and lead.

VISION

Durham Public Schools: Igniting Limitless Potential



WHAT WE DO.

THE POWER OF A PLAN



As part of his mandate upon taking office, DPS Superintendent Dr. Pascal Mubenga launched a 90-day Listening and Learning Tour to gather public input and completed an intensive review of academic data. The Strategic Planning Committee and DPS staff relied on the information gathered to identify priorities and set goals for the Strategic Plan.

This Strategic Plan serves as a blueprint for Durham Public Schools. As our educators respond to students' individual needs and our leaders react to a constantly changing environment in public education, the Strategic Plan will return us without distraction to the tasks our community has set before us:

Increase Academic Achievement

**Provide a Safe School Environment
that Supports the Whole Child**

**Attract and Retain Outstanding
Educators and Staff**

**Strengthen School, Family, and
Community Engagement**

Ensure Fiscal and Operational Responsibility

This Strategic Plan will **direct resources, provide clarity,** and **align our community** toward the task of empowering our students to take charge of their future. Their potential is limitless. All it takes is a little spark.

THE POWER OF A COMMUNITY

That spark comes from a unified effort between our professional educators, our students' loving and committed families, and our Durham community that stands for strong public schools. From Durham's historic foundations, we seek to build a **new beginning** for Durham Public Schools that will lift up every student, without exception.

We hope that every member of the Durham community sees within this Strategic Plan an opportunity to support our students through a unified, focused effort. The time has come for Durham's children to take their place at the forefront of North Carolina's next generation. We have the community's will. We have a galvanized team of DPS educators, administrators, and support staff. We have students who are eager to take up the challenge.

We have a plan.

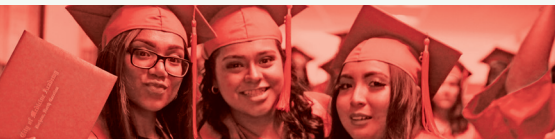
Now, it falls to all of us to achieve its goals.



STRATEGIC PLAN 2018-2023

AT A GLANCE

PRIORITY 1 Increase Academic Achievement



- GOAL 1A** By 2023, at least 90 percent of all Durham Public Schools will meet or exceed standards for year-to-year academic growth as measured by the state model.
- GOAL 1B** By 2023, at least 60 percent of all DPS students will achieve grade level proficiency as measured by End-of-Grade and End-of-Course testing.
- GOAL 1C** By 2023, the DPS four-year graduation rate for students who start with DPS in ninth grade will be at least 90 percent.
- GOAL 1D** By 2023, 100 percent of all teachers, leaders, and staff will use technology as a tool for accelerating and personalizing student learning.

PRIORITY 2 Provide a Safe School Environment that Supports the Whole Child



- GOAL 2A** By 2023, 100 percent of Durham Public Schools will implement research-based cultural frameworks to support the social-emotional health and safety of students and staff.
- GOAL 2B** By 2023, DPS will reduce the percentage of students suspended out of school from kindergarten through twelfth grade to 4 percent or lower.

PRIORITY 3 Attract and Retain Outstanding Educators and Staff



- GOAL 3A** By 2023, DPS will reduce the teacher turnover rate to below 14.3 percent.
- GOAL 3B** By 2023, the percentage of DPS educators and staff who identify as Hispanic/Latino will increase from 3 to 10 percent.
- GOAL 3C** By 2023, DPS will create and implement an employee satisfaction survey geared toward all staff and modeled by the Teacher Working Conditions Survey, and will achieve at least an 85 percent satisfaction rate.



PRIORITY 4 Strengthen School, Family, and Community Engagement



- GOAL 4A** By 2023, DPS will improve the perception of each school based on the following four questions in the Teacher Working Conditions Survey:
- The community we serve is supportive of this school.
 - The school maintains clear, two-way communication with the community.
 - There is an atmosphere of trust and mutual respect in this school.
 - Overall, my school is a good place to work and learn.
- GOAL 4B** By 2023, DPS will strengthen family, school, and community engagement by demonstrating a 20 percent increase in the total level of parent and family participation in school programming, either by increased levels of participation in existing programs or by increasing the number of programs.
- GOAL 4C** By 2023, every school will have a community partner that is committed to providing meaningful programs and services to meet the diverse needs of students.

