U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

FY 2007 APPLICATION FOR GRANTS UNDER THE MAGNET SCHOOLS ASSISTANCE PROGRAM
CFDA # 84.165A
PR/Award # U165A070033
Grants.gov Tracking#: GRANT00253323

There were problems converting one or more of the attachments. Please see list below.

OMB No. 1855-0011, Expiration Date: 04/30/2007

Closing Date: APR 27, 2007

Table of Contents

There was a problem converting the following attachments:

- (8526-Mandatory_Final_-_MSAP_Budget.xls)

Forms

1. *Application for Federal Assistance (SF-424)* e1
2. *Standard Budget Sheet (ED 524)* e6
3. *SF 424B - Assurances Non-Construction Programs* e8
4. *Disclosure of Lobbying Activities* e10
5. *427 GEPA* e12
   - *Attachment - 1* e14
6. *ED 80-0013 Certification* e16
7. *Dept of Education Supplemental Information for SF-424* e17

Narratives

1. *Project Narrative - (Abstract Narrative...)* e18
   - *Attachment - 1* e19
2. *Project Narrative - (Project Narrative...)* e20
   - *Attachment - 1* e21
   - *Attachment - 2* e247
3. *Project Narrative - (Other Narrative...)* e249
   - *Attachment - 1* e251
   - *Attachment - 2* e252
   - *Attachment - 3* e272
   - *Attachment - 4* e288
   - *Attachment - 5* e289
   - *Attachment - 6* e290
   - *Attachment - 7* e334
   - *Attachment - 8* e345
   - *Attachment - 9* e349
   - *Attachment - 10* e361
   - *Attachment - 11* e367

Attachment - 12 e390
Attachment - 13 e395
Attachment - 14 e414
Attachment - 15 e423
Attachment - 16 e433
Attachment - 17 e439
4. *Budget Narrative - (Budget Narrative...)* e448
Attachment - 1 e449

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:
- ○ Preapplication
- ● Application
- ○ Changed/Corrected Application

* 2. Type of Application:
- ● New
- ○ Continuation
- ○ Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received: 04/25/2007

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Duval County Public Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN): 596000589

* c. Organizational DUNS: 080683048

d. Address:

* Street1: 1701 Prudential Drive
Street2:
* City: Jacksonville
County:
* State: FL: Florida
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 32207

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:
* First Name: Patricia
Middle Name:
* Last Name: Cascone
Suffix:

Title: Director, External Funding

Organizational Affiliation:

* Telephone Number: (904) 390-2186
Fax Number:

* Email: casconep@educationcentral.org

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165

CFDA Title:

Magnet Schools Assistance

*** 12. Funding Opportunity Number:**

ED-GRANTS-030907-002

* Title:

Magnet Schools Assistance Program CFDA 84.165A

13. Competition Identification Number:

84-165A2007-2

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

Dreams Begin Here: Duval County Public Schools

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 3 4 6
* b. Program/Project: 3 4 6

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date: 08/01/2007
* b. End Date: 07/31/2010

18. Estimated Funding ($):

* a. Federal	12,000,000.00
* b. Applicant	22,000,000.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	34,000,000.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

● a. This application was made available to the State under the Executive Order 12372 Process for review on 04/30/2007.

○ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

○ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

○ Yes ● No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☑ **** I AGREE**

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr.
* First Name: Joseph
Middle Name:
* Last Name: Wise
Suffix:

* Title: Superintendent of Schools

* Telephone Number: (904) 390-2000
Fax Number:

* Email: wisej@educationcentral.org

* Signature of Authorized Representative: Patricia Cascone
* Date Signed: 04/25/2007

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Attachments

AdditionalCongressionalDistricts

File Name	Mime Type

AdditionalProjectTitle

File Name	Mime Type

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Duval County Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 922,250	$ 1,079,845	$ 1,098,884	$ 0	$ 0	$ 3,100,979
2. Fringe Benefits	$ 428,060	$ 475,479	$ 456,762	$ 0	$ 0	$ 1,360,301
3. Travel	$ 378,657	$ 310,382	$ 281,567	$ 0	$ 0	$ 970,606
4. Equipment	$ 850,626	$ 961,607	$ 1,095,860	$ 0	$ 0	$ 2,908,093
5. Supplies	$ 562,437	$ 456,116	$ 429,941	$ 0	$ 0	$ 1,448,494
6. Contractual	$ 597,750	$ 510,575	$ 474,100	$ 0	$ 0	$ 1,582,425
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 3,739,780	$ 3,794,004	$ 3,837,114	$ 0	$ 0	$ 11,370,898
10. Indirect Costs*	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 260,220	$ 205,996	$ 162,886	$ 0	$ 0	$ 629,102
12. Total Costs (lines 9-11)	$ 4,000,000	$ 4,000,000	$ 4,000,000	$ 0	$ 0	$ 12,000,000

***Indirect Cost Information *(To Be Completed by Your Business Office)*:**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [] Yes [] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: __/__/____ To: __/__/____ (mm/dd/yyyy)
Approving Federal agency: [] ED [] Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[] Is included in your approved Indirect Cost Rate Agreement? or, [] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1890-0004 Expiration Date: 06/30/2005
Name of Institution/Organization: Duval County Public Schools	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	(b)(6)
1. Personnel	
2. Fringe Benefits	
3. Travel	
4. Equipment	
5. Supplies	
6. Contractual	
7. Construction	
8. Other	
9. Total Direct Costs (lines 1-8)	
10. Indirect Costs	
11. Training Stipends	
12. Total Costs (lines 9-11)	

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Patricia Cascone	* TITLE Superintendent of Schools
* APPLICANT ORGANIZATION Duval County Public Schools	* DATE SUBMITTED 04-25-2007

Standard Form 424B (Rev. 7-97) Back

Tracking Number: GRANT00253323

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

1. * Type of Federal Action:	2. * Status of Federal Action:	3. * Report Type:
__a. contract	__a. bid/offer/application	●a. initial filing
●b. grant	●b. initial award	__b. material change
__c. cooperative agreement	__c. post-award	For Material Change Only:
__d. loan		year quarter
__e. loan guarantee		date of last report
__f. loan insurance		

4. Name and Address of Reporting Entity:	5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:
●Prime __SubAwardee Tier if known: * Name: Duval County Public Schools * Address: 1701 Prudential Dri ve Jacksonville FL: Florida 32207 Congressional District, if known:	
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Magnet Schools Assistance CFDA Number, if applicable: 84.165
8. Federal Action Number, if known:	9. Award Amount, if known:
10. a. Name and Address of Lobbying Registrant (if individual, complete name): * Name: N/A N/A * Address:	b. Individual Performing Services (including address if different from No. 10a): * Name: N/A N/A
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	* Signature: Patricia Cascone * Name: Dr. Joseph Wise Title: Superintendent of Schools Telephone No.: 904 390-2000

	Date: 04-25-2007
Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name	Mime Type
5902-GEPA.doc	application/msword

Duval County has established steps to ensure equitable access to, and participation in, federal assisted program(s) included in this application for students, teachers, and other program beneficiaries with special needs as listed in the Department of Education's General Education Provisions Act (GEPA), Section 427.

MANAGEMENT PLAN - Duval County Public Schools has determined that no student, teacher, or other beneficiary will be denied access or participation in the programs and activities due to his or her gender, race, national origin, color, disability, or age. The State of Florida's Auditor General's Office annually monitors programs for equal access compliance.

Duval County Public Schools adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

- Title VI of the Civil Rights Act of 1964 – prohibits discrimination on the basis of race, color, religion, or national origin;
- Title VII of the Civil Rights Act of 1964, as amended – prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin;
- Title IX of the Education Amendment of 1972 – prohibits discrimination on the basis of sex;
- Age Discrimination in Employment Act of 1967 (ADEA), as amended – prohibits discrimination on the basis of age with respect to individuals who are at least 40;

- Florida Educational Equity Act – Section 228.2001, F.S. – prohibits discrimination on the basis of race, sex, national origin, marital status, or handicap against students or employees;
- Section 504 of the Rehabilitation Act of 1973 – prohibits discrimination against the handicapped; and
- American with Disabilities Act of 1990 (ADA) – prohibits discrimination against individuals with disabilities in employment, public service, public accommodations, and telecommunications.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION Duval County Public Schools
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Dr. * First Name: Joseph Middle Name: * Last Name: Wise Suffix: * Title: Superintendent of Schools
* SIGNATURE: Patricia Cascone * DATE: 04/25/2007

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**
Dr.

Sally

Hague

*** Address:**
1701 Prudential Drive

Jacksonville

FL: Florida

32207

USA: UNITED STATES

*** Phone Number:**
(904) 390-2082

Fax Number:

Email:

2. Applicant Experience:

_Yes _No ● Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

_Yes ● No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName MimeType

Tracking Number: GRANT00253323

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **4572-Abstract_Sally.doc**

ABSTRACT

The MSAP application for Duval County Public Schools is designed to reduce minority group isolation by increasing access to magnet schools, adding school choice options for students from lower performing schools, and improving the quality of teaching. Our proposal, appropriately named ***Dreams Begin Here,*** capitalizes on a long history of magnet program success. For more than 16 years, magnet programs in Duval County have been the source of inspiration and dreams for countless students. We will spotlight ten schools.

Theme	Schools	Title I	AYP	Type of Magnet
Gifted and Talented School of the Medical Arts	Darnell-Cookman	No	Yes	Dedicated, significantly revised and addition of high school program
Mathematics, Science, and Pre-Engineering	Sallye B. Mathis	Yes	No	Whole school, new program
Visual and Performing Arts	Lake Forest	Yes	No	Whole school, significantly revised program
International Baccalaureate Primary Years	Henry F. Kite Justina Road Rufus Payne	Yes	No	1 dedicated, 1 whole school significantly revised programs; 1 new, whole school
International Baccalaureate Middle Years	Lake Shore Ft. Caroline	No	No	Whole school, new program
College Prep/Leadership	Julia Landon	No	No	Whole school, new program
MicroSociety	North Shore	Yes	No	Whole school, new program

This application requests funds to support magnet program restructuring. The proposed budget, combined with district funds, will adequately support development and implementation of the proposed projects at each site. Our objective is for these schools to be diverse *and* high achieving by the end of the MSAP grant cycle.

Project Narrative

Project Narrative

Attachment 1:
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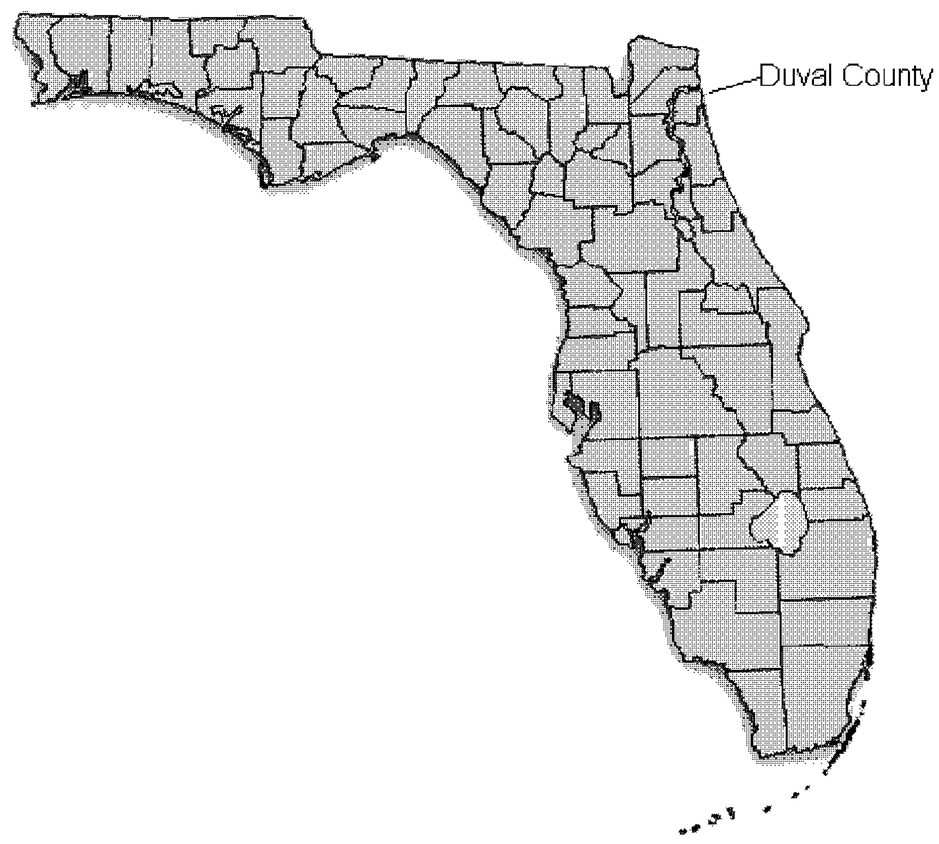
Attachment 2:
Title: Pages: Uploaded File: **7107-TABLE_OF_CONTENTS.doc**

PART III
PROGRAM NARRATIVE

Duval County Public Schools (DCPS) is located in Jacksonville, Florida. Covering a total area of 840 square miles (roughly two-thirds the size of Rhode Island), Jacksonville is the largest city in Florida in geographic size. DCPS is the 7th largest school district in Florida and the 20th largest in the United States, currently serving 125,000 students in 164 schools.



A recent report produced by the Jacksonville Community Council, Inc., says that DCPS educates the children of an adult population with a 46% functional illiteracy rate, a divorce rate of 73%, and a mobility rate of almost 40% (about 7% higher than the state's rate). Duval's problems are typical of many large urban school districts:

- High poverty rate (42.4% of students on free and reduced lunch program, sixth highest in number among Florida's 67 school districts);
- Persistent achievement gap among diverse student populations;
- High failure rate, particularly at 9th grade (50% in 2005-06); and
- An alarming graduation rate of just 60.5% in 2005-06.

PR/Award # U165A070033

The DCPS student population is diverse: 57.4% minority, 15.3% Exceptional Student Education, and 4.2% English as Second Language (more than double the percent in 2004). As Table I indicates, the percent of minority enrollment has increased steadily over the past six years. In order to address the individual and collective needs of its diverse student population, Duval offers a wide variety of educational options (i.e., charter schools, magnet programs, career academies, vouchers, special assignment, and satellite schools). This menu of options is a critical component of the district's efforts to close the academic achievement gap through systemic reform that facilitates and expects personal academic excellence from each and every student. However, it is the district's magnet programs that continue to provide the greatest variety of high-interest educational opportunities for Jacksonville's public school children.

Table 1: Duval County Public School Enrollment

Ethnicity		2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
White	#	60,754	60,956	61,078	59,863	57,610	55,138	53,573
	%	48.9%	48.1%	47.5%	46.8%	45.1%	43.6%	42.6%
Black	#	53,294	54,218	54,962	54,536	55,056	54,885	54,623
	%	42.9%	42.8%	42.8%	42.6%	43.1%	43.4%	43.4%
Hispanic	#	4,659	5,216	5,533	5,978	6,642	7,461	7,941
	%	3.7%	4.1%	4.3%	4.7%	5.2%	5.9%	6.3%
Asian	#	3,417	3,646	3,762	3,937	4,216	4,426	4,606
	%	2.7%	2.9%	2.9%	3.1%	3.3%	3.5%	3.7%
Amer Ind	#	191	193	205	202	255	253	2434
	%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
Mult Race	#	2,024	2,467	2,912	3,449	3,960	4,299	4,833
	%	1.6%	1.9%	2.3%	2.7%	3.1%	3.4%	3.8%
Total		**124,339**	**126,695**	**128,452**	**127,965**	**127,739**	**126,462**	**125,820**

Source: DCPS 20-Day Enrollment Report, Date Certain 09/05/2006

DCPS is fortunate to have been led by two outstanding superintendents over the past decade, each of whom has provided clear focus for students, educators, parents, and other community members to clarify their individual and collective roles and responsibilities in public education. For example, former superintendent John Fryer spearheaded the effort to implement standards-based reform in all Duval County public schools. Under Mr. Fryer's leadership, achievement test scores began to improve and the gap between minority and non-minority students began to close.

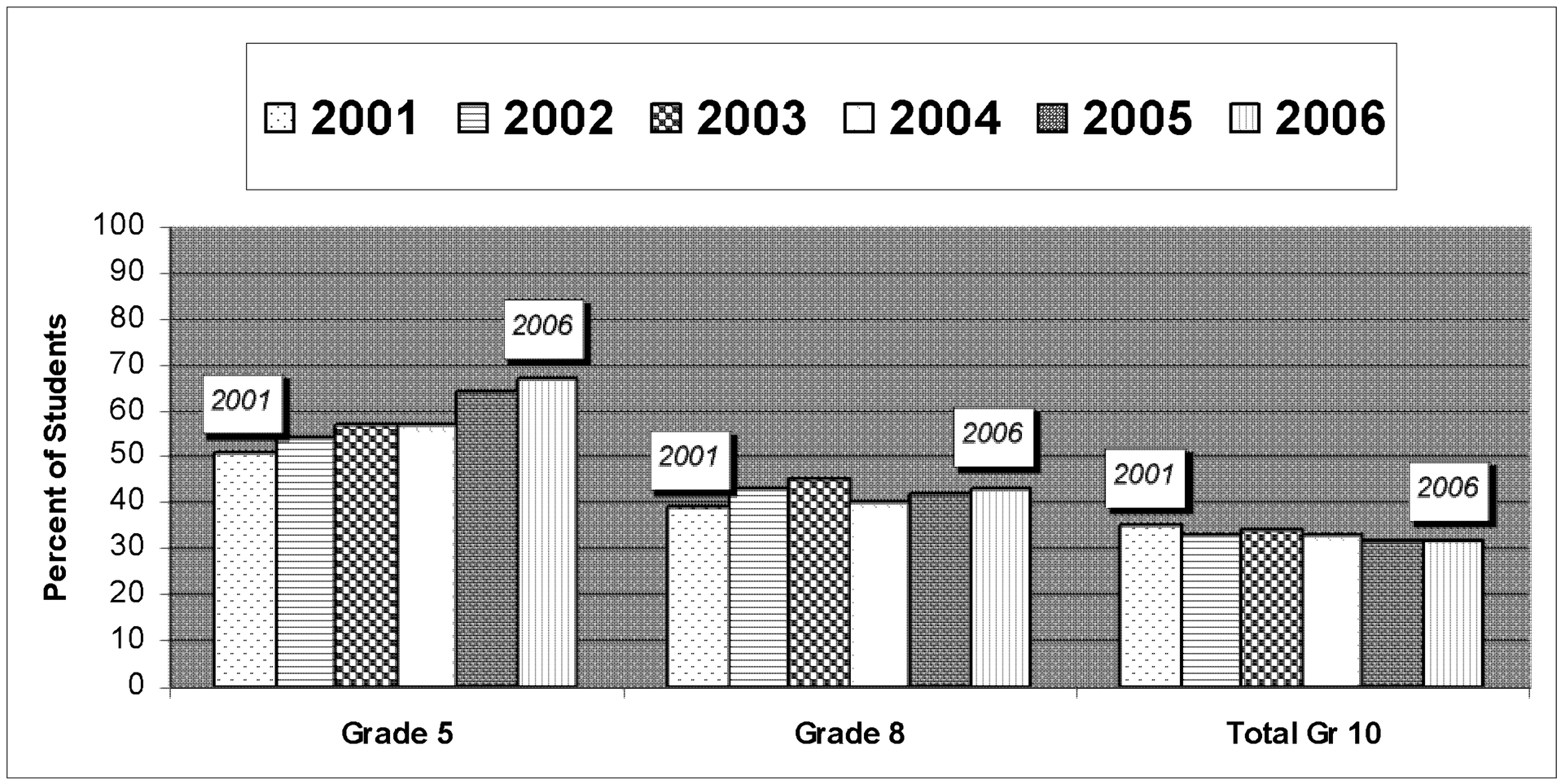
Upon Mr. Fryer's retirement, Dr. Joseph Wise was selected by the Duval County School Board as the district's new Superintendent of Schools, an appointment he began in November 2005. A dedicated champion of public schools and public school students, Superintendent Wise has set six very clear goals for himself, one of which is to "Create a platform for accelerating student achievement that builds upon the work of the previous administration." His employment contract is based, in part, on performance expectations and performance targets in the areas of reading, mathematics, promotion, graduation, dropout rate, and enrollment in and successful completion of advanced coursework and dual enrollment opportunities. Typical of Dr. Wise's commitment to quality education for all DCPS students is his subtle but powerful change to the district's most critical expectation. He has shifted the school system's focus from "closing the achievement gap" to "eliminating all achievement gaps" among Jacksonville's students.

