

# 2018-2023 Strategic Plan

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.***

## 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 a retired Area Superintendent, Jim Key. The members are:

- Teri Adelman, Teacher, Northern High
- Arasi Adkins, Assistant Superintendent, Human Resource Services, DPS
- Antonio Alanis, Education Coordinator, El Centro Hispano
- 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, Magnet School Administrator, 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 Marrant, Student Representative, Hillside High
- Keith Nikoi, Teacher, Hillside High
- Molly Parks, Peoples Alliance
- Dr. Deb Pitman, Assistant Superintendent, Specialized Services, 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 of Student Support Services, DPS
- Rick Sheldahl, Director, Career and Technical Education, DPS
- Chanel Sidbury, Interim Executive Director: 6-12, 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

## Mission

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

## Vision

Durham Public Schools: Igniting Limitless Potential

## 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, is 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.

## Priorities and Goals

### Priority 1: Increase Academic Achievement

- 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.
- 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.
- 1C. **By 2023**, the DPS four-year graduation rate for students who start with DPS in ninth grade will be at least 90 percent.
- 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

- 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.
- 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

- 3A. **By 2023**, DPS will reduce the teacher turnover rate to below 14.3 percent.
- 3B. **By 2023**, the percentage of DPS educators and staff who identify as Hispanic/Latino will increase from 3 to 10 percent.
- 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.

### Priority 4: Strengthen School, Family, and Community Engagement

- 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.
- 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.

- 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

- 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.
- 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.
- 5C. **By 2023**, 100 percent of elementary schools will have adequate, appropriate classroom space to accommodate reduced class sizes in kindergarten through third grade.
- 5D. **By 2023**, DPS will improve the physical environment to enhance student learning and ensure safety.
- 5E. **By 2023**, DPS will increase school bus transportation efficiency by having a Transportation Efficiency Rating of 95.8 percent.

## The Power of a Plan

As part of his mandate upon taking office, DPS Superintendent 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
- Ensure Fiscal and Operational Responsibility
- Attract and Retain Outstanding Educators and Staff
- Strengthen School, Family, and Community Engagement
- Provide a Safe School Environment that Supports the Whole Child

This Strategic Plan will **direct resources, provide clarity, and align our community** to the task of empowering our students to take charge of their future. Their potential is limitless. It will only take a 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.

# 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.**

## Baseline Data

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

## Benchmarks

- **2018-19:** 78 percent (39 of 52) will meet or exceed growth.
- **2019-20:** 80 percent (41 of 52) will meet or exceed growth.
- **2020-21:** 82 percent (42 of 52) will meet or exceed growth.
- **2021-22:** 84 percent (43 of 52) will meet or exceed growth.
- **2022-23:** 90 percent (46 of 52) will meet or exceed growth.

## 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, culturally reflective of student demographics, standards-based core curricula, 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 utilize the 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.**

## Baseline Data

The current proficiency rate is 46.4 percent.

## Benchmarks

- **2018-19:** 49 percent will meet or exceed state targets for reading and math.

- **2019-20:** 51 percent will meet or exceed state targets for reading and math.
- **2020-21:** 54 percent will meet or exceed state targets for reading and math.
- **2021-22:** 57 percent will meet or exceed state targets for reading and math.
- **2022-23:** 60 percent will meet or exceed state targets for reading and math.

### 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.

### Baseline Data

The current 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.

### Benchmarks

- **2018-19:** 82.4 percent of students will graduate on cohort.
- **2019-20:** 84.4 percent of students will graduate on cohort.
- **2020-21:** 86.4 percent of students will graduate on cohort.
- **2021-22:** 88.4 percent of students will graduate on cohort.
- **2022-23:** 90 percent of students will graduate on cohort.

### 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 their 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 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.

### Baseline Data

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.

### Benchmarks

- **2018-19:** 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 Years 2-4 in order to reach 100 percent by 2021-22.
- **2019-20:** Incremental benchmark according to 2018-19 calculation
- **2020-21:** Incremental benchmark according to 2018-19 calculation
- **2021-22:** Incremental benchmark according to 2018-19 calculation
- **2022-23:** 100 percent of all teachers, leaders and staff will use 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 state 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

**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.**

## Baseline Data

2017-18 baseline data indicate that 25 percent of schools (13 of 52) have identified and implemented a research-based cultural framework with fidelity.

## Benchmarks

- **2018-19:** 35 percent of schools (18 of 52) will identify and implement a research-based cultural framework with fidelity.
- **2019-20:** 50 percent of schools (26 of 52) will identify and implement a research-based cultural framework with fidelity.
- **2020-21:** 65 percent of schools (33 of 52) will identify and implement a research-based cultural framework with fidelity.
- **2021-22:** 85 percent of schools (44 of 52) will identify and implement a research-based cultural framework with fidelity.
- **2022-23:** 100 percent of schools (52 of 52) will identify and implement 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.**

### **Baseline Data**

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.