PRIORITY 5 Ensure Fiscal and Operational Responsibility



- GOAL 5A** Through 2023, DPS will exhibit fiscal responsibility as measured by a clean external financial audit each year, and will receive Association of School Business Officers and Government Finance Officers Association certificates of achievement for excellence in financial reporting.
- GOAL 5B** By 2023, 100 percent of DPS schools, including the grounds, will maintain a high level of cleanliness as evidenced by earning Clean School Award status.
- GOAL 5C** By 2023, 100 percent of elementary schools will have adequate, appropriate classroom space to accommodate reduced class sizes in kindergarten through third grade.
- GOAL 5D** By 2023, DPS will improve the physical environment to enhance student learning and ensure safety.
- GOAL 5E** By 2023, DPS will increase school bus transportation efficiency by having a Transportation Efficiency Rating of 95.8 percent.



PRIORITY 1 Increase Academic Achievement



PRIORITY 1

Increase Academic Achievement

GOAL 1A

BY 2023, at least 90 percent of all Durham Public Schools will meet or exceed standards for year-to-year academic growth as measured by the state model.

% DPS schools meeting/exceeding growth

2019	2020	2021	2022	2023
75%	79%	83%	87%	90%
(39 of 52)	(41 of 52)	(43 of 52)	(45 of 52)	(47 of 52)

Baseline: 75 percent of DPS schools (39 of 52) met or exceeded growth in 2016-17.

STRATEGIES

- 1. Implement** a school-based support model including literacy, math, and teaching and learning coaches to increase school accountability and improvement efforts.
- 2. Provide** teachers with rich, standards-based core curricula that are culturally reflective of student demographics as well as coaching and professional development to ensure high quality instruction for all students.
- 3. Deliver** robust, differentiated, culturally responsive, and customized professional learning to strengthen and sustain leadership capacity among principals and all staff.
- 4. Develop** diverse and robust career pathways for all students and provide increased guidance and resources for equitable access for all students.
- 5. Provide** all district and school leaders as well as instructional staff with updated technology and professional development on how to use technological devices for blended learning opportunities.

GOAL 1B

BY 2023, at least 60 percent of all DPS students will achieve grade level proficiency as measured by End-of-Grade and End-of-Course testing.

% of DPS students achieving EOG/EOC grade level proficiency

2019	2020	2021	2022	2023
49%	51%	54%	57%	60%

Baseline: 46.4 percent of students achieved grade level proficiency in 2016-17.

STRATEGIES

- 1. Adopt** and implement with fidelity in all schools a reading, math, and science curriculum with equitable access to print and electronic resources.
- 2. Establish** and monitor individual student achievement goals using a centralized data dashboard and design instruction to accelerate growth for every student.
- 3. Increase** school based instructional support utilizing literacy, math, and teaching and learning coaches to ensure the fidelity of curriculum implementation for all students.
- 4. Create** and implement a tiered plan of support that provides standardized intervention strategies that are designed to supplement or enhance core instruction.

Our schools and students' academic performance is evaluated by the state in two ways. PROFICIENCY is a measure of whether our students are meeting the standards of success in grades, subjects, or courses. GROWTH is a measure of how much progress has been made from year to year regardless of whether standards have been met.

GOAL 1C

BY 2023, the DPS four-year graduation rate for students who start with DPS in ninth grade will be at least 90 percent.

% DPS four-year cohort graduation rate

2019	2020	2021	2022	2023
82.4%	84.4%	86.4%	88.4%	90%

Baseline: The 2016-17 four-year graduation rate is 81.4 percent. The 2016-17 graduation rate for Black males is 77 percent, for Hispanic males is 63.9 percent, and for Hispanic females is 77.5 percent.