Consistent with data from other large urban school districts, Jacksonville's persistent achievement gaps are most evident among children who live in the high-poverty neighborhoods and who attend racially isolated schools populated almost exclusively with minority students. Despite local and state efforts to promote a culture of high expectations, these schools

consistently fail to demonstrate adequate progress as defined by *No Child Left Behind* (NCLB) legislation.

The information provided in Charts 1-11 is based on student performance as measured by the state's criterion-referenced Florida Comprehensive Assessment Test (FCAT). Charts 1 and 5 provide a six-year perspective on student growth in reading and mathematics, respectively. Charts 2-4 represent the district's achievement gap in reading among students in grades 5, 8, and 10; Charts 6-8 offer the same information for mathematics achievement. Charts 9-11 provide a comparison between minority and non-minority achievement on the FCAT writing production subtest at grades 4, 8, and 10.

Chart 1: 2001-2006 FCAT Reading Achievement, Grades 5, 8, 10



Source: Florida Department of Education

DCPS fifth graders' performance on the reading portion of the FCAT has consistently improved since the 2001 administration. The percent of all 5th grade students earning a score of 3 ("on grade level") or higher has grown from 51% in 2001 to 67% in 2006. Unfortunately, the

district's secondary school students' reading scores have not shown the same positive growth. At the secondary level, gains over time have been relatively flat for all student groups.

The magnitude of Duval County's achievement gaps in reading at grades 5, 8, and 10 is illustrated in Charts 2-4. Minority student performance in grade 5 has improved over the past 6 years, but minority passing rates remain well below those of non-minority students at all grades. Grade 10 scores for minority students (Chart 4) are particularly alarming, with no more than 17% scoring at or above the minimum competency level (level 3) over the past five years.

Chart 2

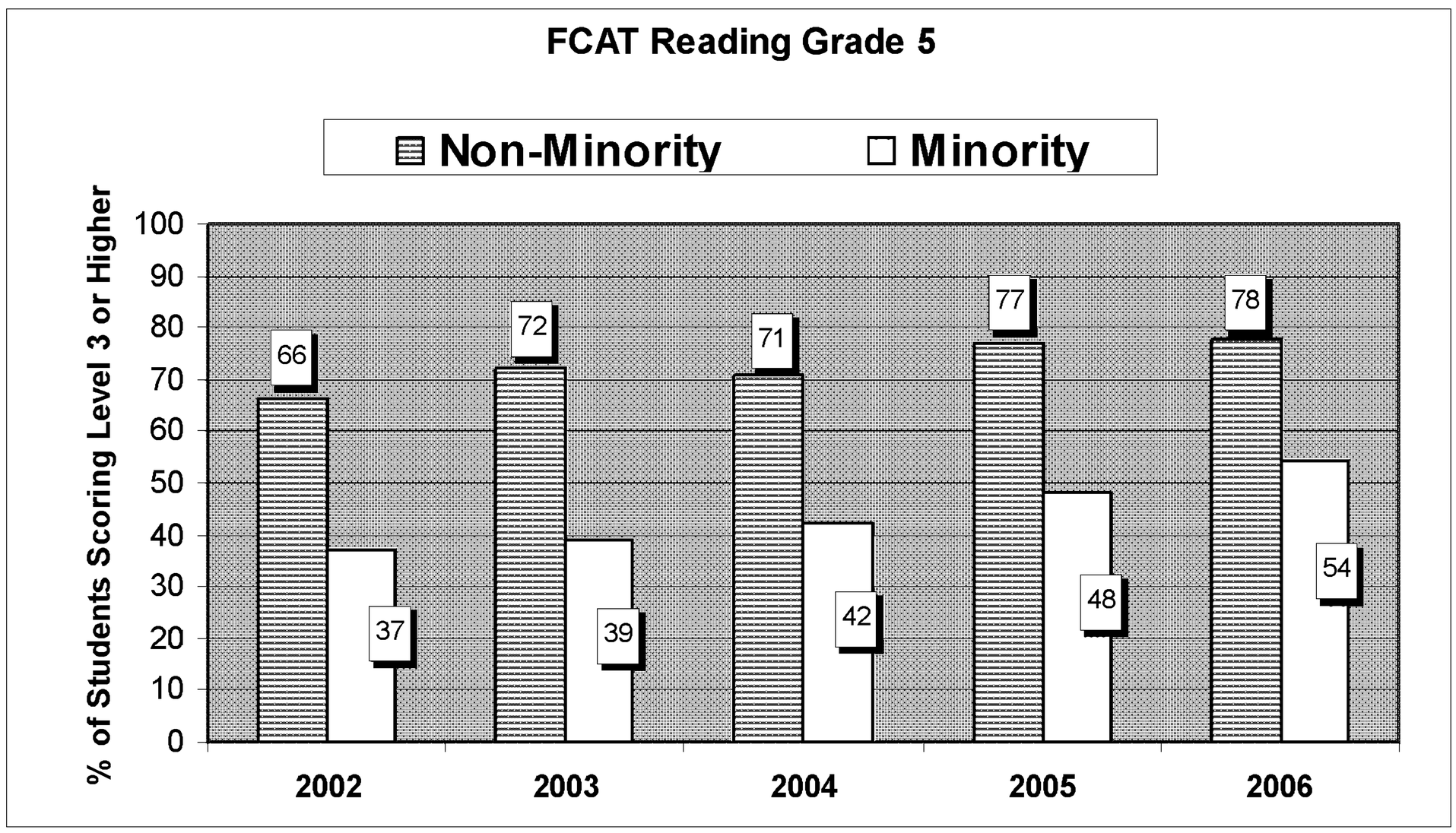


Chart 3

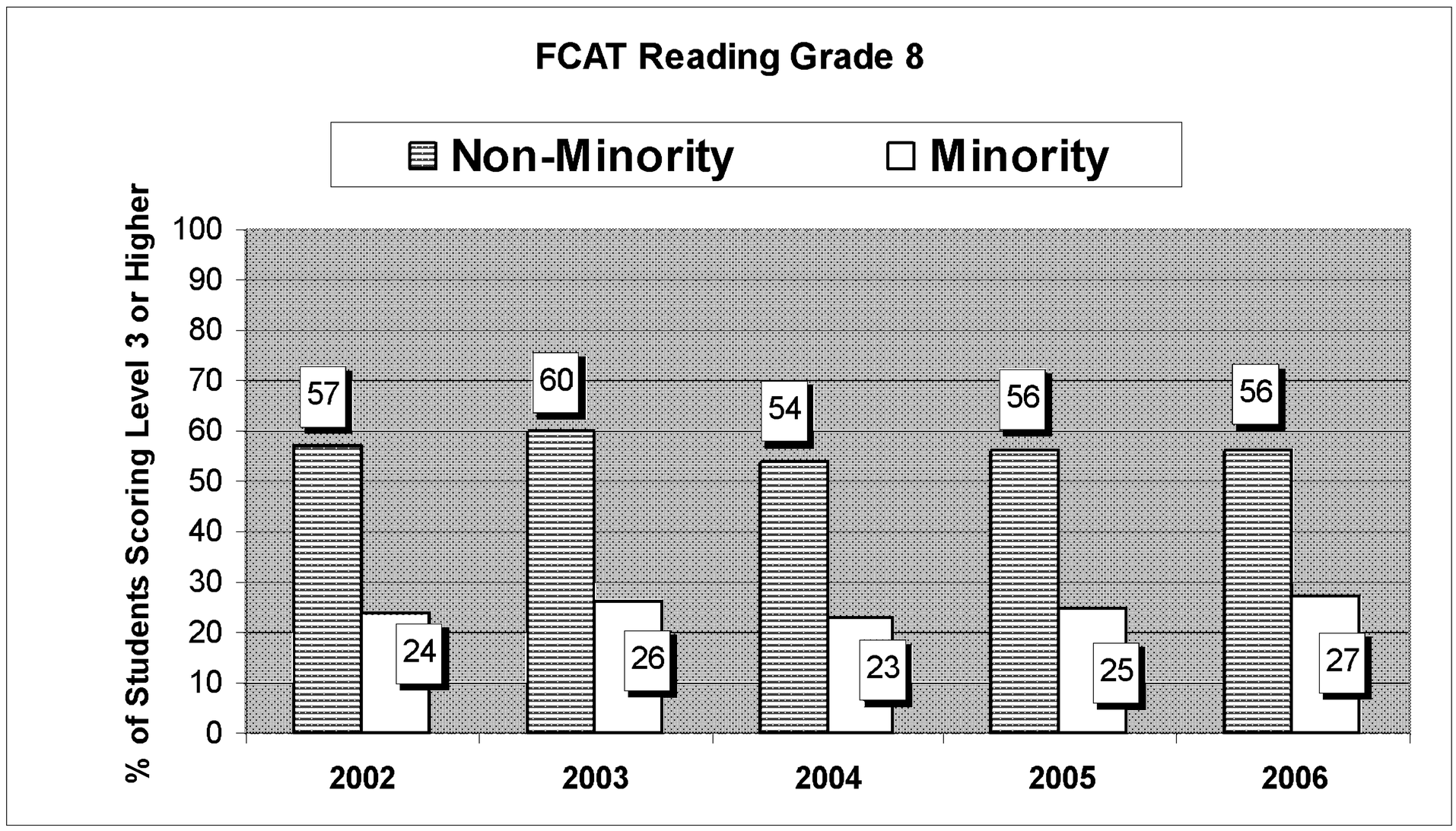
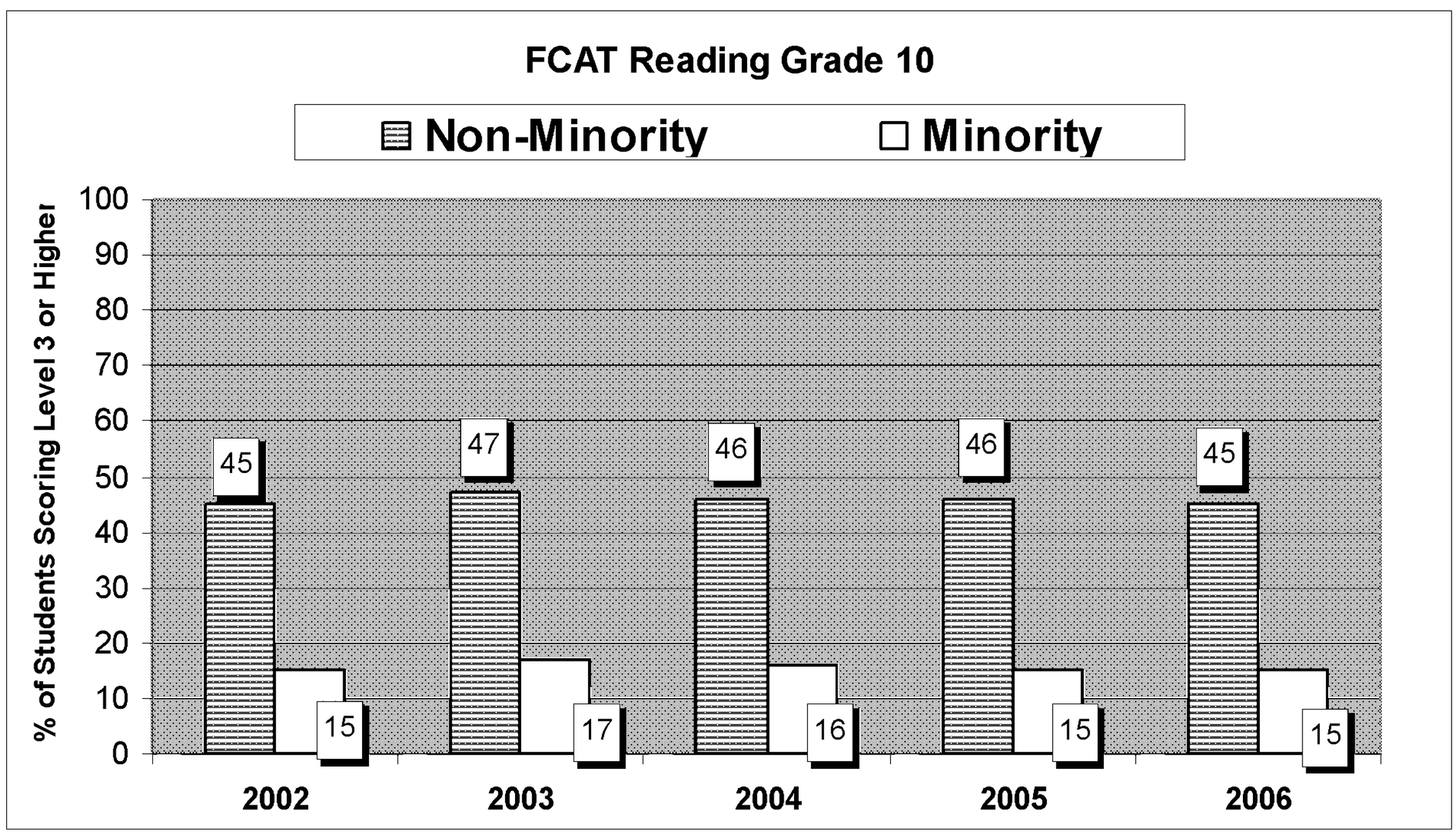


Chart 4



Performance on the mathematics portion of the FCAT at grades 5, 8, and 10 has consistently improved since 2001 (Chart 5 below). Minority student achievement discrepancies remain troublesome at all grades (Charts 6-9 below).