### **Benchmarks**

- **2018-19:** Decrease suspension rate to 7.4 percent or lower.
- **2019-20:** Decrease suspension rate to 6.4 percent or lower.
- **2020-21:** Decrease suspension rate to 5.4 percent or lower.
- **2021-22:** Decrease suspension rate to 4.4 percent or lower.
- **2022-23:** Decrease suspension rate to 4 percent or lower.

### **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

**Goal 3A: By 2023, DPS will reduce the teacher turnover rate to below 14.3 percent.**

## Baseline Data

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

## Benchmarks

- **2018-19:** 18.3 percent.
- **2019-20:** 17.3 percent.
- **2020-21:** 16.3 percent.
- **2021-22:** 15.3 percent.
- **2022-23:** 14.3 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. Work toward an overall increase in 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.**

## Baseline Data

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.

## Benchmarks

- **2018-19:** 3 percent.
- **2019-20:** 4 percent.
- **2020-21:** 6 percent.
- **2021-22:** 8 percent.

- **2022-23:** 10 percent.

### Strategies

1. Strengthen existing and create new and innovative partnerships to recruit, with a particular focus on educators of color from historically underrepresented groups and male educators, 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.**

### Baseline Data

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

### Benchmarks

- **2018-19:** Establish baseline data.
- **2019-20:** +2 percent of baseline.
- **2020-21:** +4 percent of baseline.
- **2021-22:** +6 percent of baseline.
- **2022-23:** +8 percent of baseline.

### 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.

# 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.

## Baseline Data and Benchmarks

	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.
<b>2016 Baseline</b>	80.4% Agree	85.4% Agree	69.7% Agree	80.1% Agree
<b>2019</b>	82% Agree	87% Agree	72% Agree	82% Agree
<b>2020</b>	84% Agree	89% Agree	74% Agree	84% Agree
<b>2021</b>	86% Agree	91% Agree	76% Agree	86% Agree
<b>2022</b>	88% Agree	93% Agree	78% Agree	88% Agree
<b>2023</b>	90% Agree	95% Agree	80% Agree	90% Agree

## 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 (e.g. 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 10 percent increase in parent and family participation in school programs**

### **Baseline Data**

2017-18 Title I schools' data indicate that 70 percent of our Title I families participate in school programs. Baseline data for non-Title I schools will be established during the 2018-19 school year.

### **Benchmarks**

- **2018-19:** Establish baseline data for non-Title I schools and increase parent/family engagement in Title I schools by 2 percent.
- **2019-20:** Increase district-wide parent/family engagement by 2 percent.
- **2020-21:** Increase district-wide parent/family engagement by 2 percent.
- **2021-22:** Increase district-wide parent/family engagement by 3 percent.
- **2022-23:** Increase district-wide parent/family engagement by 3 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.**

### **Baseline Data**

Baseline data for school and community partnerships will be established during the 2018-19 school year.

### **Benchmarks**

- **2018-19:** Establish baseline data and determine equal-increment benchmarks for 2019-22 in order to reach 100 percent by 2022-23.
- **2019-20:** Incremental benchmark according to 2018-19 calculation

- **2020-21:** Incremental benchmark according to 2018-19 calculation
- **2021-22:** Incremental benchmark according to 2018-19 calculation
- **2022-23:** 100 percent of all schools will 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

**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.**

## Baseline Data

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.

## Benchmarks

- **2018-19:** receive clean audit and two financial awards.
- **2019-20:** receive clean audit and two financial awards.
- **2020-21:** receive clean audit and two financial awards.
- **2021-22:** receive clean audit and two financial awards.
- **2022-23:** receive clean audit and two financial awards.

## 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.**

## Baseline Data

DPS is in process of developing clean school standards and a rubric for restoring the Clean School Award program.

## Benchmarks

- **2018-19:** baseline data will be established.
- **2019-20:** 70 percent of schools will receive award.
- **2020-21:** 80 percent of schools will receive award.
- **2021-22:** 90 percent of schools will receive award.

- **2022-23:** 100 percent of schools will receive award.

### 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.**

### Baseline Data

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

### Benchmarks

- **2018-19:** assessment of elementary school space needs.
- **2019-20:** initial redistricting parameters outlined and new construction funding identified.
- **2020-21:** new construction started.
- **2021-22:** reassignment decision related to new construction and utilization of existing capacity.
- **2022-23:** adequate elementary school space across the district and new school construction complete.

### 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 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.**

### Baseline Data

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

### Benchmarks

- **2018-19:** Update emergency response and crisis management procedures, bring all cameras up to IP standards and expand camera systems.

- **2019-20:** Finish construction of security vestibules, review of existing door locks systems.
- **2020-21:** Integration with emergency notification systems.
- **2021-22:** New door locking mechanism installed.
- **2022-23:** Finish indoor and outdoor lighting upgrades.

### Strategies

1. Review and improve each school's existing infrastructure.
2. Review and update emergency response and crisis management procedures.
3. Ensure strategic systems that have a direct impact to manage the school.