STRATEGIES

- 1. Identify** barriers to graduation for Black males and Hispanic males and females.
- 2. Develop** a centralized Early Warning Tracking System, beginning at elementary school, that identifies students who are at risk of disconnecting from school.
- 3. Implement** systems, structures, and processes related to students and staffing to dismantle barriers to graduation.
- 4. Ensure** every student develops a four-year plan upon entry into high school. Regular advisement will be provided and the plan will be revised as appropriate based on multiple data points.
- 5. Increase** the number of Career & Technology Education (CTE) completers in all high schools.

GOAL 1D

BY 2023, 100 percent of all teachers, leaders, and staff will use technology as a tool for accelerating and personalizing student learning.

% using technology to accelerate/personalize student learning

2019	2020	2021	2022	2023
establish	↑	↑	↑	100%

Baseline: During the 2018-19 school year, DPS will systematically collect data to determine the baseline measure for the use of technology in accelerating and personalizing student learning and establish a tool to assess ongoing progress toward the 2023 goal.

- | | |
|------------------|---|
| 2019 | Determine the baseline percentage of teachers, leaders, and staff currently using technology as a tool for accelerating and personalizing student learning, and establish equal-increment benchmarks for 2020-2022 in order to reach 100 percent by 2023. |
| 2020-2022 | Meet incremental benchmark based on 2019 calculation. |
| 2023 | Demonstrate that 100 percent of all teachers, leaders and staff are using technology as a tool for accelerating and personalizing student learning. |

STRATEGIES

- 1. Professional Development:** Establish and implement professional learning opportunities designed to support the new NC Digital Learning Competencies licensure requirement for all certified staff.
- 2. Professional Learning:** Offer ongoing professional learning opportunities to increase the engagement of students with technology to support learning across all content areas.
- 3. Leadership:** Implement a process to standardize technology devices for every certified staff member.
 - a. School-Based: administrators and teachers
 - b. Central Office: directors and above
- 4. Content and Instruction:** Fully implement with fidelity the use of the district identified Learning Management System (LMS) for staff and students.
- 5. Technology Infrastructure and Devices:** Ensure that our technology and infrastructure are supported with sufficient networking capacity.
- 6. Data and Assessment:** Utilize the measures of the NC Digital Learning Plan progress rubric to ensure every student engages with technology to support learning during the school day.



PRIORITY 2 Provide a Safe School Environment
that Supports the Whole Child



PRIORITY 2

Provide a Safe School Environment that Supports the Whole Child

GOAL 2A
BY 2023, 100 percent of Durham Public Schools will implement research-based cultural frameworks to support the social-emotional health and safety of students and staff.

DPS schools implementing cultural framework				
2019	2020	2021	2022	2023
35% (18 of 52)	50% (26 of 52)	64% (33 of 52)	85% (44 of 52)	100% (52 of 52)
Baseline: 2017-18 baseline data indicate that 25 percent of schools (13 of 52) have identified and implemented a research-based cultural framework with fidelity.				

- STRATEGIES**
- 1. **Identify** and adopt a research-based cultural framework in every school.
 - 2. **Develop and utilize** a district assessment to gauge cultural framework implementation.
 - 3. **Create and implement** district-wide professional development that supports the effective implementation of cultural frameworks. Professional development topics will include:
 - Restorative practices,
 - Social-emotional learning,
 - De-escalation and crisis prevention/intervention.
 - Culturally responsive teaching,
 - Reducing implicit bias and racial inequities,
 - 4. **Create and implement** tiered support that provides standardized intervention strategies designed to address students' social, emotional and behavioral needs.
 - 5. **Utilize** the Student Climate Survey data to develop school-specific strategies that support the social-emotional health and safety of students and staff.

GOAL 2B
BY 2023, DPS will reduce the percentage of students suspended out of school from kindergarten through twelfth grade to 4 percent or lower.

DPS K-12 suspension rate				
2019	2020	2021	2022	2023
≤7.4%	≤6.4%	≤5.4%	≤4.4%	≤4%
Baseline: 2016-17 baseline data indicate that 8.44 percent of our students were suspended. The suspension rate for Black males was 17.18 percent, Black females was 9.83 percent, and Hispanic males was 6.14 percent.				