Chart 5: 2001-2006 FCAT Mathematics Achievement in Grades 5, 8, 10

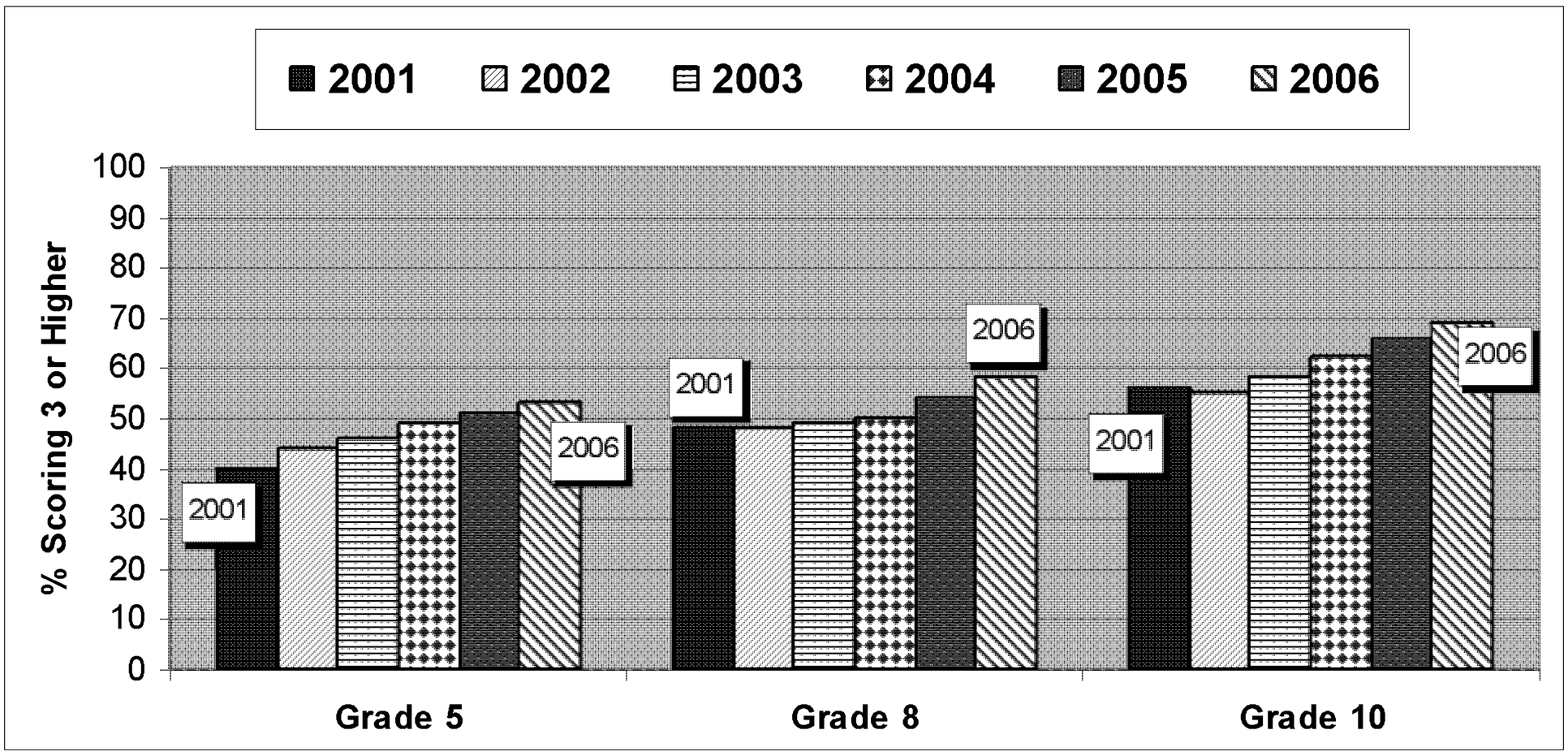


Chart 6

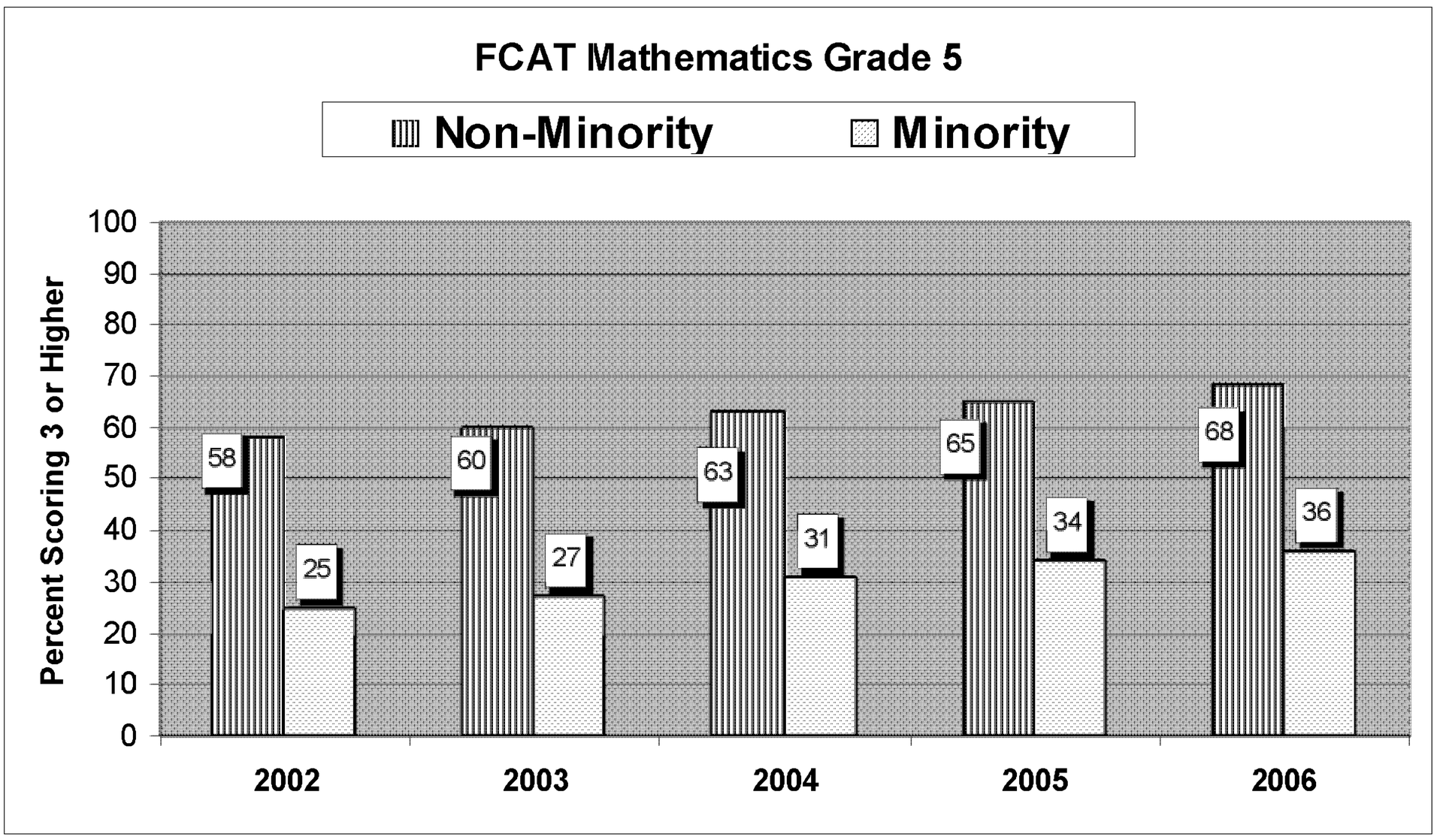


Chart 7

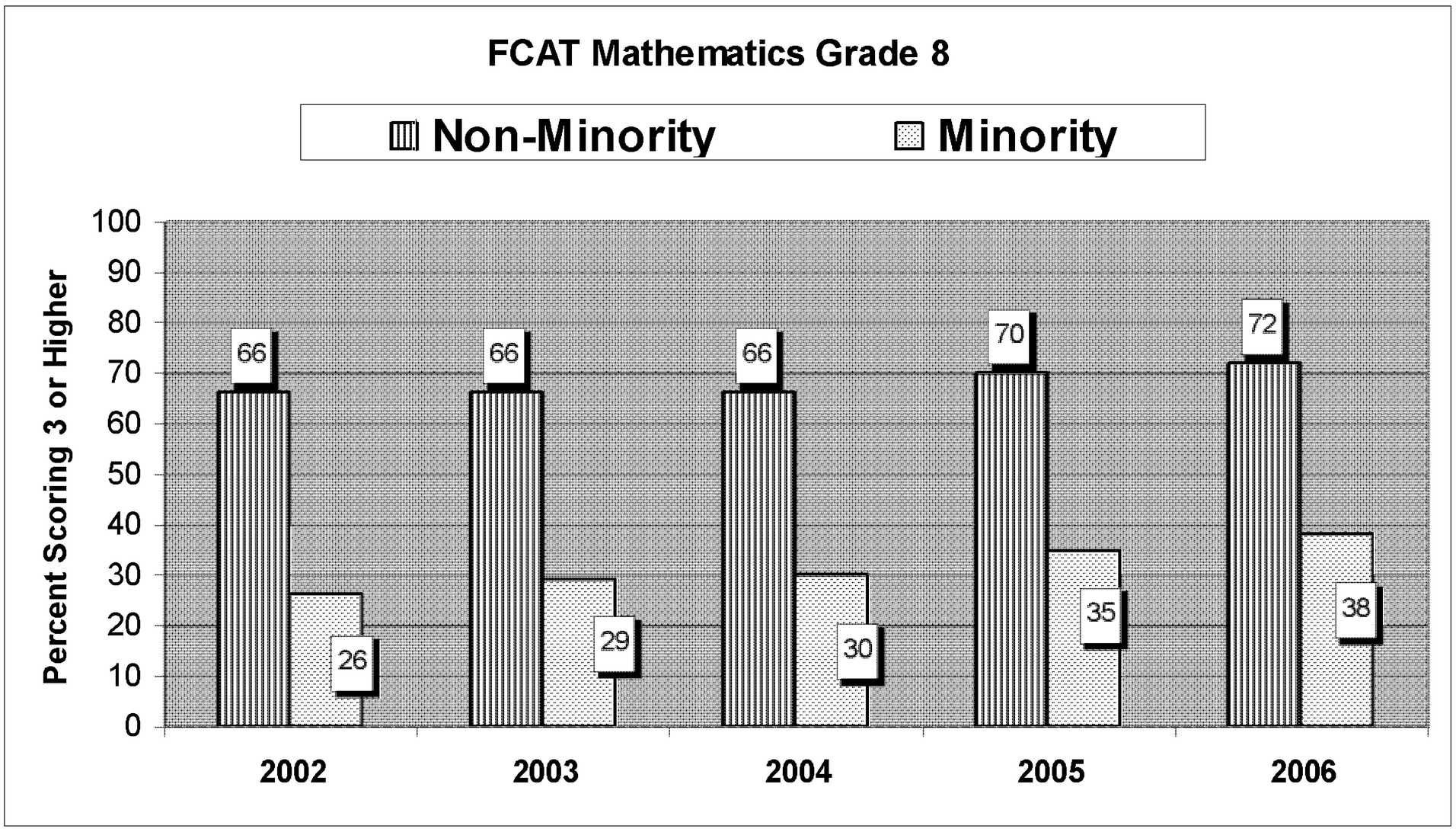
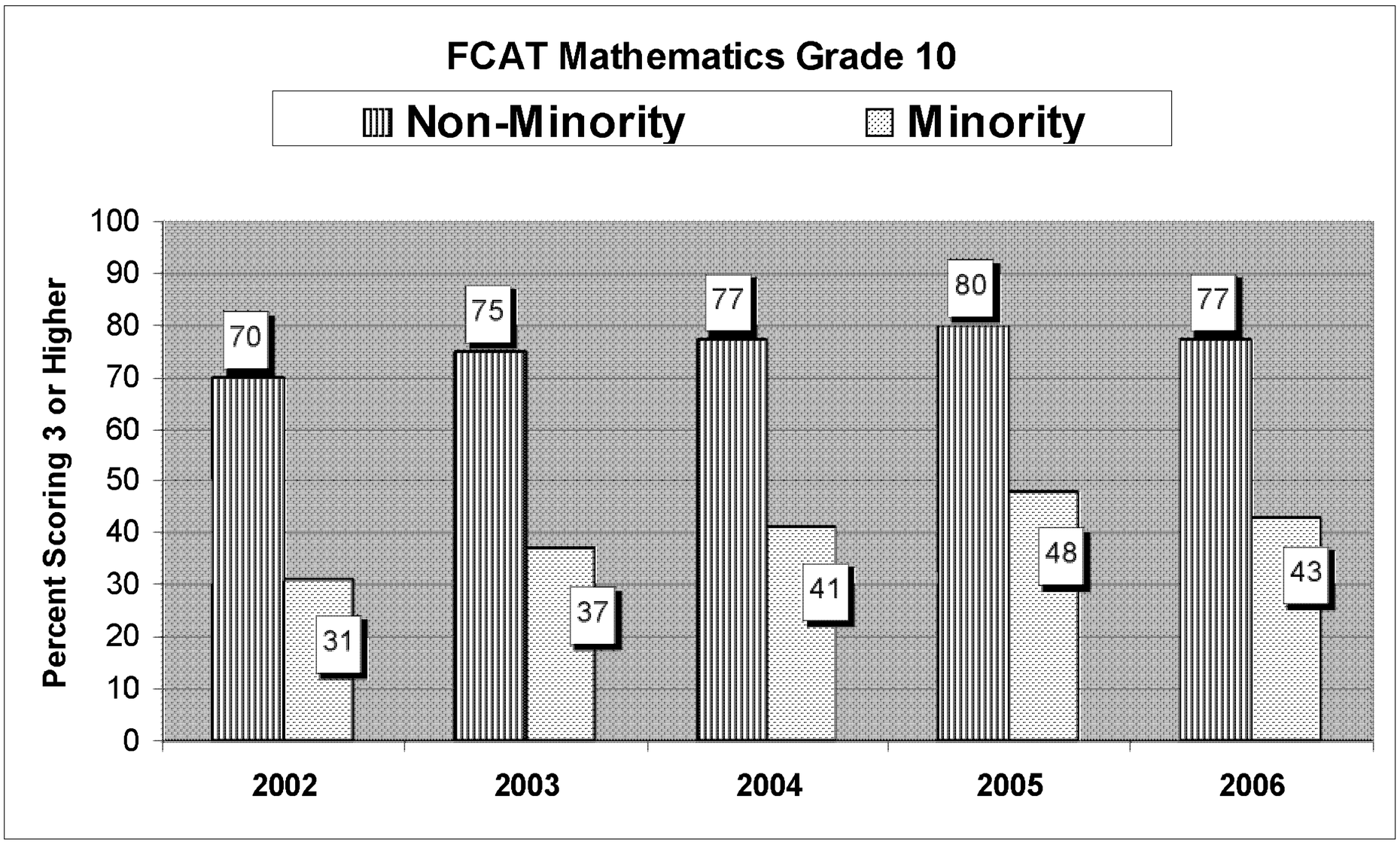


Chart 8



DCPS elementary student performance on the writing portion of the FCAT has fluctuated since 2002. While the achievement gap for writing is the smallest for all FCAT subtests, minority students continue to score below their majority peers.