## **Goal 5E: By 2023, DPS will increase school bus transportation efficiency by having a Transportation Efficiency Rating of 95.8 percent.**

### Baseline Data

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

### Benchmarks

- **2018-19:** Increase from 89.8 percent to 90.8 percent.
- **2019-20:** Increase from 90.8 percent to 91.8 percent.
- **2020-21:** Increase from 91.8 percent to 92.8 percent.
- **2021-22:** Increase from 92.8 percent to 94.8 percent.
- **2022-23:** Increase from 94.8 percent to 95.8 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.

## Superintendent's Message

It is an honor to lead Durham Public Schools. Since my arrival I have been humbled by our community's support of our schools as well as its insistence upon excellence for all of our students. The children in our 53 schools deserve as outstanding an education as any other child in North Carolina or the nation. Our teachers, staff, and school leaders are eager to provide it. Having a Strategic Plan to focus and unify our efforts is necessary for all of us to meet that goal.

No Strategic Plan can encompass every subject taught, nor every tactic for reducing inequities or mobilizing community support for our students and schools. The intangibles of public education are as important as what we measure in this Strategic Plan: the joy of learning, the building of good citizenship, appreciation of and expertise in the arts, fostering habits of healthy living, and more. We expect our school communities, educators, and staff to continue to innovate; creativity is in our DNA. Having a Strategic Plan ensures that we will not lose sight of our purpose while we continue to expand our horizons.

This will be a living plan. In addition to regular progress updates to our Board, families, and community, we will also assess the goals and strategies themselves. If state policies or standards change, we will adjust the Strategic Plan accordingly and keep moving forward.

We launch this Strategic Plan confident in our community and families, proud of our schools' commitment to equity and social justice, and excited for our students' achievement over the next five years.

Pascal Mubenga, Ph.D.

Strategic Spending Options						
Proposal	Cost	One-time/recurring	Details	SP Priority	SP Goal	SP Strategy
Restorative Practices Center Coordinator - MS & HS	\$ 794,520.00	recurring	1 classified Restorative Practices Coordinator position for all middle schools, all comprehensive high schools, and Lakeview	Provide a safe school environment that supports the whole child	By 2023, DPS will reduce the percentage of students suspended out of school from kindergarten through twelfth grade to four percent or lower.	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).
Additional AP Position	\$ 484,902.00	recurring	Creekside ES, Forest View ES, Pearson town ES, Carrington MS, Githens MS and Neal MS	Provide a safe school environment that supports the whole child	By 2023, DPS will reduce the percentage of students suspended out of school from kindergarten through twelfth grade to four percent or lower.	Provide leadership, support and a monitoring system around discipline referrals.
ELL Support (3 positions)	\$ 150,000.00	recurring	3 interpreters	Strengthen school, family and community engagement	By 2023, DPS will strengthen family, school and community engagement by demonstrating a 10 percent increase in parent and family participation in school programs.	Increase communications with all stakeholders to promote family engagement opportunities for DPS families.
Salary Study	\$ 500,000.00	recurring	Initial phase of implementation	Attract and retain outstanding teachers and staff	By 2023, DPS will create and implement an employment satisfaction survey geared toward classified staff and modeled by the Teacher Working Conditions survey, and will achieve at least an 85 percent satisfaction rate.	Ensure fair and competitive compensation for all DPS staff as measured by surveys, comparable-employer salary reviews, and other feedback from staff.
Teacher Supplement Increase	\$ 1,500,000.00	recurring	Increase the teacher supplement percentage	Attract and retain outstanding teachers and staff	By 2023, DPS will reduce the teacher turnover rate to 14.3 percent.	Increase teacher compensation to ensure a salary structure that is competitive with other top paying districts in North Carolina.
<b>TOTAL Recurring</b>	<b>\$ 3,429,422.00</b>					

Strategic Spending Options						
Proposal	Cost	One-time/recurring	Details	SP Priority	SP Goal	SP Strategy
School Allocations	\$ 825,000.00	one-time	\$25 per student	Provide a safe school environment that supports the whole child	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.	Identify and adopt a research-based cultural framework in every school.
Rebranding - Lakeview	\$ 50,000.00	one-time	District-wide	Strengthen school, family and community engagement	By 2023, DPS will strengthen family, school and community engagement by demonstrating a 10 percent increase in parent and family participation in school programs.	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.
Marketing Strategic Plan	\$ 50,000.00	one-time	District-wide	Strengthen school, family and community engagement	By 2023, every school will have a community partner that is committed to providing programs and services to meet the diverse needs of students.	Establish relationships between schools and community partners and utilize community services in schools.
Clean and Healthy School Environments	\$ 1,200,000.00	one-time	Infrastructure for supporting direct operation of custodial programs	Ensure Fiscal and Operational Responsibility	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.	Implement internal custodial program.
<b>TOTAL One-Time</b>	<b>\$ 2,125,000.00</b>					
<b>GRAND TOTAL</b>	<b>\$ 5,554,422.00</b>			<b>Supports 4 Strategic Plan Priorities</b>	<b>Supports 7 Strategic Plan Goals</b>	<b>Supports 9 Strategic Plan Strategies</b>

**Note:** \$750,000 for teacher deferred needs - would like the Board to use this to cover half of the supplement increase