- STRATEGIES**
- 1. **Identify** practices that are producing disproportionate suspension rates for Black students and Hispanic males.
 - 2. **Implement** systems, structures and processes that align with restorative approaches and building a positive school culture to ensure suspensions are the last resort.
 - 3. **Provide** leadership, support and a monitoring system around discipline referrals.
 - 4. **Develop and implement** a professional learning plan for district and school-based leaders, teachers and other staff to promote consistent and equitable implementation of Durham Public Schools Board of Education policies.
 - 5. **Develop, provide, and mandate** educational programming for every student who is suspended (i.e., in-school suspension and district sponsored out-of-school suspension programs).
 - 6. **Monitor and report** disaggregated suspension rates on a school-by-school basis.



PRIORITY 3 Attract and Retain Outstanding Educators and Staff



PRIORITY3

Attract and Retain Outstanding Educators and Staff

GOAL 3A

BY 2023, DPS will reduce the teacher turnover rate to below 14.3 percent.

Improvement in (lowering of) DPS teacher turnover rate

2019	2020	2021	2022	2023
18.3%	17.3%	16.3%	15.3%	14.3%

Baseline: The 2016-17 teacher turnover rate for DPS is 19.3 percent. For North Carolina as a whole, the rate is 13.5 percent.

STRATEGIES

- 1. Increase** teacher compensation to ensure competitiveness with other top-paying districts in North Carolina and the nation.
- 2. Elevate** the reputation of Durham Public Schools by refining our selection, onboarding, mentoring, and off-boarding processes to be seamless, organized, and consistent.
- 3. Collaborate** with DPS schools, colleges of education, and other organizations in using data to drive our decisions with regard to educator recruitment and retention.
- 4. Work** with school administrators, teacher advisory groups, and other stakeholders to enhance and improve educator working conditions, to include working toward increasing positive responses on the Teacher Working Conditions Survey (district average currently at 80 percent positive responses), with a particular focus on schools that are below the district average.

GOAL 3B

BY 2023, the percentage of DPS educators and staff who identify as Hispanic/Latino will increase from 3 to 10 percent.

% of Hispanic/Latino DPS educators

2019	2020	2021	2022	2023
2%	4%	6%	8%	10%

Baseline: Two percent of our current certified staff identify as Hispanic/Latino, compared to 30 percent of our students. The gap is proportionately largest with this demographic.

STRATEGIES

- 1. Strengthen** existing and create new and innovative partnerships to recruit educators, with a particular focus on those of color from historically underrepresented groups and males, targeting schools where the gaps are most prevalent.
- 2. Create or scale up** “Grow Our Own” programs for all staff, such as Teacher Assistant to Teacher and Teacher Cadet programs, in partnership with area colleges/universities and other partners.
- 3. Implement** targeted recruitment strategies in collaboration with more than 200 “Hispanic Serving Institutions” nationwide.

GOAL 3C

BY 2023, DPS will create and implement an employment satisfaction survey geared toward all staff and modeled by the Teacher Working Conditions Survey, and will achieve at least an 85 percent satisfaction rate.

DPS Teacher Working Conditions satisfaction rate

2019	2020	2021	2022	2023
establish	+2	+4	+6	+8

Baseline: DPS will develop the survey to establish its baseline in the first year.

STRATEGIES

- 1. Ensure** fair and competitive compensation for all DPS staff as measured by surveys, comparable-employer salary reviews, and other feedback from staff.
- 2. Work** with supervisors, school administrators, staff advisory groups, and other stakeholders to enhance and improve staff working conditions, with the goal of an overall increase in positive responses on the new Staff Working Conditions Survey.

HEATHER BROWN

“I chose to come to Durham Public Schools because I wanted to become a part of sculpting our next generation into intellectual, positive, persevering students. I had previously completed a long-term substitute teacher position in DPS, and I truly enjoyed working with the phenomenal students.”