Chart 9: Grade 4 FCAT Writing Achievement

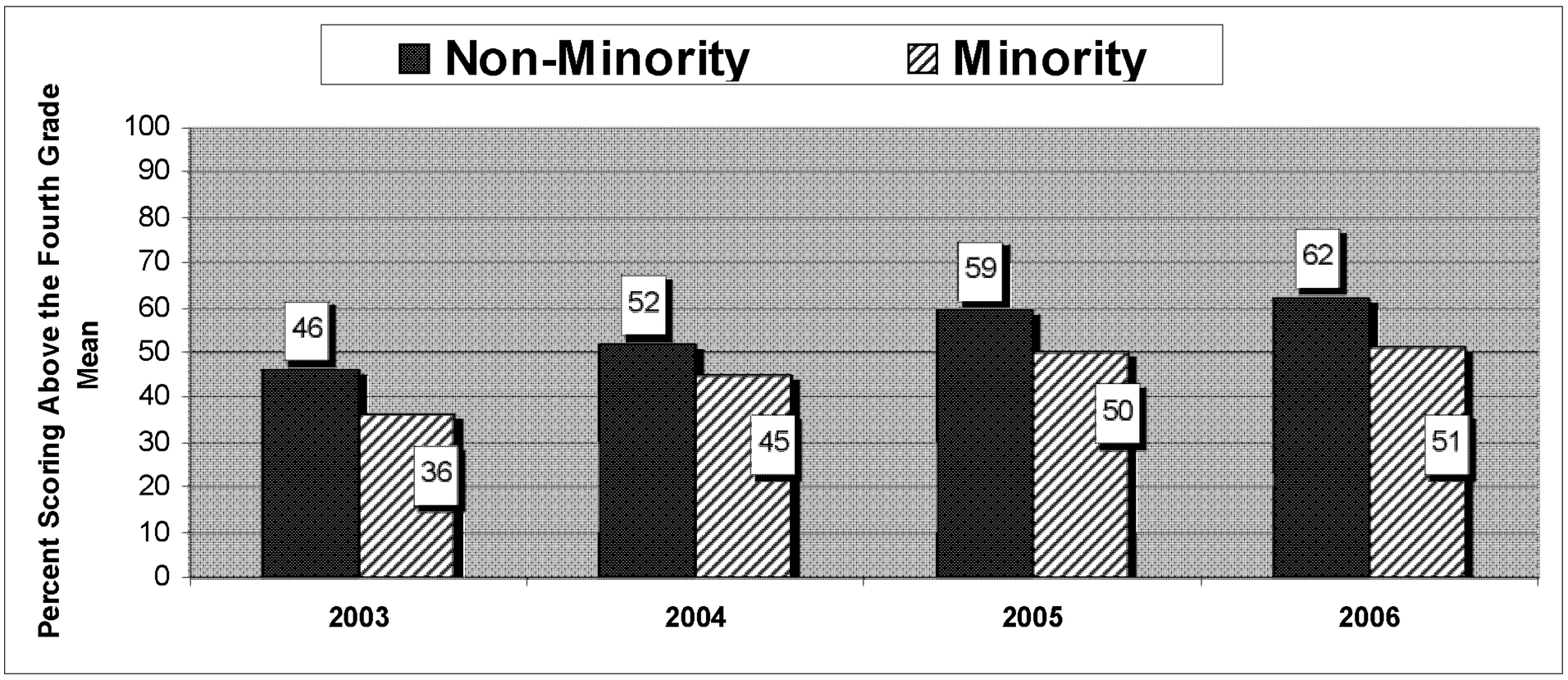


Chart 10: Grade 8 FCAT Writing Achievement

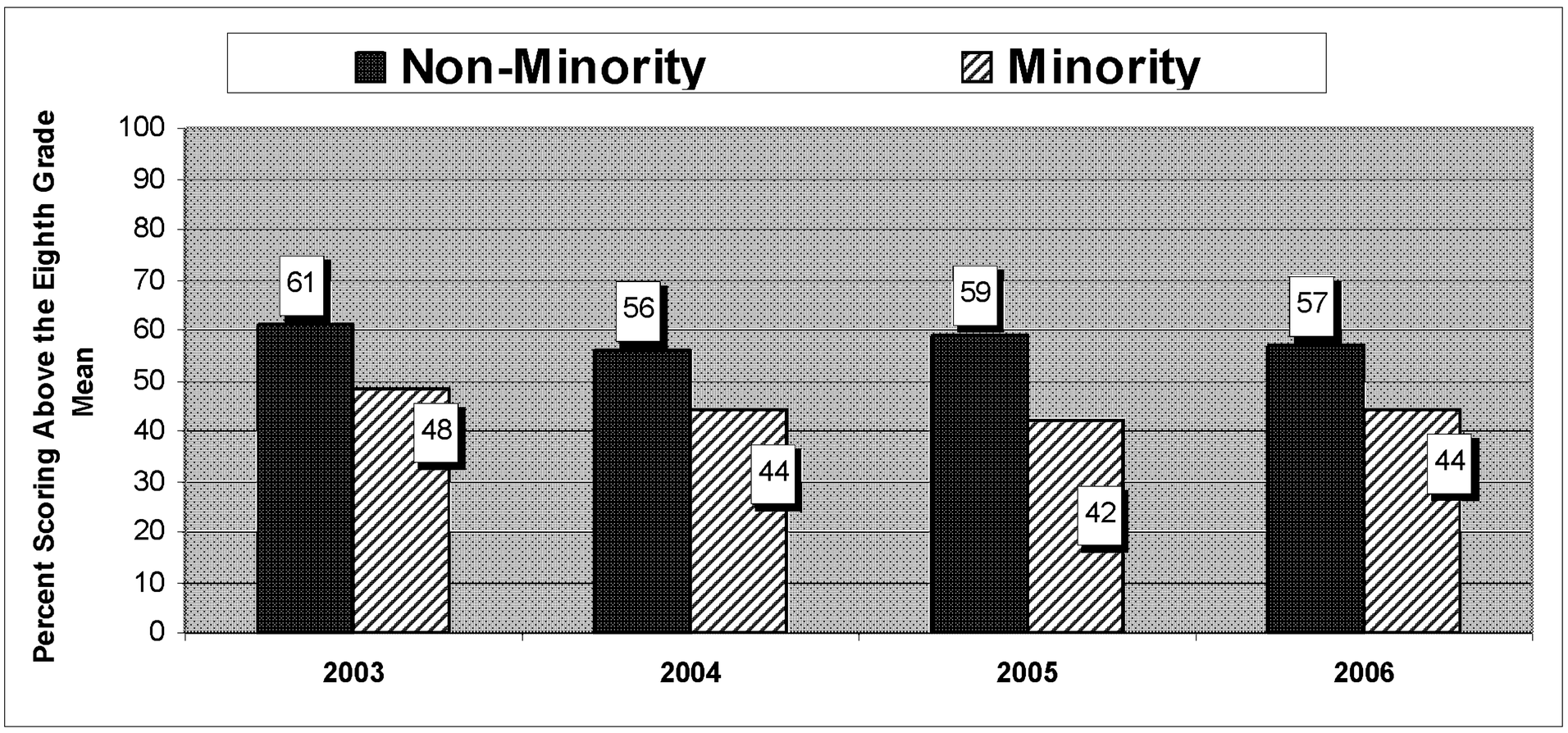
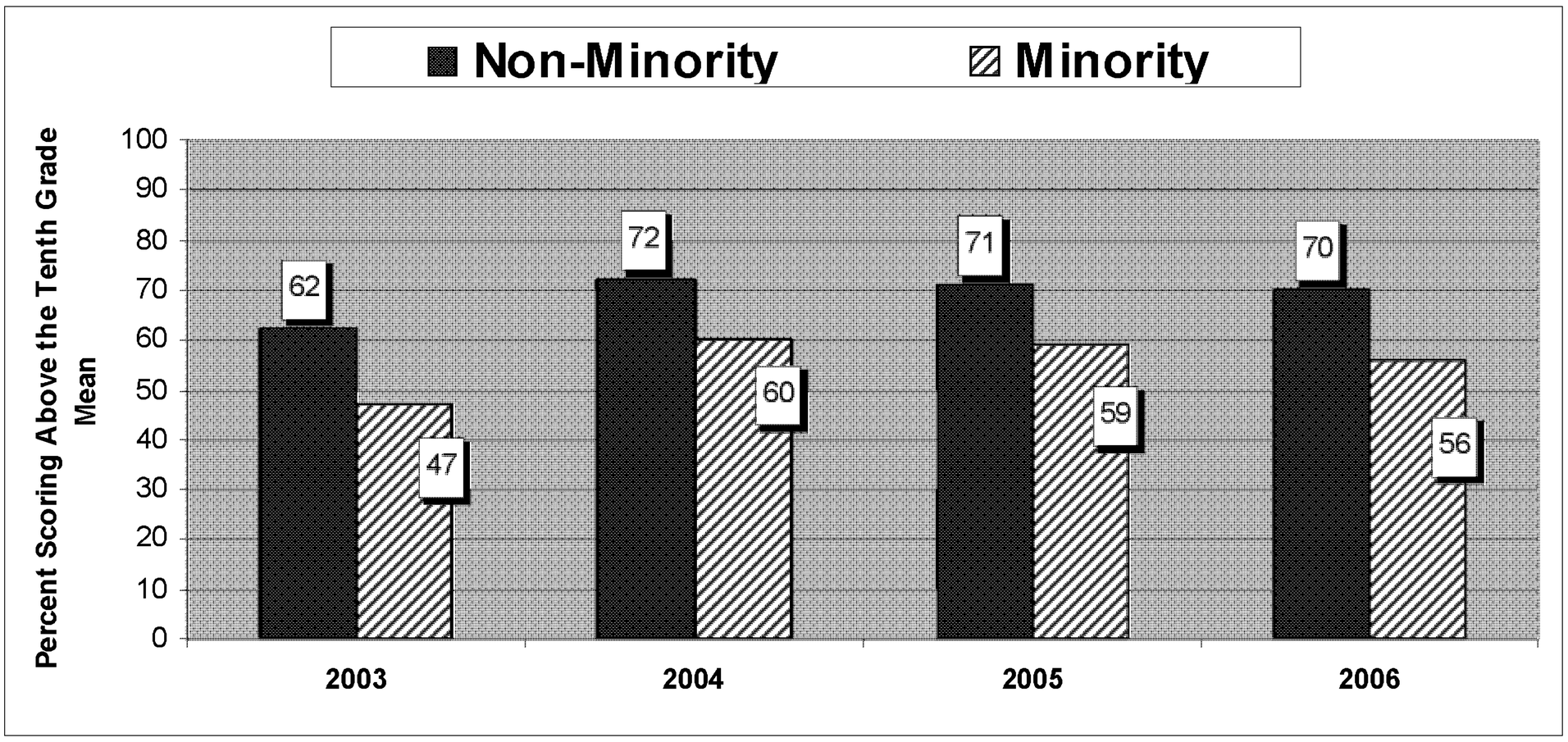


Chart 11: Grade 10 Writing Achievement



Desegregation in Duval County Public Schools

In 1990, DCPS replaced a court-ordered mandatory busing plan to achieve desegregation of its schools with a voluntary plan based on magnet school choice. A Consent Decree between the school district and the local branch of the NAACP identified magnet schools as a tool for voluntary desegregation. During the 1991-92 school year, DCPS opened 71 magnet school programs. In 1999, during the eighth year of implementation of the magnet school plan, the district achieved unitary status. Magnet schools have continued to flourish, and DCPS currently offers 35 different magnet programs in 51 schools, with a total magnet enrollment of 20,496 students.

Table 2: Magnet School Enrollment for Selected Years, 1992 - 2006

Year	1991-1992	1994-1995	1997-1998	2000-2001	2003-2004	2004-2005	2005-2006	2006-2007
Total	8,926	10,913	15,733	18,561	19,927	19,276	19,262	20,496

Source: DCPS Magnet Office

Fifty years after the *Brown v. Board of Education* decision required the elimination of segregated public schools, 58 percent of Duval County Public Schools' students attend desegregated schools (Jacksonville Community Council, *Beyond the Talk*, Summer 2002). The percent has remained stable for the past five years; according to data maintained by Duval County Public Schools' Pupil Accounting Office, 57.2% of students attended desegregated schools during the 2006-07 school year.

The percent of Jacksonville's schools that remain diverse in Duval County in a post-*Brown v. Board of Education* era can be attributed, in part, to a shift in housing patterns that is occurring throughout the city. As neighborhoods become more diverse, the diversity of the schools in those areas also increases. In addition, the careful placement of magnet programs over the years has been a major contributing factor to reduced minority group isolation in Duval County's public schools.

Table 3: Magnet School Racial Balance for Selected Years, 1992-2006*

Year	1991-1992	2000-2001	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Balanced Schools	14	35	33	27	26	22	20
Total # Schools	71	74	71	67	61	55	50
Percent	20%	47%	46%	40%	43%	40%	40%

Source: DCPS Office of School Choice

*Note: The data used to calculate racially balanced schools is based on Black and Non-Black magnet enrollment. Historically, Duval County Public Schools has tracked data in this manner.

Prior to the declaration of its unitary status, Duval County Public Schools adopted post-unitary status policies to ensure that the progress that had been made in meeting desegregation requirements would not be reversed. Specifically, the post-unitary policy that addresses magnet schools states, "After the District is declared unitary in its desegregation lawsuit, the District will

continue to implement magnet schools and programs as one strategy to continue providing quality education opportunities for students in diverse educational settings." Furthermore, the post-unitary policy on magnet schools requires the district to monitor and evaluate the programs and report annual enrollment and diversity data to the School Board for each magnet program.

Table 4: Magnet School Six Year Enrollment Comparison by Ethnicity*

Year	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07	
	Non-Black	Black	Non-Black	Black	Non-Black	Black	Non-Black	Black	Non-Black	Black	Non-Black	Black
Percent	59%	41%	58%	42%	59%	41%	40%	60%	41%	59%	43%	57%
Total	19,720		20,539		19,927		19,276		19,262		20,496	

Source: DCPS Office of School Choice

* Note: The data used to calculate racially balanced schools is based on Black and Non-Black magnet enrollment. Historically, Duval County Public Schools has tracked data in this manner.

Although a majority of the district's schools meet the racial/ethnic goals established in the 1990 Consent Decree, there are still schools in Jacksonville's urban core and surrounding areas that are low-achieving and minority-group isolated. The target schools for this grant proposal are spread throughout different areas of the city (including six school located in Jacksonville's urban core/northwest quadrant) where pockets of racial isolation have developed or continue to prevail. These neighborhoods reflect a population that is approximately 80% non-white with an estimated median family income of $35,786. Corresponding data for Jacksonville as a whole are 32.9% non-white and a median family income of $51,184. According to the Florida Department of Health, the percent of children who live below the poverty level is almost twice as high in the urban core (38.4%) as the percent of students in the entire city (20.7%).

This proposal seeks to address the issue of diverse enrollment by adding new magnet programs or significantly revising magnet programs in selected schools. The goals are to support the superintendent's goal of rigor and relevance for all students and to create new opportunities for students in low performing schools to attend higher performing magnet schools. By establishing these new school choice options, not only will academic rigor and achievement increase, but the diversity and racial composition of each school will also improve.

Duval County Public Schools has demonstrated the ability to attract students to magnet schools that are located in both the core city and in areas surrounding the core. For instance, LaVilla Middle School of the Arts, a hugely popular school that is situated in an area of urban revitalization, opened for the 2001-2002 school year and was an immediate success in drawing students from all areas of the school district. It now serves approximately 1,000 students and has more than 2,000 students on a waiting list every year.

Prior to the construction of the LaVilla School, three other magnet middle schools located in Jacksonville's urban core were also very successful in recruiting students from all areas of city. James Weldon Johnson and Darnell-Cookman Gifted and Talented Middle Schools and Kirby-Smith Mathematics, Science and Technology Middle School are also whole-school magnets with long waiting lists of applicants each year. At the high school level, Stanton College Preparatory School and Andrew Jackson Criminal Justice and Medical Magnet High School are located in the city's urban core and continue to be popular choices for high school students.

Duval County's successful magnet schools are not limited to those in the core city. Magnet programs such as those at Frank H. Peterson Academies of Technology; Wolfson High School Business, Finance, and Legal Professions; Highlands Middle School Aviation and Military Sciences; and J. Allen Axson Elementary Montessori Academy demonstrate that parents

are willing to choose schools in the outlying areas of the city that offer strong programs in diverse settings. It fact, we have found that offering programs both inside and outside the core city has served the magnet programs well in terms of racial, social, cultural, and economic diversification.

While Jacksonville resembles other large cities in which suburban growth is escalating, Jacksonville's urban core is also experiencing a critical period of revitalization. Poverty-ridden neighborhoods are undergoing a major facelift, and homes that were built in the early 1900's are considered prime property for renovation. Older office buildings and abandoned hotels are being redesigned as residential lofts and apartments, and new construction in the urban "downtown" area includes a Federal courthouse, a City Hall building, and a public library building that has just replaced the city's central library this past year.

Revitalizing schools in the urban core will support further growth and will add to the city's efforts to attract new businesses. As a school district, DCPS constantly searches for ways to enrich the education of children in all sectors of the city. Magnet schools have a long tradition of doing that in Duval County, and this grant, if awarded, will allow us to continue to offer attractive, relevant, cutting-edge programs for our students.

Magnet Schools

This MSAP project, ***Dreams Begin Here***, will establish new or significantly revised magnet programs in ten schools located in various urban and outlying areas of the city. Nine of the ten target schools have a student population that is 65% or greater minority, and of those nine, seven are more than 90% minority. The tenth school (Darnell-Cookman Middle/High School) has a population that mirrors the general population of the city and is currently a

dedicated middle school magnet featuring two themes: (1) gifted and academically talented and (2) medical. ***Dreams Begin Here*** proposes to expand the size and scope of the middle school medical magnet and to grow a high school continuation program on the same campus by adding one grade level per year until the school ultimately serves students in grades 6-12. The gifted and talented components of the magnet program will remain intact, and those students will have access to the School of Medical Arts in 9th grade. A new mathematics/science/pre-engineering magnet program at Sallye B. Mathis Elementary School will join existing DCPS elementary magnet schools with a mathematics/science/pre-engineering theme to interest students in and prepare them for admission to the School of Medical Arts program at Darnell-Cookman.

All schools in the grant will be whole school magnets, and all students in each school will participate in the school's magnet program. For those schools that become dedicated magnet schools, students who live in the current attendance area will receive a priority for admission through the magnet lottery. Each of the schools will have the space and capacity to support an influx of students from outside the prescribed attendance area. For example, Sallye B. Mathis and Rufus E. Payne elementary schools currently use fewer than 50% of their available student seats. In order to serve additional students in its medical arts magnet program, the district will construct an additional building on the Darnell-Cookman campus.

The proposed magnet programs will target the populations needed to ensure improved diversity at each site. The school sites have been selected in order to increase access to popular magnet program themes that have traditionally attracted more applicants than the magnet system can currently accommodate. This year, for example, over 7000 applicants for magnet programs remained on waiting lists admission. The target schools and their proposed magnet themes are listed in Table 5.

Table 5: Proposed Magnet Schools and Their Themes*

School	Grades	Minority	Magnet Theme
Darnell-Cookman Middle/High	6-12	55%	Gifted and Academically Talented School of the Medical Arts
Sallye B. Mathis Elementary	K-5	99%	Mathematics/Science/Pre-Engineering
Lake Forest Elementary	K-5	97%	School of the Arts
Henry F. Kite Elementary	K-5	91%	International Baccalaureate Primary Years
Justina Road Elementary	K-5	92%	International Baccalaureate Primary Years
Rufus Payne Elementary	K-5	98%	International Baccalaureate Primary Years
Lake Shore Middle	6-8	65%	International Baccalaureate Middle Years
Ft. Caroline Middle	6-8	71%	International Baccalaureate Middle Years
Julia Landon Middle	6-8	75%	College Preparatory Leadership School
North Shore Elementary	K-8	95%	MicroSociety

*The data for this table is based on white and non-white student enrollment for 2006-07.

A complete description of the programs proposed for each of these sites is provided the *Quality of Project Design* section of this proposal.

COMPETITIVE PREFERENCE PRIORITIES

NEED FOR ASSISTANCE

(a) The costs of fully implementing the magnet schools projects as proposed

A primary goal of the MSAP project is to attract students to a new magnet school program by offering state-of-the-art equipment, materials, facilities, and innovative instructional practices as incentives. The manner in which the new themes are implemented will make the ten selected schools unique and attractive to students and parents. In order to attain this goal, school and district staff, principals, community members, and parents will collaborate in implementing the new programs that will be unique to each school site.

In addition to supporting the costs of implementing distinctive magnet programs, MSAP funds will be used to develop marketing materials for the new schools. Brochures, videos, posters, and paid media advertising will be professionally designed to appeal to parent and student audiences targeted for these magnet programs. The costs of marketing, advertising, and public awareness are essential for successful recruitment of students into these programs.

(b) The resources available to the applicant to carry out the project if funds under the program were not provided

Florida's school districts are struggling to meet the requirements of a 2003 legislative mandate to reduce class size in all schools. The Class Size Reduction Amendment (CSRA) to the Constitution of the State of Florida has required millions of dollars to employ additional teachers

and to establish additional facilities to meet the requirements of the mandate. Duval County, like other Florida school districts, has redirected much of its already limited resources to addressing the class size amendment requirements in its 164 schools. The imminent threat of a reduction in Title I funding, anticipated to be as high as 15%, will place an additional financial burden on the Duval County Public Schools as the district implements plans to maintain and improve academic assistance for schools that serve the city's children of poverty. Consequently, there is little opportunity at the local level to provide funds to address the needs of new magnet programs. The huge costs of providing the necessary staff development, curriculum development activities, equipment, and technology to initiate these programs are beyond the capacity of the Duval County Public Schools to fund without external assistance.

(c) The extent to which the costs of the project exceed the applicant's resources

The cost of the program outlined in this proposal far exceeds the district's current and projected funding capacity. MSAP funding is critical to the district because it will provide the following options for students in low-performing schools and for their parents:

(a) a vehicle for converting six low-performing, non-AYP elementary schools into higher-performing whole-school magnets (Rufus Payne, Henry F. Kite, Justina Road, Lake Forest, North Shore, and Sallye B. Mathis);

(b) expanded choice for students who are enrolled in five low-performing middle schools that have not made AYP; and

(c) an opportunity, through choice, to ensure that more schools are socially, economically, ethnically and racially diverse.

The district has assessed its ability to support the ***Dreams Begin Here*** program and finds that it will not be possible to design and implement these new magnet programs without external funding such as that offered through the Magnet Schools Assistance Program. DCPS understands the necessity of reaching out to stakeholders that include parents, community, and state and federal governmental agencies to acquire necessary funds to support comprehensive academic achievement and diversity of student enrollment. Under the MSAP grant initiative, DCPS requests approximately $4 million per year for three years, which represents the gap between the cost of the program and the local ability to finance this initiative.

(d) The difficulty of effectively carrying out the approved plan and the project for which assistance is sought, including consideration of how the design of the magnet schools project--e.g., the type of program proposed, the location of the magnet school within the LEA--impacts on the applicant's ability to successfully carry out the approved plan.

The magnet schools proposed in this grant include programs that require extensive funding. The School of the Medical Arts, the Visual and Performing Arts, and the Math/Science/Pre-Engineering programs all require highly specialized equipment, materials, supplies and training that are essential to the implementation of the programs—and they come at a significant financial cost. For example, the district's Budget staff estimates an expenditure of more than $22 million in local funding to match the $12 million requested in MSAP funding over the next three years to implement the ***Dreams Begin Here*** program as described in this proposal. At a minimum, the district expects to spend an estimated $20 million in local funding just to implement the School of the Medical Arts program at Darnell-Cookman.

The Primary and Middle Years International Baccalaureate programs require a significant restructuring of the schools' program, including curriculum, scheduling, and teacher training. Adding foreign language experiences and an arts focus to these schools will also be expensive to implement. The MicroSociety program will provide the framework to bring together three school communities that are being combined into one new K-8 school facility, a process that will involve the closure of two small elementary schools. The specialized nature of this program will require a significant fiscal commitment for equipment, instructional materials, supplies and curriculum development in order to create an effective, attractive program.

Most of these new magnet programs will be located in schools in the areas of the city where it has been difficult to attract students to magnet programs within a school. Six of these schools are low performing Title 1 schools and nine are racially isolated. By converting the schools to whole-school magnets or totally dedicated magnet schools, the district's experience indicates that the chances for success in achieving greater diversity and higher academic performance are much more likely. The marketing of these programs and the recruitment of students to them will require a significant expense in order to change student and parent perceptions of these schools.

COMPETITIVE PRIORITIES

NEW OR REVISED MAGNET SCHOOLS

The extent to which the applicant proposed to carry out new magnet school projects or significantly revise existing magnet schools projects

All of the ***Dreams Begin Here*** magnet programs will be new or significantly revised school projects. Four existing schools with magnet programs will become whole-school magnets or dedicated magnet schools with new, significantly revised, and/or additional programs. Six schools will be new magnets. All of the programs will require significant curriculum development, equipment, materials, and teacher training as schools take on their new mission.

MSAP Target Schools: *Dreams Begin Here*

School	Title I	AYP	Current Status	Proposed Status	Current Magnet Theme(s)	Proposed Magnet Theme
Darnell-Cookman Middle/High	No	Yes	Dedicated magnet school	Dedicated magnet school	Gifted and Academically Talented; Medical	Gifted and Talented School of the Medical Arts
Sallye B. Mathis Elementary	Yes	No	Neighborhood school	Whole school magnet	None	Mathematics, Science and Pre-Engineering
Lake Forest Elementary	Yes	No	Magnet program within school	Whole school magnet	Creative Expression	School of the Arts
Henry F. Kite Elementary	Yes	No	Magnet program within school	Dedicated magnet school	Gifted and Academically Talented	Primary Years International Baccalaureate

PR/Award # U165A070033

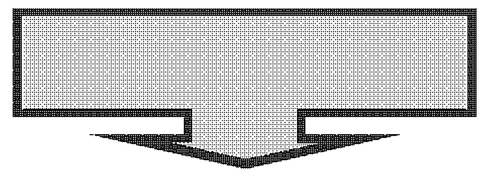
School	Title I	AYP	Current Status	Proposed Status	Current Magnet Theme(s)	Proposed Magnet Theme
Justina Road Elementary	Yes	No	Magnet program within school	Whole school magnet	Junior University	Primary Years International Baccalaureate
Rufus E. Payne Elementary	Yes	No	Neighborhood school	Whole school magnet	None	Primary Years International Baccalaureate
Ft. Caroline Middle	No	No	Neighborhood school	Whole school magnet	None	Middle Years International Baccalaureate
Lake Shore Middle	No	No	Neighborhood school	Whole school magnet	None	Middle Years International Baccalaureate
Julia Landon Middle	No	No	Neighborhood school	Dedicated magnet school	None	College Preparatory Leadership
North Shore K-8 (Culver and Norwood)	Yes	No	Neighborhood school	Whole school magnet	None	MicroSociety

Source: Florida Department of Education: 2006-07 Final Title I Schools List;

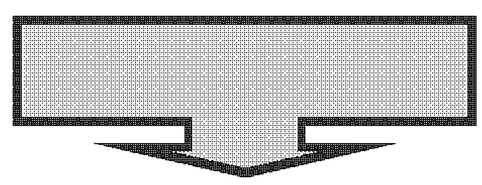
The new magnet theme projects listed above will support the Program Continuity, or "Theme Streams" in Duval County. If they wish, students will be able to follow the same magnet programs from one level to the next, as exemplified below.

Elementary School	Any elementary grades student may enroll in the Lake Forest School of the Arts. Students will participate in a comprehensive arts program offering nine strands: visual arts, drama, dance, strings, band, chorus, piano, guitar, and

	creative writing.



Middle School	All graduates of Lake Forest School of the Arts will gain admission to the LaVilla School of the Arts without audition. LaVilla offers instruction in band, chorus, dance, drama, piano, strings, guitar, creative writing, and visual arts for beginning and advanced students. Standard, advanced, gifted, and special education classes accommodate students who receive two periods of arts instruction each day in addition to the core curriculum.



High School	At the high school level, students may audition for Douglas Anderson School of the Arts. This state-of-the-art campus serves students who consistently graduate with millions of dollars in scholarships to colleges, universities, and conservatories for achievement in the arts and academics. The intensive arts program in creative writing, dance, film/TV, instrumental music, performance theater, technical theater, visual arts, and vocal music – combined with advanced academic courses – provides an opportunity for a top-notch education. An audition is required prior to acceptance to this nationally recognized, award-winning high school.

An expanded explanation of each of these programs is provided in *Part III – Program Narrative, Section 3 – Quality of Project Design.*

COMPETITIVE PRIORITIES

SELECTION OF STUDENTS

The extent to which the applicant proposes to select students to attend magnet schools by methods such as lottery, rather than through academic examination

None of the magnet schools proposed in this project will select students through academic examination; all will select students through a computerized lottery system that the school district has used since the inception of magnet schools in 1991-1992. The computerized magnet lottery previously used race as a consideration during the time that the school district was under a desegregation order. Since being declared unitary in 1999, the district no longer considers race as a factor in the magnet lottery.

An extensive telephone survey and focus groups conducted by the Magnet Programs Department in 2005 indicated that parents in all sections of the city have a high degree of awareness of the annual marketing campaign. During January and February of each year, the school district launches an extensive magnet marketing and recruitment campaign. The citywide campaign includes the use of billboards, public service announcements, a thirty-minute television show that airs four times per week, special events, school tours, open houses and an annual showcase event—*Magnet Programs and More! School Choice Expo*. Additionally, each year every student household receives a catalog through the mail that describes magnet programs and application procedures. The magnet lead teacher in each school implements a series of marketing strategies detailed in the marketing/recruitment plan that is designed to target the

population needed to improve diversity at that school. These strategies ensure a diverse applicant pool for each magnet school.

Since 2004-2005, the district has considered the poverty level of students in its admission process for magnet programs in grades kindergarten through grade 5. Students who live in the attendance area of a Title I elementary school receive a priority in the lottery to attend a magnet program in a non-Title I school. Similarly, students who reside in the attendance area of a non-Title I elementary school are given a priority in the lottery for admission to a magnet program in a school that is also designated as Title I (at least 62% poverty level). The consideration of poverty level in the magnet lottery will be expanded to give students residing within the attendance area of five Title I middle schools a priority for admission to three middle schools included in the MSAP application. This process enables the district to increase interaction among students of different social, economic and racial backgrounds in magnet and feeder schools.

Each year, magnet applications are mailed to all students currently enrolled in a Duval County Public School in kindergarten through 10th grade. The preprinted applications, which already include demographic information for the student, are mailed the first day of the application season. Blank forms are available throughout the county. A new, online magnet application was also available as an option for parents to use for the first time during the 2007 recruitment season. Students may apply for admission to as many as three magnet schools. After applications are submitted, they are processed and prepared for the magnet lottery. The lottery is a computerized program that randomly selects students based on the priority that has been assigned to each selected school on the application form. There is a predetermined number of seats available for each program in each grade level of each school. The lottery program selects

students based on the order of school choices and the priority levels. Many popular programs fill up with students who have made that program their first choice.

Students who are not accepted into any of their magnet choices are placed on a waiting list for each program and are assigned a waiting list number. For those students, there is still a chance of being selected for one of the requested schools if an opening occurs. An expanded explanation of student selection can be found in *Part V, Desegregation Plan and Other Information, Table V – Student Selection.*

COMPETITIVE PRIORITIES

EXPANDING CAPACITY TO PROVIDE CHOICE

(1) Help parents whose children attend low-performing schools (that is, schools that have been identified for school improvement, corrective action, or restructuring under Title I of the ESEA) by--

(a) Selecting schools identified for school improvement, corrective action, or restructuring under Title I as magnet schools to be funded under this project and improving the quality of teaching and instruction in these schools.

In accordance with federal mandate, Florida evaluates the performance of all students in all public schools in order to determine whether schools have made Adequate Yearly Progress (AYP). Florida's approved accountability plan uses the state Florida Comprehensive Assessment Test (FCAT) for determining and reporting AYP for all schools. The measures used include reading, mathematics, writing, graduation rate, and whether or not the school tests 95% of the students in each of eight subgroups.

Six of the ten schools identified for this MSAP proposal **(Rufus Payne, Henry F. Kite, Justina Road, Lake Forest, North Shore, and Sallye B. Mathis)** are Title I schools that do not meet the Adequate Yearly Progress (AYP) requirements of the *No Child Left Behind* legislation. Rufus Payne has not made AYP for six years and must implement restructuring; North Shore and Lake Forest have not made AYP for five years and must plan for restructuring; Justina Road has not made AYP for four years and is in corrective action; and Henry F. Kite has not made AYP

for two years and must offer school choice. Title I schools that do not make AYP for more than two consecutive years are required to provide additional services to students and to implement defined strategies for improving school performance.

District intent is to improve the quality of teaching and learning in these schools by including them in the ***Dreams Begin Here*** project. By developing high-quality magnet programs at the sites, the quality of teaching and instruction in each school will improve. Expectation is to interface rigorous academic standards with the magnet focus or theme, thereby assuring that students in these schools are provided with both the content and strategies to promote academic success. Once they achieve AYP, these schools will also provide attractive options for students who attend other non-AYP schools.

(b) Maximizing the opportunity for students in low-performing schools to attend higher-performing magnet schools funded under the project and reducing minority group isolation in the low-performing sending schools

The district has selected four middle schools that are not Title I schools for inclusion in the MSAP project in order to increase school choice options for middle school students who attend lower-performing schools and to reduce minority group isolation in the low-performing sending schools. Middle school is the grade level configuration that has the fewest number of magnet school options and the highest number of students on waiting lists for admission to a magnet school.

Lake Shore Middle School, Ft Caroline Middle School, and Landon Middle School are solid "C" graded schools as measured by Florida's state accountability scale. Darnell-Cookman consistently rates an "A" on the same grading scale. These higher-performing schools will be

attractive choices for students currently attending low-performing schools not making adequate yearly progress.

Lake Shore Middle, located on the southwest area of the city, has a minority population of 65%. Currently the school is approximately 300 students under capacity. Ft. Caroline Middle is located on Jacksonville's northeast and serves a minority population of 71%. Currently the school is approximately 150 students under capacity. Both of these schools will adopt the Middle Years International Baccalaureate as a magnet theme, upgrading the rigor for the students who currently attend and providing opportunities for approximately 450 students who attend lower-performing schools to select this option. Students from the lower-performing Title I middle schools will be given a priority for admission in the magnet lottery.

The attendance area for Julia Landon Middle School will be redrawn so that it can become a dedicated magnet school with a College Preparatory/Leadership theme that will include gifted and academically talented components. The gifted and academically talented component of the magnet program that is currently located at Darnell-Cookman Middle School will remain intact. The medical component of this program will be expanded to the Gifted and Talented School of the Medical Arts, eventually serving students in grades 6-12.

Darnell-Cookman is located in the core city. Directly across the street from Shands Jacksonville, an academic medical center associated with the University of Florida, Darnell-Cookman provides a perfect location for this greatly expanded and enhanced magnet theme. The district will construct a new three-story facility on the Darnell-Cookman campus, enabling the school to serve approximately 1,500 middle and high school students. Students from the lower-performing Title I middle schools will be given priority for admission to the Julia Landon College Preparatory leadership School and to the Darnell-Cookman School of the Medical Arts.

(2) Effectively informing parents whose children attend low-performing schools about choices that are available to them in the magnet schools to be funded under the project.

Special efforts are made to inform parents whose children attend low-performing schools of their options to select magnet schools. A personalized letter and magnet application will be sent to the parents of students enrolled in all Title I elementary and middle schools failing to make AYP as required in the *No Child Left Behind* legislation. In addition, the marketing and recruitment specialist will provide parent information meetings at various locations throughout the school district to inform parents about their choices and provide further information about the programs in the magnet schools.

The table below indicates the low-performing Title I schools that currently serve students who live in the appropriate attendance areas and who may choose to attend one of the proposed magnets.

Proposed Magnet School	Low-Performing Non-AYP Title I Schools
Henry F. Kite Elementary	Biscayne Elementary, Culver Elementary, Garden City Elementary, Highlands Elementary, S.A. Hull Elementary, M.L. King Elementary, Lake Forest Elementary, North Shore Elementary, Norwood Elementary, Rutledge Pearson Elementary, Pine Estates Elementary
Lake Forest Elementary	Biscayne Elementary, Culver Elementary, Garden City Elementary, Highlands Elementary, Hull Elementary, King Elementary, Lake Forest Elementary, North Shore Elementary, Norwood Elementary, Bayview Elementary, Biltmore Elementary, Cedar Hills Elementary, Central Riverside Elementary, Gregory Drive Elementary, Hyde Grove Elementary, Hyde Park

	Elementary, Stonewall Jackson Elementary, Morgan Elementary, Oak Hill Elementary, Pinedale Elementary, Sadie Tillis Elementary, Timucuan Elementary, Ruth N. Upson Elementary, West Jacksonville Elementary and West Riverside Elementary
Justina Road Elementary	Arlington Elementary, R.L. Brown Elementary, Andrew Robinson Elementary, John Love Elementary, Love Grove Elementary, Windy Hill Elementary, Woodland Acres Elementary, Long Branch Elementary, and Arlington Heights Elementary
Sallye B. Mathis Elementary	George W. Carver Elementary, Rufus Payne Elementary, Pickett Elementary, Ramona Blvd. Elementary, Reynolds Lane Elementary, St. Clair Evans Elementary, Carter Woodson Elementary
Rufus E. Payne Elementary	George W. Carver Elementary, Mathis Elementary, Pickett Elementary, Ramona Blvd. Elementary, Reynolds Lane Elementary, St. Clair Evans Elementary, Carter Woodson Elementary, Bayview Elementary, Biltmore Elementary, Cedar Hills Elementary, Central Riverside Elementary, Gregory Drive Elementary, Hyde Grove Elementary, Hyde Park Elementary, Stonewall Jackson Elementary, Annie R. Morgan Elementary, Oak Hill Elementary, Pinedale Elementary, Sadie Tillis Elementary, Timucuan Elementary, Ruth N. Upson Elementary, West Jacksonville Elementary and West Riverside Elementary
North Shore Elementary (K-8)	John E. Ford Elementary, R. L. Brown Elementary, Brentwood Elementary, Andrew Robinson Elementary
Lake Shore Middle	Paxon Middle, Northwestern Middle, Butler Middle
Ft. Caroline Middle	Matthew Gilbert Middle, Ribault Middle

Julia Landon Middle	Paxon Middle, Matthew Gilbert Middle, Northwestern Middle, Butler Middle, Ribault Middle
Darnell-Cookman Middle/ High	Paxon Middle, Matthew Gilbert Middle, Northwestern Middle, Butler Middle, Ribault Middle

Over the past ten years Duval County Public Schools has engaged the services of a local marketing and public relations firm, The Dalton Agency, to develop materials and assist with the promotion of magnet programs. As a result, the district has seen the enrollment in magnet schools increase from 15,733 students enrolled in 1997-98 to over 20,000 students enrolled in 2006-2007. Magnet programs have developed a solid reputation in the Jacksonville community, and district leaders believe that this reputation will serve the public school system well as it recruits students to the magnet schools identified in this proposal.

A variety of strategies has been used by the district to advertise magnet programs and recruit students to existing magnet schools. A representative sample of the strategies is as follows:

1) attractive magnet catalog mailed to the home of each DCPS student;
2) a popular *Magnet Programs and More! School Choice Expo* extravaganza that annually draws over 10,000 parents and students on a Saturday to learn about magnet program opportunities;
3) informational open houses in magnet schools;
4) extensive media publicity that includes newspaper, radio and television advertisements;
5) information about magnets available in local public libraries;

6) an attractive and informative Web site with links to individual magnet school Web sites; and
7) the *Magnet High School Showcase*, which gives all 8th graders in the district an opportunity to preview magnet high school offerings.

Over ten years of successful experience in marketing magnet programs will guide the district's success in recruiting students to the new programs proposed in this project.

PART III, SECTION 1

280.31(a) PLAN OF OPERATION

(a)(1) The quality of the plan of operation for the project

Duval County Public Schools has the experience and capacity to manage a federally funded project of this scope with efficiency and effectiveness. Almost thirty-five years of managing categorically funded programs that range in size from hundreds of dollars to more than $22 million have provided DCPS with the experience, staffing, and management expertise necessary to ensure successful operation of this program.

DCPS is a collaborative organization that places an emphasis on meeting student needs and promoting high educational standards for all students. The Superintendent's Leadership Team meets on a regular basis to assess school and district needs. Principals, teachers, and parents are involved in school-site advisory committees that approve annual school improvement plans and focus the direction of individual schools. Chief Officers and district staff serve in a support capacity, assisting schools in their instructional and management efforts.

The sections that follow will describe the management structure, the resources, and the personnel that will guarantee successful project implementation. It will outline the district's plan for recruiting students from different socioeconomic, racial, and ethnic backgrounds and describe plans to ensure equal access and treatment for participating students who have been traditionally underrepresented.

PR/Award # U165A070033

(a)(2)(i) The effectiveness of the plan of management to ensure proper and efficient administration of the project

The responsibility for the MSAP program will be assigned to the **Director, School Choice/Pupil Assignment Operations,** who will also be the project manager for this grant. The director's primary responsibility is to work with principals and magnet school faculty in matters related to the implementation of magnet themes and operation of the MSAP project.

The director reports to the Chief Officer, Curriculum and Instructional Services. The Chief Academic Officer works closely with School Cluster Chiefs who supervise principals in their respective school clusters. As project manager, the Director, School Choice/Pupil Assignment Operations, will be responsible for the following:

- manage and monitor the budget;
- prepare all interim and final program and fiscal reports;
- coordinate the operations of the magnet programs with the academic programs of the school district;
- direct the development and implementation of the instructional program in each magnet school;
- direct the process for recruitment and selection of magnet students;
- coordinate the magnet lottery process; and
- provide visibility and central leadership for the programs.

The Director, School Choice/Pupil Assignment Operations, will work closely with the **principals** of the ten magnet schools targeted in this proposal. The principals will be responsible for the operation of the magnet program at their school. They will supervise magnet program

staff and ensure the successful implementation of the program. The principals will be responsible for implementing site-specific recruitment strategies for their school and providing open houses for student and parent visitors.

The principals will be assisted by site-based **curriculum integration teachers (CIT)** at each school whose primary responsibility will be to ensure that the academic curriculum is integrated appropriately with elements of the magnet theme. These teachers will be selected according to their expertise in the theme of the magnet program. The curriculum integration teachers will also work with the faculty and staff to implement the magnet theme at the school. The curriculum integration teachers will be responsible for establishing a framework for thematic instruction at each of the magnet schools and will plan and coordinate extensive staff development related to the instructional content and processes relevant to the school's magnet theme. These teachers will serve as the major source for resource materials and instructional strategies necessary to implement the magnet theme.