MARIA VALENCIA

“I decided to come to DPS because I wanted to work with our wonderful music teachers and performing programs. The opportunity to collaborate with other subjects and classes is magnificent! DPS is a wonderful learning and developing institution for all students and professionals.”

LEVON BARNES

“The biggest reason I decided to come back to secondary schools and to DPS from higher education was simple — I felt the biggest impact I could have to help shape the future and to pay forward the knowledge that was given to me was on the high school level. Durham is a growing city and DPS provides teachers with the opportunity to be successful, and that’s important.”





PRIORITY 4 Strengthen School, Family, and Community Engagement





PRIORITY 4 Strengthen School, Family, and Community Engagement

GOAL 4A

BY 2023, DPS will improve the perception of each school based on the following four questions in the Teacher Working Conditions Survey:

% who agree with each question	"The community we serve is supportive of this school."	"The school maintains clear, two-way communication with the community."	"There is an atmosphere of trust and mutual respect in this school."	"Overall, my school is a good place to work and learn."
2018 (baseline)	80.4%	85.4%	69.7%	80.1%
2019	82%	87%	72%	82%
2020	84%	89%	74%	84%
2021	86%	91%	76%	86%
2022	88%	93%	78%	88%
2023	90%	95%	80%	90%

STRATEGIES

- 1. Establish formal relationships and collaborative structures to engage stakeholders.
- 2. Facilitate open dialogue with stakeholders about challenges and solutions.
- 3. Engage parents and the larger community in ongoing dialogue about the changes needed to prepare more students for success in high school, college, careers, and citizenship.
- 4. Diversify methods of two-way communication and monitor their effectiveness (i.e. social media, school events, etc.).
- 5. Regularly survey students, families, and school communities.
- 6. Build a culture of collaboration and shared decision making.
- 7. Focus on continued professional development for teachers.
- 8. Ensure teachers have the time, tools, and trust they need to improve teaching and learning.

GOAL 4B

BY 2023, DPS will strengthen family, school, and community engagement by demonstrating a 20 percent increase in parent and family participation in school programs.

- 2019 Establish baseline data for all schools.
- 2020 Increase district-wide parent/family engagement by 3 percent.
- 2021 Increase district-wide parent/family engagement by 5 percent.
- 2022 Increase district-wide parent/family engagement by 6 percent.
- 2023 Increase district-wide parent/family engagement by 6 percent.

STRATEGIES

- 1. Utilize the Family Academy to support all schools in offering meaningful family engagement activities.
- 2. Increase multilingual communications with all stakeholders to promote family engagement opportunities for DPS families.
- 3. Partner with community organizations to sponsor family engagement activities.
- 4. Establish at least three routine methods of obtaining usable student, parent and family, and community feedback regarding their perceptions of academic progress in DPS such as stakeholder collaborative meetings, online surveys and polling.
- 5. Demonstrate a 10-percent improvement in public perception of DPS as demonstrated in survey data, focus group responses to specific issues and number of positive publications.
- 6. Utilize an annual parent survey to gather input regarding parent/family participation in school programs.

GOAL 4C

BY 2023, every school will have a community partner that is committed to providing meaningful programs and services to meet the diverse needs of students.

% DPS schools with community partners

2019	2020	2021	2022	2023
establish	↑	↑	↑	100%
Baseline: Data for school and community partnerships will be established during the 2018-19 school year.				

- 2019 Establish baseline data and determine equal-increment benchmarks for 2020-22 in order to reach 100 percent by 2023.
- 2020 Meet incremental benchmark according to 2019 calculation.
- 2021 Meet incremental benchmark according to 2019 calculation.
- 2022 Meet incremental benchmark according to 2019 calculation.
- 2023 Demonstrate that 100 percent of all schools have community partners.

STRATEGIES

- 1. Complete a comprehensive needs assessment at every school to identify areas that could benefit from community partnerships.
- 2. Identify community partners for every school that could address the school's needs.
- 3. Establish relationships between schools and community partners and utilize community services in schools.
- 4. Evaluate the effectiveness of community partnerships and update services as necessary.