The principals will also be assisted by two **magnet lead teachers**. The magnet lead teacher is responsible for marketing and recruiting for the program. The magnet lead teacher must develop and implement a marketing/recruitment plan for the school that includes specific targets, goals, strategies, and required activities. The magnet lead teacher is supported by the district-level marketing and recruiting specialist. Through monthly meetings, training in effective marketing techniques, and the assistance of a professional advertising firm, the magnet lead teacher is responsible for recruiting magnet students to the school.

The **MSAP *Dreams Begin Here* supervisor** will assist in the development and implementation of the unique program for each of the schools. This person will be responsible for teacher training, curriculum development, and facilitation and monitoring of all magnet

activities at the school sites. The magnet program supervisor will also work closely with the curriculum integration teachers at each school site and will assist in identifying and implementing special programs designed to improve student achievement. The supervisor will also assist schools in the selection of appropriate materials and equipment to support the themes and facilitate the expenditure of funds.

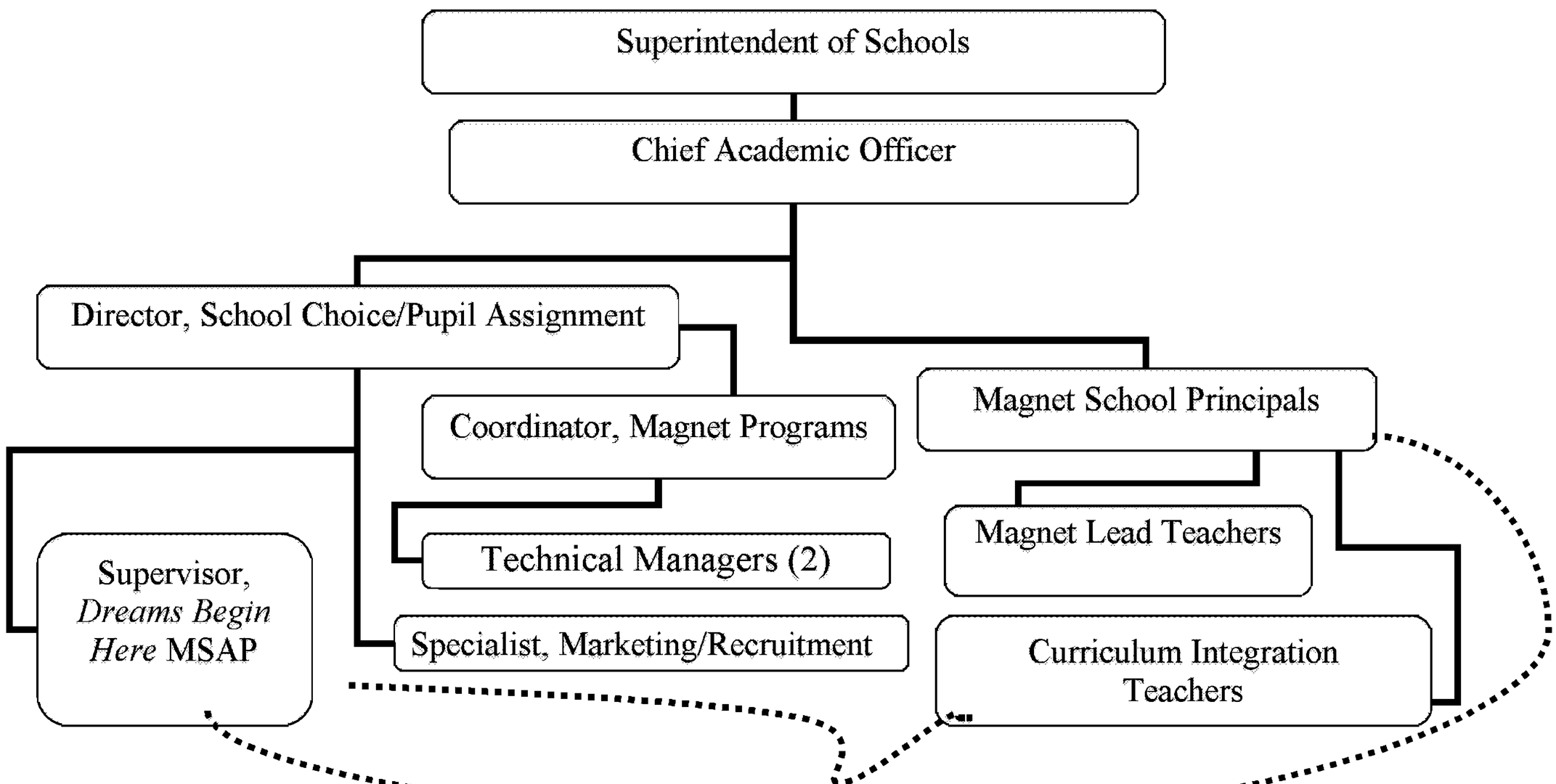
The magnet programs coordinator will be responsible for the day-to-day operations of the Magnet Programs Department. This includes all processes related to the annual magnet application season (e.g., mailing 115,000 personalized magnet applications to students in grades K through 10; coordinating the intake of magnet applications for all schools, including the target schools; processing all magnet applications; conducting the magnet school lottery; and notifying parents of lottery results through the mail). The coordinator will also be responsible for the development and maintenance of the district's online magnet application as well as the preparation of reports related to the lottery results.

A major effort will be directed toward student recruitment for the new magnet programs. The **marketing and recruitment specialist** will coordinate and direct these efforts. The recruitment specialist will report to the Director, School Choice/ Pupil Assignment Operations, and will be responsible for the development and implementation of the recruitment campaign including coordination of the annual *Magnet Programs & More! School Choice Expo* recruitment event, production of the magnet catalog, publishing brochures to market each magnet school/program, and working with individual schools and each magnet lead teacher to market programs and recruit students. The marketing and recruitment specialist will work with the magnet lead teachers in each school to design and implement a marketing and recruitment plan tailored to the individual school's target population.

Two new technical management positions are included in the budget for ***Dreams Begin Here***, both of which will be allocated to the School Choice Department. One technical manager will be responsible for working with parents and community members in implementing the ten new magnet program offerings. The second technical manager will supervise increased intake and processing activities that will result from the addition of the ten ***Dreams Begin Here*** magnet schools.

Highly competent staff from a wide range of **central administrative support services** will also be available to magnet program staff to provide specialized assistance in the areas of curriculum and instruction, human resources, business and finance, facilities, and exceptional education services. A **magnet curriculum design team** for each magnet theme, which will include central office staff with expertise in the theme area working with magnet school staff, will develop the curriculum and identify the resources needed for each magnet program.

The district **Magnet Advisory Council** includes magnet principals; parents; faculty from local colleges and universities; representatives from local business, industry, museum and arts organizations; and members of community agencies. The Magnet Advisory Council reviews and monitors implementation of the magnet programs and serves in an advisory capacity to assure the quality of the magnet schools. This group also recommends strategies to improve school/community relationships and communication, assists in establishing partnerships, and helps coordinate services that will meet school and community needs.



(a)(2)(ii) The effectiveness of the management plan to attain specific outcomes that will accomplish the purposes of the program; are attainable within the project period; are measurable and quantifiable; and, for multi-year projects, can be used to determine the project's progress in meeting the intended outcomes

This proposal's purposes are aligned to the six purposes of the Magnet Schools Assistance Program (MSAP). A set of objectives follows the program purpose it addresses.

Program Purpose (1): The elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial portions of minority students, which shall include assisting in the efforts of the United States to achieve voluntary desegregation in public schools.

Nine of the ten magnet programs in this MSAP proposal are for schools that are minority group isolated or are in danger of becoming minority group isolated. In each case, minority

group isolation will be reduced. (The percentage of minority students in each school will decrease by increasing the percentage of non-minority students.) The tenth school is 55% minority, which reflects the overall student population in the district. The expanded program at this school will offer increased school choice options for students who attend low-performing Title I schools that are not making adequate yearly progress (AYP). At the same time, the revised programs will reduce minority group isolation in other feeder schools.

One of the two new performance measures established by the Secretary of Education for this program states: *The percentage of magnet schools whose student applicant pool reflects a racial and ethnic composition that, in relation to the total enrollment of the school, would reduce, eliminate or prevent minority group isolation increases annually.* Objective 1.2 addresses this performance measure.

All of the ten proposed magnet schools will be converted to whole-school or dedicated magnets. In Duval County, a whole school magnet offers the magnet program to the neighborhood children who attend the school based on their residential address, as well as to the magnet students who are recruited from their attendance area schools. On the other hand, a dedicated magnet school has no designated attendance area, and all students apply for acceptance to the school. In either case every student who attends the school will fully participate in the magnet program. The schools that will become whole-school magnets and their official 20-day enrollment are Lake Forest Elementary (467), Sally B. Mathis Elementary (298), Justina Road Elementary (363), Rufus Payne Elementary (414), Lake Shore Middle (1068), Ft. Caroline Middle (889), and North Shore K-8 (401). The dedicated magnet schools and the current enrollment are Henry F. Kite Elementary (436), Julia Landon Middle School (576), and Darnell-Cookman Middle (1100).

Objectives

1.1 By October 1 of each project year, minority group isolation will be reduced at the ten proposed magnet schools. (See the table below.)

Current/Projected Enrollment: Percent Minority

School	Current Min %	2007-2008 Min %	2008-2009 Min %	2009-2010 Min %
Darnell-Cookman Middle/High	55%	55%	52%	50%
Sallye B. Mathis Elementary	99%	92%	89%	75%
Lake Forest Elementary	97%	89%	74%	70%
Henry F. Kite Elementary	91%	88%	73%	58%
Justina Road Elementary	92%	87%	76%	69%
Rufus E. Payne Elementary	98%	89%	76%	69%
Lake Shore Middle	65%	64%	62%	63%
Ft. Caroline Middle	71%	72%	68%	61%
Julia Landon Middle	75%	76%	51%	48%
North Shore K-8	95%	94%	82%	72%

1.2 For each project year, the student application pools for the proposed magnet schools will reflect racial and ethnic compositions that, in relation to the total enrollments of the schools, eliminate, reduce or prevent minority group isolation. (MSAP GPRA Performance Measure 1.)

1.3 For each project year, the proportion of minority students in the applicant pool for each magnet school will be less than the proportion of minority students enrolled in the school by at least 10 percentage points. For each project year, the numbers of students in the applicant pools will be at least 10% greater than the total number of seats available in each school.

1.4 By October 1 of each project year, no feeder school will have an increase in minority group isolation that will result in the proportion of minority students exceeding the districtwide average of minority students at that level of schooling (elementary, middle, or high).

1.5 By October 1 of each project year, the minority:white ratio of every magnet school class including gateway, enrichment and advanced classes, will not deviate from the minority:white ratio of its grade by more than 15%.

Purpose 2: To develop and implement magnet school projects that will assist local education agencies achieve systemic reforms, and provide all students the opportunity to meet challenging State academic content standards and student academic achievement standards.

The school wide planning process will coordinate magnet and other school planning. Each magnet school will participate in curriculum development that will be based on State academic content and student academic achievement standards and, at the same time, will develop its magnet theme. This will be supported by the project and district office resource staff.

Objectives

2.1 By October 15 of each project year, the School Improvement Team at each magnet school will have completed or revised a School Improvement Plan with goals, objectives, and activities that support the adoption of high standards for all students. This plan will have objectives and activities that are directly related to: (1) systemic reform and the alignment of curricula with State academic content standards and student academic achievement standards; (2) the development of the school's magnet themes; (3) staff development related to the objectives and activities of this grant; and (4) expanding previous parent involvement initiatives.

2.2 At the end of each project year, 90% of all teachers at all magnet schools will agree with the following survey items related to the effectiveness of school-wide planning: (1) The School Improvement Team at my school: (a) elicited teacher input; (b) developed and implemented policies; (c) accepted feedback; (2) The school improvement plan: (a) addresses the need to align curriculum with state standards; (b) includes a strong magnet theme component; (c) includes clearly defined instructional priorities; (d) reflects the overall needs of the school; (e) will help improve student test scores; (f) helps improve the interaction of students from diverse racial, social, and ethnic backgrounds.

2.3 By the end of each of the three years of this program, the curriculum integration teachers will facilitate and support activities related to systemic reforms and to providing all students the opportunity to meet challenging State academic content and student academic achievement standards. The specific reforms include alignment of curriculum and instruction to state standards and the implementation of scientifically-based reform models. These reforms and activities include restructuring North Shore as the district's second K-8 school and Darnell-

Cookman as the district's only magnet school serving students in grades 6-12, integrating the magnet themes into core academic subjects, aligning curriculum and instruction in all areas with State academic content standards and student academic achievement standards, and supporting the teaching of diverse heterogeneous classes that meet the learning needs of all students. The success of these activities will be determined through student test score improvement, teacher observations (using a protocol developed by the evaluators, principals and magnet project director) interviews, and survey items.

2.4 By the end of the second and third years of this project, there will be a significant increase from the previous year's baseline (collected at the end of project year 1) in the numbers of parents of participating magnet school students who participate in school activities that relate to the education of their children. The success of these activities will be determined by agendas and attendance sheets of school-sponsored parent activities, other records of parent-school interactions kept by school staff, and by an analysis of parent responses to survey items that include the following: (1) During the current school year, how often did you: (a) Attend parent-teacher conferences? (b) Volunteer to help in the classroom? (c) Attend school-wide special events? (d) Attend parent workshops? (e) Attend school committee meetings? (2) Have you received any training from the school on working with your child at home? If yes, have you used any of the techniques or information you received from the school? (3) Please mark the extent to which you disagree or agree with each of the following statements. (a) The staff at my child's school is friendly and helpful. (b) I feel comfortable at my child's school. (c) The school really makes an effort to involve me in my child's learning.

Purpose 3: The development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary and secondary schools and public education programs.

Magnet schools will develop, as part of their comprehensive School Improvement Plans, goals, objectives, and activities that are directly related to the school's magnet theme. These activities will be supported, facilitated, and assisted by the curriculum integration teachers at each magnet school.

Objectives

3.1 Throughout each project year, the curriculum integration teachers will facilitate and support the development and implementation of the magnet themes. The success of these activities will be determined through student test score improvement and teacher interviews, and agreement (90%) with survey items such as these: (1) The magnet theme is an instructional priority of this school. (2) The school's focus on the magnet theme has improved student achievement. (3) The curriculum integration teachers have been an important source of support and training for the development and implementation of magnet theme lessons.

3.2 By the end of each project year, every student, at each magnet school will receive high quality instruction directly related to the magnet theme for at least 5, 10 and 15 hours per week respectively. Much of this instruction will be integrated with core academic subjects. Some may be presented as separate subjects.

Project Year	Number of Hours Per Week of Magnet Instruction	Percentage of Instructional Time
1	5	20%

2	10	40%
3	15	60%

Data related to frequency of magnet lessons will be collected through teacher surveys (six weeks' of lessons sampled at intervals across the duration of the course), teacher interviews, and lesson documentation. Quality will be determined through classroom observations using a protocol developed by the evaluators, principals and magnet project director and through peer review of units and lessons produced as a result of this program. All lessons must pass the peer review or be modified until they pass.

3.3 By the end of each project year, every magnet school will submit to the district a magnet curriculum document that includes the peer-approved lessons created through this project. These documents will be distributed to teachers in each appropriate target school by the beginning of the next school year.

Purpose 4: Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological and professional skills of students attending such schools.

The magnet schools will be expected to meet *NCLB* Adequate Yearly Progress (AYP). All students in grades 3-10 take the Florida Comprehensive Assessment Test (FCAT) in Reading and Mathematics in the spring of each year. Students also take the FCAT Writing test in grades 4, 8 and 10 and the FCAT Science test in grades 5, 8 and 11.

Using the federal formula for setting AYP, Florida has established the following AYP standards for 2006-2007 testing: (1) Proficient in Mathematics—56%; (2) Proficient in Reading—51%; (3) Participation in Testing—95%. Each year schools must also demonstrate a one percent improvement in the percentage of student proficient in writing and high schools must also demonstrate a one percent improvement in graduation rate. The AYP standards in reading and mathematics will increase every year to reach 100% of students scoring at or above proficient by 2014.

4.1 By the end of each project year, each magnet school will show improvement in reading and mathematics as measured by the FCAT. For each school, the proportion of students scoring at or above the Proficient Level will increase by at least 10% for the total population and for each of the *NCLB* defined subgroups. As a result, the percentage of schools attaining AYP will increase. **By the Project Year 3**, all magnet schools will have attained AYP for their total population and for each *NCLB* defined subgroup. This objective addresses Performance Measure (b): *The Secretary has set an overall performance target that calls for the percentage of magnet schools whose students meet or exceed the adequate yearly progress standard to increase annually from a baseline established by participating schools' performance in the school year prior to the beginning of the project.* The tables below will be completed every year for each magnet school.