PRIORITY 5 Ensure Fiscal and Operational Responsibility



PRIORITY

5

Ensure Fiscal and Operational Responsibility

GOAL 5A

THROUGH 2023, DPS will exhibit fiscal responsibility as measured by a clean external financial audit each year, and will receive Association of School Business Officers and Government Finance Officers' Association certificates of achievement for excellence in financial reporting.

Receive clean audit and two financial awards

2019	2020	2021	2022	2023
✓	✓	✓	✓	✓

Baseline: DPS currently receives a clean external financial audit and receives the Association of School Business Officials (ASBO) and Government Finance Officers Association certificates of achievement for excellence in financial reporting.

STRATEGIES

- 1. **Maintain** strong financial internal controls.
- 2. **Continue to apply** new accounting standards as prescribed by governmental accounting standards boards, using up-to-date technology, resources, and systems.
- 3. **Provide** good financial management: consistency, accountability, transparency, integrity, financial stewardship, and accounting standards.

GOAL 5B

BY 2023, 100 percent of DPS schools, including the grounds, will maintain a high level of cleanliness as evidenced by earning Clean School Award status.

% DPS schools receiving award

2019	2020	2021	2022	2023
establish	70%	80%	90%	100%

Baseline: DPS is in process of developing clean school standards and a rubric for restoring the Clean School Award program and will establish baseline data in 2019.

STRATEGIES

- 1. **Implement** internal custodial program.
- 2. **Develop** standards for school cleanliness and scoring for Clean School Award status.
- 3. **Perform** school inspections using the DPS cleanliness standards.
- 4. **Ensure** training and equipment are sufficient to meet the criteria.

GOAL 5C

BY 2023, 100 percent of elementary schools will have adequate, appropriate classroom space to accommodate reduced class sizes in kindergarten through third grade.

- 2019 Assessment of elementary school space needs.
- 2020 Initial redistricting parameters outlined and new construction funding identified.
- 2021 New construction started.
- 2022 Reassignment decision related to new construction and utilization of existing capacity.
- 2022 Adequate elementary school space across the district and new school construction complete.

Baseline: There are currently five schools projected to have adequate classroom space to fully implement the class-size legislation.

STRATEGIES

- 1. **Evaluate** priorities around redistricting, site-based solutions, and/or new school construction.
- 2. **Update and revise** the long-range facility plan.
- 3. **Develop** capital improvement plan and strategies for K-3 class size implementation.
- 4. **Develop** timeline for funding and implementation.

GOAL 5D

BY 2023, DPS will improve the physical environment to enhance student learning and ensure safety.

- 2019 Update emergency response and crisis management procedures, bring all cameras up to Internet Protocol (IP) standards, and expand camera systems.
- 2020 Finish construction of security vestibules and conduct review of existing door locks systems.
- 2021 Integrate current DPS systems with emergency notification systems.
- 2022 Install new door locking mechanisms.
- 2023 Finish indoor and outdoor lighting upgrades.

Baseline: School physical environment standards will be developed and an audit will be performed to determine the baseline status of the physical environment at each school.

STRATEGIES

- 1. **Review and improve** each school's existing infrastructure.
- 2. **Review and update** emergency response and crisis management procedures.
- 3. **Ensure** strategic systems have a direct impact on schools.

GOAL 5E

BY 2023, DPS will increase school bus transportation efficiency by having a Transportation Efficiency Rating of 95.8 percent.

% DPS school bus transportation efficiency rating

2019	2020	2021	2022	2023
90.8%	91.8%	92.8%	94.8%	95.8%

Baseline: DPS's current efficiency rating provided by the Department of Public Instruction is 89.8 percent.

STRATEGIES

- 1. **Engage** district leadership to identify initiatives to reduce school bus mileage.
- 2. **Maximize** passenger count.
- 3. **Review and consolidate** bus stops.
- 4. **Identify** cost-saving and equitable transportation routes.
- 5. **Evaluate** school programming to ensure effective use of transportation funds.