Name of School: Henry F. Kite Elementary								
	% Students Scoring At or Above Proficient Level							
	2006-07		2007-08		2008-09		2009-10	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math

State Baseline: gr. 3-12	**51%**	**56%**	**58%**	**62%**	**65%**	**68%**	**72%**	**74%**
School Achievement								
All Students								
Racial/Ethnic Group								
American Indian								
Asian American								
Black								
Hispanic								
White								
Other Race								
Disability Status								
Disabled								
Non-Disabled								
Limited English Proficient								
English Proficient								
Economic Status								
Disadvantaged								
Non-Disadvantaged								

Name of School: Justina Road Elementary				
	% Students Scoring At or Above Proficient Level			
	2006-07	2007-08	2008-09	2009-10

PR/Award # U165A070033

	Reading	Math	Reading	Math	Reading	Math	Reading	Math
State Baseline: gr. 3-12	**51%**	**56%**	**58%**	**62%**	**65%**	**68%**	**72%**	**74%**
School Achievement								
All Students								
Racial/Ethnic Group								
American Indian								
Asian American								
Black								
Hispanic								
White								
Other Race								
Disability Status								
Disabled								
Non-Disabled								
English Proficiency Status								
Limited English Proficient								
English Proficient								
Economic Status								
Disadvantaged								
Non-Disadvantaged								
Name of School: Rufus E. Payne Elementary								
	% Students Scoring At or Above Proficient Level							

PR/Award # U165A070033

	2006-07		2007-08		2008-09		2009-10	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
State Baseline: gr. 3-12	**51%**	**56%**	**58%**	**62%**	**65%**	**68%**	**72%**	**74%**
School Achievement								
All Students								
Racial/Ethnic Group								
American Indian								
Asian American								
Black								
Hispanic								
White								
Other Race								
Disability Status								
Disabled								
Non-Disabled								
English Proficiency Status								
Limited English Proficient								
English Proficient								
Economic Status								
Disadvantaged								
Non-Disadvantaged								
Name of School: Sallye B. Mathis Elementary								
	% Students Scoring At or Above Proficient Level							

PR/Award # U165A070033

	2006-07		2007-08		2008-09		2009-10	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
State Baseline: gr. 3-12	**51%**	**56%**	**58%**	**62%**	**65%**	**68%**	**72%**	**74%**
School Achievement								
All Students								
Racial/Ethnic Group								
American Indian								
Asian American								
Black								
Hispanic								
White								
Other Race								
Disability Status								
Disabled								
Non-Disabled								
English Proficiency Status								
Limited English Proficient								
English Proficient								
Economic Status								
Disadvantaged								
Non-Disadvantaged								
Name of School: Ft. Caroline Middle								
	% Students Scoring At or Above Proficient Level							

PR/Award # U165A070033

	2006-07		2007-08		2008-09		2009-10	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
State Baseline: gr. 3-12	**51%**	**56%**	**58%**	**62%**	**65%**	**68%**	**72%**	**74%**
School Achievement								
All Students								
Racial/Ethnic Group								
American Indian								
Asian American								
Black								
Hispanic								
White								
Other Race								
Disability Status								
Disabled								
Non-Disabled								
English Proficiency Status								
Limited English Proficient								
English Proficient								
Economic Status								
Disadvantaged								
Non-Disadvantaged								
Name of School: Lake Shore Middle								

	% Students Scoring At or Above Proficient Level							
	2006-07		2007-08		2008-09		2009-10	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
State Baseline: gr. 3-12	**51%**	**56%**	**58%**	**62%**	**65%**	**68%**	**72%**	**74%**
School Achievement								
All Students								
Racial/Ethnic Group								
American Indian								
Asian American								
Black								
Hispanic								
White								
Other Race								
Disability Status								
Disabled								
Non-Disabled								
English Proficiency Status								
Limited English Proficient								
English Proficient								
Economic Status								
Disadvantaged								
Non-Disadvantaged								

Name of School: North Shore K-8								
	% Students Scoring At or Above Proficient Level							
	2006-07		2007-08		2008-09		2009-10	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
State Baseline: gr. 3-12	**51%**	**56%**	**58%**	**62%**	**65%**	**68%**	**72%**	**74%**
School Achievement								
All Students								
Racial/Ethnic Group								
American Indian								
Asian American								
Black								
Hispanic								
White								
Other Race								
Disability Status								
Disabled								
Non-Disabled								
English Proficiency Status								
Limited English Proficient								
English Proficient								
Economic Status								
Disadvantaged								

Non-Disadvantaged								
Name of School: Julia Landon Middle								
	% Students Scoring At or Above Proficient Level							
	2006-07		2007-08		2008-09		2009-10	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
State Baseline: gr. 3-12	**51%**	**56%**	**58%**	**62%**	**65%**	**68%**	**72%**	**74%**
School Achievement								
All Students								
Racial/Ethnic Group								
American Indian								
Asian American								
Black								
Hispanic								
White								
Other Race								
Disability Status								
Disabled								
Non-Disabled								
English Proficiency Status								
Limited English Proficient								
English Proficient								
Economic Status								

Disadvantaged								
Non-Disadvantaged								
Name of School: Darnell-Cookman Middle/High								
	% Students Scoring At or Above Proficient Level							
	2006-07		2007-08		2008-09		2009-10	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
State Baseline: gr. 3-12	**51%**	**56%**	**58%**	**62%**	**65%**	**68%**	**72%**	**74%**
School Achievement								
All Students								
Racial/Ethnic Group								
American Indian								
Asian American								
Black								
Hispanic								
White								
Other Race								
Disability Status								
Disabled								
Non-Disabled								
English Proficiency Status								
Limited English Proficient								
English Proficient								

Economic Status								
Disadvantaged								
Non-Disadvantaged								

4.2 By the end of the project period, as a result of the implementation of theme-specific curriculum, 75% of students at each magnet school will develop mastery of that curriculum, as determined by methods such as alternative performance measures including portfolios and teacher checklists.

Purpose 5: Improvement of the capacity of local education agencies, including thorough professional development, to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated.

5.1 By the end of each project year, magnet school teachers at each school will have received, on average, 40 hours of training directly related to the magnet theme. No teacher will receive fewer than 20 hours of training per year.

5.2 By the end of each project year, 90% of magnet school teachers will agree with survey items related to professional development such as these: (1) I use what I learned from professional development in my classroom. (2) The professional development that I received enabled me to better prepare my students for the state/standardized tests. (3) Professional development and support helped me better address students' most pressing learning needs. Objectives **3.2** and **3.3** above are also related to the development, use, and documentation of high-quality lessons related to the magnet themes.

Purpose 6: Ensuring that all students enrolled in the magnet school programs have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.

Please see objectives 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, and 3.3, which are related to providing all students the opportunity to meet challenging State academic content standards and student academic achievement standards, and the writing of magnet curricula and the production of magnet curricula guides.

(a)(2)(iii) The effectiveness of the district's plan for utilizing its resources and personnel to achieve the objectives of the project, including how well it utilizes key personnel to complete tasks and achieve the objectives of the project.

The Duval County Public Schools will use resources and personnel that are made available through the MSAP to substantially change ten of the district schools to make them attractive through dynamic magnet school themes and to improve the academic achievement of all students attending the schools. The MSAP personnel and resources will be coordinated with local staff and resources to produce a unified and consistent program of systematic school reform.

The resources and personnel requested for the Magnet Schools Assistance Program projects have been selected to meet the six purposes of the Magnet Schools Assistance Program. The personnel requested in this application will provide the guidance and supervision required to accomplish these purposes. Furthermore, the MSAP project director will work closely with

PR/Award # U165A070033

principals, curriculum integration teachers, the magnet lead teachers, school chiefs, and central office staff to achieve the goals of this proposal.

Use of Key Personnel

The **Director, School Choice/Pupil Assignment Operations,** will have the primary responsibility for the implementation of the MSAP project. She will oversee the development of new magnet programs and the recruitment and selection of magnet students, and will be responsible for assessing the progress toward meeting the goals outlined in this proposal.

The schools that have been identified for the MSAP project are racially isolated minority schools. **Principals** in these new magnet schools will have a primary role not only in the development of the program and curriculum design but also in identifying recruitment strategies for their individual schools, including marketing materials, open houses, and presentations at community events including the annual *Magnet Programs & More! School Choice Expo* showcase. The principals will be assisted by **two magnet lead teachers** whose responsibility will be to implement the marketing and recruitment plan for the school. The principals will be supported by the **marketing and recruitment specialist** who will have broad responsibility for district-wide efforts to market the magnet programs. Through these efforts, it is anticipated that the new magnet schools will draw a diverse student enrollment that will eliminate racial isolation in the identified magnet schools and reduce racial isolation in the sending schools.

The **MSAP Supervisor** will work closely with the **principal** and the **curriculum integration teachers** to assure the development and implementation of high-quality magnet programs that will challenge students to meet rigorous standards. Staff training to implement the programs and the identification of instructional materials and resources will be the joint responsibility of the supervisor and curriculum integration teachers.

Central administration staff will also provide support for the new magnet schools.

Coordination in the key areas necessary for effective project operation includes the following:

- **Human Resources** – for the hiring and assignment of staff
- **Purchasing** – for timely ordering and delivery of equipment, supplies, and materials
- **Transportation** – for assignment and efficient delivery of students to the magnet schools
- **Finance** – for accurate maintenance of financial records
- **Curriculum and Instruction** – to provide high-level content for curriculum and staff development

Content area specialists will provide the strong subject-specific expertise that will assist schools in infusing the content areas into the magnet themes. Knowledge of the Florida Sunshine State Standards and the district performance standards will be critical to developing the thematic needs of the magnet schools. The specialists will also assist in the identification and delivery of staff development activities and will provide expertise in the selection of instructional materials that support thematic instruction.

Strategies to Address the Major Purposes of the MSAP

The proposed project will provide strategies consistent with the major purposes of the MSAP. The strategies will be the joint responsibility of the magnet programs staff and the faculty at individual magnet schools. The strategies will be coordinated efforts to achieve the effective and successful implementation of the magnet school program. The chart below identifies the MSAP goals and the strategies that will be used to achieve success in meeting the goals.

MSAP PURPOSES	STRATEGIES TO MEET THE GOALS

MSAP PURPOSES	STRATEGIES TO MEET THE GOALS
Purpose 1: Eliminate, reduce or prevent minority isolation in the targeted school.	
	• Aggressively market and recruit the programs to targeted populations to assure a diverse pool of applicants for each magnet school • Develop highly appealing programs around the selected magnet themes • Assign students equitably through the district computerized lottery • Assign students equitably to classes within the magnet schools
Purpose 2: Promote national, state, and local systemic reforms that are aligned with challenging State content standards and student performance standards.	
	• Incorporate Florida Sunshine State Standards and district-adopted performance standards in the development of all curricula • Identify and assign curriculum integration teachers to assist teachers with the alignment of standards and the integration of the magnet theme • Provide training and staff development to magnet school teachers related to the standards • Assure that standards are addressed in each school's annual

MSAP PURPOSES	STRATEGIES TO MEET THE GOALS
	School Improvement Plan • Monitor the progress of students in meeting the standards through the analysis of student work • Use technology to analyze student achievement data related to the standards • Increase opportunities for parents to be involved in the education of their children
Purpose 3: Feature innovative educational methods and practices that meet identified student needs and interests.	
	• Provide opportunities for magnet principals and teachers to visit schools in other cities that are successfully implementing magnet schools and programs • Research innovative programs and practices related to the magnet themes • Provide extensive staff development to assist teachers in implementing the new magnet themes • Promote attendance at workshops and magnet conferences • Develop lesson units and plans for teachers to use to infuse the magnet theme into the core academic program • Incorporate goals, objectives, and activities related to the magnet theme in each school's annual School Improvement

MSAP PURPOSES	STRATEGIES TO MEET THE GOALS
	Plan • Incorporate increasingly progressive quality instructional time in the magnet themes each week for all students
<u>Purpose 4</u>: Strengthen students' knowledge of academic subjects and skills needed for successful careers in the future.	
	• Assure the integration of content and performance standards with the magnet themes • Provide challenging curriculum that addresses the standards • Provide staff development to increase the content knowledge of teachers • Provide safety net activities to assist students who may be at risk for failure to meet standards • Enlist support from business and the community to identify career skills that can be infused into the magnet programs
<u>Goal 5:</u> Build on infrastructure to support the continuation of magnet programs identified in this grant after federal funding ends.	
	• Recruit teachers with expertise in the area(s) addressed by the magnet theme • Provide extensive staff development to teachers that will ensure their capacity to teach the magnet curricula • Provide necessary equipment and modifications to facilities

MSAP PURPOSES	STRATEGIES TO MEET THE GOALS
	to assure successful implementation of the magnet theme • Create a program for marketing and recruitment that will raise public awareness and ensure the successful reputation of the magnet programs
<u>Purpose 6:</u> Provide quality curriculum, instructional materials, and training so that all students will achieve at high levels, capable of continuing in post-secondary education and/or the workforce.	
	• Develop high-quality, standards-based curricula for the magnet programs • Assure that magnet schools are provided with the instructional materials necessary to implement the curricula • Assure that curricula contain appropriate applications to the world of work • Provide safety net programs, including after-school, weekend and summer camps that will assist students in meeting high standards • Provide extensive staff development that will assure the successful implementation of the magnet theme

The plan for using key personnel and resources in meeting the MSAP goals is discussed in detail in the paragraphs below.

Purpose 1: Eliminate, reduce or prevent minority isolation

Use of Key Personnel

Responsibility for the successful marketing of the magnet programs and recruitment of students will be shared by the **project director**, the **MSAP Supervisor,** the **coordinator of magnet programs**, the **marketing and recruitment specialist**, **principals**, the **curriculum integration teachers** and **two magnet lead teachers** in each school. Through their combined efforts, a diverse pool of applicants will be available to assure diverse enrollment for each magnet school. Extra efforts will be expended to market the magnet programs to expand school choice to students in schools failing to make Adequate Yearly Progress (AYP) as required in the *No Child Left Behind* legislation. Through this targeted recruitment of students, not only will diversity be ensured in the magnets, but racial isolation will be reduced in the non-magnet sending schools.

The computerized magnet lottery gives priority to students who live in the attendance area of schools eligible for Title I funds (i.e., 62% or more of the students are eligible to receive free or reduced-price lunch) when those students apply for a magnet program that is housed in a school that does not receive Title I funds. Conversely, students who live in the attendance area of a school that does not receive Title I funds receive priority when applying to a magnet program that is located in a Title I school. The **magnet programs coordinator** will be responsible for the implementation of the magnet lottery and selection of students for the various magnet programs. **Principals** will be charged with assuring the equitable assignment of students to classes within the magnet schools.

The **marketing and recruitment specialist** will be responsible for developing a marketing plan for the new magnet programs and producing appropriate marketing materials to present the programs to potential applicants. The specialist will work closely with **magnet lead teachers** at each school to hold school open houses, produce individual school brochures, and hold community magnet showcases and information meetings to publicize the magnets. The specialist will also work closely with an advertising and public relations firm to ensure that all marketing materials produced for the schools are of the highest quality possible.

The **project director** and magnet program staff will monitor the progress in eliminating racial isolation in the new magnet schools. **Magnet lead teachers** will work closely with the magnet program staff to document the school-based strategies required to achieve the student enrollment goals, including the effect on non-magnet feeder schools.

Use of Resources

In order to attract students to a new magnet school, an innovative, state-of-the-art program must be in place. The degree to which parents and students select the school is largely dependent upon the quality of the program that is offered, the degree to which it is different from other educational options available, and the manner in which it is presented to parents and students. MSAP funds will be used to assist with the development of high-quality magnet programs and marketing the programs to students and parents.

Magnet School Assistance Program funds will be used to produce a variety of marketing materials that will promote the new magnet schools. The brochures, videos, Public Service Announcements and other print and non-print communication will be professionally produced and targeted to specific students, including students attending schools not meeting AYP goals.

MSAP funds will also purchase local media advertising to reach families in the target communities.

Purpose 2: Promote national, state and local systemic reforms that are aligned with challenging State content standards and student performance standards.

Use of Key Personnel

School Planning Teams formed during the development phase of the MSAP grant application will expand into **curriculum design teams** that will work collaboratively to design the curriculum for each magnet program theme. The design teams will include individuals with expertise in the magnet theme, including district content area specialists, magnet teachers, and the school's **curriculum integration teacher.** The **MSAP Supervisor** will facilitate the work of the curriculum design teams**.** Each design team will also include a team member with expertise in the use of educational technology**.**

It will be the responsibility of the design team to infuse the Florida Sunshine State Standards and district-adopted performance standards into the curriculum. The design team will also identify appropriate training and staff development activities necessary to prepare teachers for implementing the magnet theme successfully. The **curriculum integration teacher** will also work with individual teachers to assist them in aligning standards with instruction, integrating the magnet theme with the academic content standards, and effectively infusing the use of technology in instructional delivery.

Principals will be responsible for making certain that standards are addressed in each school's School Improvement Plan and for monitoring the progress of students by analyzing the quality of teacher assignments and student work.

Use of Resources

The MSAP Supervisor will work with the school curriculum design teams to develop the curriculum and identify the training necessary for implementing the new or revised magnet programs. The curriculum will be based on challenging content and performance standards that motivate students to explore areas of study in greater depth. MSAP funding is proposed to support this work.

Staff development and training related to the standards and the magnet theme will be an integral to this program. Magnet teachers will be provided with training in curriculum integration as well as the content specific to the magnet theme. The curriculum integration teachers will be responsible for coordinating staff development at their respective schools.

Technology will be infused into and will enhance all aspects of the magnet programs. The schools identified in this proposal do not have sufficient technology to support state-of-the-art, innovative programs. Many students who will be enrolled in the new MSAP programs will have an opportunity to improve their academic performance through the use of the new technologies purchased for these programs.

Purpose 3: Feature innovative educational methods and practices that meet identified student needs and interests.

PR/Award # U165A070033

Use of Key Personnel

Curriculum design teams will continue the work started during the development of the MSAP grant application to research other successful and innovative magnet schools with programs that are the same as or similar to their own. The **curriculum integration teacher** at each school will be responsible for identifying and providing information to the design teams about such programs. The **MSAP Supervisor** will be a resource to the school teams.

Use of Resources

MSAP funding will provide opportunities for magnet teachers and design team members to visit other successful magnet schools to inform their work. Attendance at workshops and magnet conferences will further enhance their knowledge of successful programs and practices that will contribute to the success of their magnet program implementation.

Staff development is a critical component to the success of a magnet school. Training and coaching by consultants with expertise in the magnet theme will build the magnet school's capacity to offer a quality program. Curriculum integration teachers will receive training in coaching skills so that they may offer the best possible assistance to teachers at each school site.

Purpose 4: Strengthen students' knowledge of academic subjects and skills needed for successful careers in the future.

Use of Key Personnel

The **curriculum integration teacher** at each magnet school will be responsible for working with teachers to integrate the content and performance standards with the magnet themes. The **curriculum design teams**, working closely with the curriculum integration teacher, will be responsible for a curriculum that is rigorous, of high quality, and relevant to future learning and the world of work. Two technical managers will work with parents and community to facilitate their active involvement in magnet programs and to coordinate the intake and processing tasks that will accompany the increase of ten new magnet schools to the district.

Students who are in danger of failing to meeting the standards will be provided with safety net opportunities that will assist them and provide for their success. **Principals and curriculum integration teachers** will be responsible for planning mentoring, after-school tutoring, and summer camps that will afford the at-risk students with additional time and instruction to enable them to meet standards. A program of community mentors will provide role models for students that will inspire them to have realistic, yet motivating career goals. The curriculum integration teacher will assist the principal in identifying mentors for their students.

Use of Resources

Field trips for students, classroom demonstrations, guest speakers, and other such enhancements to the magnet programs will expose students to career opportunities and provide motivating experiences that will contribute to increased student achievement.

Technology purchased with MSAP funds will enable students to explore new areas of interest and employ new techniques and strategies for learning and exposure to career

opportunities than what would otherwise be available to them. Students from low socioeconomic backgrounds will benefit the most from this technology. The use of technology in classroom instruction has the capability of "expanding the walls of the classroom" to a more global environment.

Purpose 5: Build on infrastructure to support the continuation of magnet programs identified in this grant after federal funding ends.