THE STRATEGIC PLANNING COMMITTEE

FIFTY-TWO MEMBERS OF THE DURHAM COMMUNITY from every walk of life worked together in Spring 2018 poring over academic data and collaborating on guiding principles to ensure that this strategic plan reflects Durham's values and sound educational practice. The committee was led by the DPS Superintendent, Dr. Pascal Mubenga; the Deputy Superintendent for Academic Services, Dr. Nakia Hardy; and retired Area Superintendent, Jim Key.

TERI ADELMAN, Teacher, Northern High

ARASI ADKINS, Assistant Superintendent,
Human Resource Services, DPS

ANTONIO ALANIS, Education Coordinator, El Centro Hispano

DR. DONALD BARRINGER, School of Education,
North Carolina Central University

AARON BEAULIEU, Chief Operating Officer, DPS

DR. KRISTIN BELL, EC Executive Director, DPS

DR. MARGUERITA BEST, Director-Gateway to College,
Durham Technical Community College

NATALIE BEYER, Durham Public Schools Board of Education

DR. KELVIN BULLOCK, Executive Director, Equity Affairs, DPS

MICHELLE BURTON, Durham Association of Educators

DR. LINDA BURTON, Director, Duke University Center
for Child and Family Policy

FRANCELIA BURWELL, Durham Council of PTAs

JAVIERA CABALLERO, Durham City Council

FERNANDO CAMPOS, Teacher, Jordan High

MARY CASEY, DIRECTOR, Arts Education, DPS

XAVIER CASON, Durham Public Schools Board of Education

SUZANNE COTTERMAN, Director, Pre-K, DPS

ELIZABETH CROSS, Director, Advanced Academics, DPS

AINSLEY DICKERSON, Student Representative, Riverside High

LAVERNE ELLIS, Teacher, Lowe's Grove Middle

DR. KIMBERLY FERRELL, Principal, Burton Elementary

DR. MICHAEL FUGA, Principal, Neal Middle

RONALD GODBEE, Pastor, The River Church of Durham

MARY GRIFFITH, Administrator, Magnet Programs, DPS

SAM HARRISON, White Rock Baptist Church

DAVID HAWKS, Principal, Durham School of the Arts

WENDY JACOBS, Durham County Commissioner (Chair)

AMINAH JENKINS, Student Representative, Jordan High

ANTONIO JONES, Durham Committee on the
Affairs of Black People

KIRTINA JONES, Teacher, R.N. Harris Elementary

TONYA KEATON, Parent Representative, Carrington Middle

SHELBY KENNEDY, Teacher, Mangum Elementary

SABRINA LAMAR, Immaculate Conception

JOVONIA LEWIS, Parent Representative,
George Watts Elementary

MAXWELL MORRANT, Student Representative,
Southern School of Energy & Sustainability

KEITH NIKOI, Teacher, Hillside High

MOLLY PARKS, Peoples Alliance

DR. DEBORAH PITMAN, Assistant Superintendent, DPS

CATHERINE PLEIL, Director, Special Projects,
Families Moving Forward

BRYAN PROFFITT, Durham Association of Educators

SASHI RAYASAM, Director, English as a
Second Language, DPS

CRYSTAL ROGERS, Parent Teacher Association

IVAN ROSALES-FLORES, Student Representative,
J.D. Clement Early College

ELIZABETH SHEARER, Executive Director, Student
Support Services, DPS

RICK SHELDAHL, Director, Career and Technical
Education, DPS

CHANEL SIDBURY, Interim Executive Director: Secondary, DPS

EBONY SNEED, Parent Representative, Hillside High

DR. JULIE SPENCER, Assistant Superintendent,
Research & Accountability, DPS

CHIP SUDDERTH, Chief Communications Officer, DPS

BETTINA UMSTEAD, Durham Public Schools
Board of Education

ALEXANDRA VALLADARES, Parent Representative,
Durham School of the Arts

DR. JEROME WASHINGTON, Pastor, Mount Vernon
Baptist Church

ALEXANDRA ZAGBAYOU, Executive Director, Student U