Use of Key Personnel

Building the capacity to sustain the magnet programs after federal funding has ended is a key consideration for this project. The **project director** will have the primary oversight responsibility to assure that the capacity has been achieved. Together with the **MSAP Supervisor, principals, curriculum integration teachers, and magnet lead teachers**, the project director will assure the magnet teachers are highly qualified and well-trained and that the curriculum that is developed is rigorous, relevant, and consistent with the State content and district performance standards. The curriculum integration teacher will take on expanded responsibilities at the end of federal funding and will be prepared, through extensive training and experience, to induct new teachers and other new personnel into the magnet them implementation.

District staff members are also critical to building the infrastructure to sustain the magnet programs. The school district's **Human Resources Division** will assist in the recruitment, identification, and hiring of highly qualified teachers for the programs. The **Facilities Division** will assure that specialized facilities, necessary for the implementation of the magnet theme, are

in place at each magnet school. The **Curriculum and Instructional Services Division** will provide staff with academic content and career/technical expertise to assist the magnet design teams in developing the curriculum. It is through these joint efforts that the capacity for sustainability will be developed.

Use of Resources

Quality professional development is key to the building of capacity to sustain the magnet programs once federal funding ends. Well-trained teachers can perpetuate the magnet program and in turn train and mentor new teachers as they are hired in the magnet school. High quality, innovative programs with well-prepared, enthusiastic teachers will assure the positive reputation of the magnet schools and their ultimate success.

MSAP funds will assure the necessary equipment and technology to implement the magnet themes. Training in the use of the equipment and technology will also be provided as part of each school's implementation plan.

The development of successful marketing and recruitment strategies will assure that the community is aware of the programs as their reputations build. In time, word-of-mouth recommendations from satisfied parents and students will provide a steady source of applicants for the programs.

Purpose 6: Provide quality curriculum, instructional materials, and training so that all students will achieve at high levels, capable of continuing in postsecondary education and/or the workforce.

Use of Key Personnel

The **project director** will have the ultimate responsibility for program development, purchasing of equipment and instructional materials, and providing the resources for staff development and training for the magnet programs. The project director and MSAP supervisor will coordinate with magnet school leadership (**principals, curriculum integration teachers, magnet lead teachers**) to see that programs are designed and implemented and that students are effectively recruited for the magnet schools.

District **Career/Applied Technology staff** will also assist in identifying curriculum experiences and applications of the curriculum that are relevant to the world of work. **Business and industry professionals** will also be solicited for their expertise and guidance.

Use of Resources

The resources afforded by MSAP grant funding will assure that all of the necessary elements for developing and sustaining successful magnet programs are in place. The equipment and supplies necessary to support innovative instructional practices, the training of faculty and staff, opportunities to provide supplemental safety net activities, and articulation with business and industry will be major components of the implementation of this magnet plan.

(a)(2)(iv) How the district will ensure equal access and treatment of eligible project participants who have been traditionally under-represented in courses or activities offered as part of the magnet school (e.g., women and girls in mathematics, science, or technology courses and disabled students)

Equitable access and treatment of groups traditionally under-represented (minorities, female students, physically challenged, and other exceptionalities) are effectively addressed by the policies of the Duval County Public Schools. These policies contain guidelines for equal access and to assure diversity in the public schools. All Duval County students, regardless of race/ethnicity, exceptionality, or gender are eligible to participate in the district's magnet programs.

The computerized lottery system for selecting magnet students has been established to provide equal access for all students, regardless of academic ability, talent, or disability. Any student who wishes to attend a magnet program has an equal opportunity to do so based on lottery selection. Targeted recruitment of students assures a diverse pool of applicants for the various programs. The applicant pool is analyzed periodically during the application process in order to focus recruitment on under-represented groups and assure the diversity of applicants.

Once students are admitted to a magnet school, they have equal access to all courses, special programs, and extra-curricular activities within the school. Efforts to ensure equal access and treatment for students and staff in Duval County Public Schools are as follows:

- All magnet schools are equipped with special facilities and programs to accommodate the physically challenged, and special support programs are available for students with learning disabilities.

- Transportation is provided for all special needs students and for all other students who live more than 1.5 miles from their school.

- Counseling programs, particularly at the middle school level, encourage female students and minorities to enroll in courses that will prepare them

for increasingly complex math/science/technology studies or Advanced Placement courses in high school.

- After-school and Saturday tutoring opportunities are available for students who need extra assistance.

- Programs are in place to increase the number of minority students in the district's gifted program.

(a)(2)(v) The effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools

Based on past experience, a sustained, intensive, and highly organized marketing effort is vital to successfully recruit the necessary numbers of students from different social, economic, ethnic, and racial backgrounds into the magnet schools. Such efforts are expensive, especially since the district must commit most of its operating funds to facilities, transportation, and basic instruction. The district contracts with an outside marketing, public relations, and advertising firm, the Dalton Agency. To help recruit students from different backgrounds, the Dalton Agency features boys and girls who represent a variety of ethnicities and ages in its promotional materials.

With assistance from MSAP funds, the Duval County marketing plan will incorporate a combination of district-wide and school-based public relations and advertising activities that include, but will not be limited to, public appearances, printed materials, broadcast-quality audio-visual presentations, print media advertising, an attractive Web site with links to individual school sites, and individual and parent/student counseling at the central office. Marketing

materials and techniques are needed for use in focused recruiting, to target previously underrepresented groups, or to pull students away from particular areas where they predominate, and attract them instead to other areas where they are under-represented. These marketing techniques have enabled the district to recruit over 16% percent (approximately 20,000) of all students into magnet programs. The district will intensify its marketing and recruitment efforts by creating a variety of materials specifically designed to orient non-magnet students and their families to the possibilities offered through various magnet specialties. Focused recruiting efforts are planned for each project year including:

- Purchase of space in minority newspapers such as the *Florida Star* and *The Jacksonville Free Press* as well as space in other local papers (e.g., *The Florida Times-Union*, *Folio Weekly*, and suburban community newspapers), to provide frequent and regular information about the magnet school specialties
- Implementation of a grass-roots campaign in targeted neighborhoods
- Development of top-quality promotional videos for dissemination to school groups, community organizations, and parent groups throughout the district
- Development of a quality television program that presents student learning opportunities in the district and explains the student assignment process, to be aired periodically on the cable networks serving Duval County and on Channel 7, the local public broadcasting station
- Development of a series of public service announcements, for use by radio and television stations, to inform the community of magnet program opportunities and direct attention to critical points in the student assignment process

- Mailings to all Duval County households with school-age children of a special catalog that describes each magnet and specialty program offered to students at the elementary, middle, and high school levels
- Mailing of a personalized magnet application form to all students currently enrolled in a Duval County Public School in kindergarten through grade 10
- Establishment of a pool of resource speakers to make presentations about the magnet programs and the student assignment process to parent and community groups throughout the district
- Presentation of special evening programs for parents in strategic community locations in each of the five geographical areas of Jacksonville (Northside, Westside, Southside, Arlington, and the Beaches)
- Use of the Magnet Programs Web site (www.magnetprograms.com) and Magnet Hotline (390-2500) to provide parents with magnet school information that is continuously updated
- Use of the current ESOL Hotline to provide magnet school information in other languages (e.g., Spanish, Tagalog, and Vietnamese) to students and their parents for whom English is a second language

As students are recruited, the district's open admission policies will ensure racial and gender balances in all magnet programs. These policies include:

- A computerized lottery system will be used for selection of students into all magnet programs.
- All magnet programs will be open to the students with special needs as part of the district's commitment to provide a least restrictive environment for these students.

The Duval County Public Schools has a strong commitment to school choice and the magnet schools are the signature component of the choice options. Expanding the opportunities for choice to students in identified low-performing schools, as required by *No Child Left Behind*, will be facilitated by the addition of the new magnet programs identified in this grant. The new programs will also ensure that these students have access to high quality options that will increase their chances for improved academic achievement.

PART III, SECTION 2
280.31(b) QUALITY OF PERSONNEL

(2)(i) The extent to which the project director is qualified to manage the project

The project director, with magnet program staff, school principals, and administrators described in this section, will accomplish the MSAP objectives by carrying out the activities and time lines shown in the Project Design section. The project director for the Magnet Schools Assistance Program grant is Dr. Sally Hague, Director, School Choice/Pupil Assignment Operations. Dr. Hague has dedicated the past thirty-nine years to work on behalf of Duval County's children. After graduating from West Virginia University with a degree in Spanish and French, Dr. Hague moved to Jacksonville to teach and share her love of foreign languages. From 1968 to 1984, Sally Hague was a classroom teacher, teaching Spanish and French beginning levels through Advanced Placement and eventually becoming Duval's foreign language district specialist. As the specialist for the county from 1986 to 1992, Dr. Hague coordinated the K-12 foreign language program. It was in this capacity that she became involved in the district's voluntary desegregation plan implementations. In 1991, she helped develop the foreign language immersion program that has now enjoyed over sixteen years of success and was recently revamped and expanded.

During those early years as a teacher, Dr. Hague continued to pursue her own education, earning her Master's degree in elementary education at Jacksonville University, a Specialist's degree in reading education at the University of Southern Mississippi, and a Ph.D. in reading education at the University of Georgia.

With her long tradition of helping students in Duval County, Sally Hague received help on her award-winning doctoral dissertation from a group of eighty Spanish Advanced Placement students in the district. "In my study, I showed that students could transfer a reading comprehension strategy from one language to another." Dr. Hague incorporated the results of that study into improving the level and scope of foreign language classes offered in Duval County Public schools and, gradually, became more and more involved in the magnet program overall. "Diversity is one of my passions," says Dr. Hague. "All children deserve the opportunity to pursue their dreams and the magnet schools offer such a diverse and marvelous mix of choices—there is something for anyone willing to pursue it."

> *All children deserve the opportunity to pursue their dreams and the magnet schools offer such a diverse and marvelous mix of choices—there is something for anyone willing to pursue it.*
>
> -- Dr. Sally Hague

Magnet themes include automotive technology, culinary arts, foreign language immersion, health and fitness, medical professions, travel and tourism, visual and performing arts, construction, business/finance/legal and computer science, among others. Over 20,000 students are currently in the magnet program in Duval County, an increase from when the magnet program received an MSAP grant in 1995 and twenty-one new magnet programs came into being. During the 1995-1998 and 2004-2007 MSAP funding cycles, Dr. Hague again was involved in the design and implementation of magnet themes. Also, after receiving training at Stanford University, she served as an Accelerated Schools coach for three magnet schools. She has been the Director of Magnet Programs for the past ten years.

According to Dr. Hague, one of the most exciting aspects of the magnet program is the development of "theme streams," a program continuity that allows students to follow their

interest through elementary, middle, and high school magnet classes. "One of our goals is to continue to design new magnet programs that fill in the missing blocks at the elementary and middle school levels. These theme streams could some day be available for many of the programs that are now offered at the high school level," says Dr. Hague, stressing the importance of allowing children to follow their dreams and grow academically as well.

As project director, Dr. Hague will be responsible for the design and implementation of the MSAP project. She will serve as liaison between the district and the principals, lead teachers, curriculum integration teachers, and school advisory councils at each magnet school site. She will ensure that appropriate district and community support is provided to each program, and she will provide leadership for the design and implementation of the new and revised programs.

(2)(ii) The extent to which other key personnel are qualified to manage the project

Name, Title	*Experience in Magnet Programs*	*Years of Experience*	*Ethnicity*	*Gender*
Joseph Wise, Superintendent of Duval County Public Schools				
	District oversight over all magnet programs and personnel			
		Champion of the arts; lifetime member of the NAACP; committed to rigorous, relevant education for every child;, educator for 25 years	Non-minority	Male
Ed Pratt-Dannals, Chief Academic Officer				
	Principal of a magnet school, associate superintendent over all magnet curriculum and instruction, and parent of a magnet student			

Name, Title	*Experience in Magnet Programs*	*Years of Experience*	*Ethnicity*	*Gender*
		31 years as a teacher, principal, regional superintendent, and district leader for curriculum and instructional programs	Non-minority	Male
Amy Lingren, Chief Officer, Curriculum and Instructional Services				
	School Choice/Pupil Assignment Operations Department reports to the Chief Officer			
		Considerable experience as an elementary principal and as district liaison for school improvement	Non-minority	Female
Sally Hague, Director, School Choice/Pupil Assignment Operations				
	Developed the district's foreign language immersion program, designed and implemented magnet themes during two MSAP grant cycles, Director of the Magnet Programs, and Director of School Choice.			
		39 years' experience as a teacher and educator in Duval County Public Schools, administrator of all magnet programs	Non-minority	Female
Dawn Elkins, MSAP *Dreams Begin Here* Supervisor				
	Supervised the implementation of seven new or revised magnet programs during the 2004-2007 MSAP funding cycle. Middle and high school administrator in magnet schools, teacher in magnet schools.			
		15 years experience as teacher, school-based administrator, district	Non-minority	Female

Name, Title	*Experience in Magnet Programs*	*Years of Experience*	*Ethnicity*	*Gender*
		supervisor		
Gary Bryan, Magnet Schools Coordinator				
	Current magnet programs coordinator, assisted with 2004-2007 MSAP program design, manager of magnet lottery process and online application for magnet schools.			
		23 years experience as teacher, administrator, consultant	Non-minority	Male
Karen Estella Smith, Marketing and Recruitment Manager				
	Current magnet schools marketing recruitment manager			
		10 years experience in marketing and public relations in both education and government settings	Minority	Female
David Solomon, Director, Transportation				
		Ten years in education and twenty-two years in the US Air Force	Minority	Male
Doug Ayars, Chief Operating Officer				
	Facilities support for all magnet schools			
		25 years in facilities management and construction programs	Non-minority	Male

Superintendent, Duval County Public Schools

Joseph Wise is Superintendent of Duval County Public Schools, a position he has held since November 2005. As superintendent, Dr. Wise is responsible for directing the nation's 20th largest school district with 164 schools, almost 127,000 students, and over 14,000 employees. Even with a district of this size, Dr. Wise makes it a point to be actively involved in the planning, decision making, and implementation of district programs.

> *The significance of establishing a medical arts academy here in Duval County is monumental—not only for our students, but for the entire Jacksonville community. The region has become home to some of the world's leading hospitals, several of which have expressed keen interest in partnering with DCPS to provide students with meaningful, substantive, sustained exposure to the medical sciences—and to career paths and opportunities for medical professionals. Candidly put, there is no other school district in the nation that is poised to achieve what we are proposing.*
>
> -- Dr. Joseph Wise

Dr. Wise has an extensive background in educational leadership and is a nationally recognized consultant to public and private schools and organizations. Over the past decade, he has served as superintendent of Delaware's Christina School District; Associate Superintendent for Organizational Development in Anne Arundel County Public Schools (Maryland); and Interim Senior Assistant Superintendent for Planning in Charlotte-Mecklenburg Public Schools in North Carolina. He was named the 2006 Champion for Children, a national award presented by the Northwest Evaluation Association and HOSTS Learning Partnership. Superintendent Wise was appointed to the College Board's National Writing Commission in 2006 and was

selected by the Eli Broad Urban Superintendents Academy as a Fellow in 2003 and by the Eli Broad Institute for School Boards as a Broad Fellow in 2005.

A former student in Duval County Public Schools and a Florida teacher and administrator in the Orange County School District, Dr. Wise holds a doctorate degree from the University of Florida, a master's degree from the University of Central Florida, and a bachelor's degree from Florida State University. He has also completed additional graduate work at Northwestern University and has earned the Philip Crosby and Associates Continuous Quality Improvement certification; DDI trainer certification in Targeted Selection and Interaction management; and the certification to train executives in the methodology of the Harvard Negotiation Project.

Upon accepting the job as superintendent for Duval County Public Schools, Dr. Wise developed a 100-day plan to identify the goals and objectives he intended to accomplish and assess during his initial three months as superintendent. In November 2005, he published The Superintendent's Entry and Learning Plan and has since followed up with a progress report for November 2005-March 2006 and an Action Item Results report in April 2006. Highlights of his achievements over the past fifteen months include the following:

- Increased graduation requirements to parallel *America Diploma Project* recommendations, making DCPS requirements among the country's most rigorous.
- Streamlining and reduction of central office staff, resulting in more than $8 million in additional funds for district priorities, including employee contracts.
- Implementation of a performance-based reform for the district's compensation plan for principals.
- Selection by the College Board as one of three school districts in the nation for participation in the EXCELerator School Project.

- Implemented process-driven reform and identified strategic initiatives that directly impact student achievement and support and that reflect the Board's core beliefs and commitments. Using project management as the methodology, resources were re-aligned to goals and measurable objectives to accelerate student achievement.
- Accomplished the largest wage compensation increase for employees since 1986.
- Implemented end-of-course examinations in grades 4-12 core academic subjects to assess student and teacher progress on the curriculum and to inform revision of district curriculum and professional development.

The superintendent views the magnet school program as harmonious with his philosophy, in that magnet schools are designed to offer students the opportunity to explore interests through challenging learning experiences under a district-wide, standards-based focus.

> *Many communities speak of closing the achievement gap. In dramatic departure from traditional practice, the school board in Duval County is setting the bar much higher. Eliminating the achievement gap is more than a priority. It is a potential rallying cry for diverse segments of Duval County to coalesce around results that demonstrably benefit children.*
>
> -- Community Training and Assistance Center (April 18, 2006)

Chief Academic Officer

The Duval County MSAP will be placed under the guidance of the Chief Academic Officer, Ed Pratt-Dannals. Mr. Pratt-Dannals has provided leadership for the Division of Curriculum and Instructional Services, the hub of the school system as it is currently organized.

Mr. Pratt-Dannals is one of the school district's most outstanding and highly respected administrators. He began his educational career in 1976 as a math teacher, and he later served as a school-based leader for sixteen of his thirty-one years as a DCPS employee. During his tenure as principal of Duval County's flagship magnet school, Stanton College Prep, the school made considerable progress toward its current status as one of the leading high schools in the nation (*Newsweek,* June 2006). Upon promotion to Regional Superintendent of Schools in 1997, he used his first-hand understanding of the qualities necessary for good leaders in selecting principals for elementary, middle, and high school magnet schools. In 2003 Mr. Pratt-Dannals was appointed Associate Superintendent for Curriculum and Instruction; in 2006 he was named Chief Academic Officer of Curriculum and Instructional Services and became a member of the Superintendent's Cabinet. As evidence of his

> *Magnet programs have provided high quality options in Duval County for over two decades. They have also provided the challenge for non-magnet schools to be more market-driven and customer friendly, thereby improving the district as a whole. Strong support for our magnet schools crosses categories of race and class that tend to divide communities and provides for a truly well-rounded education that prepares students for success in the global economy.*
>
> --Ed Pratt-Dannals

PR/Award # U165A070033

strong belief in the magnet school concept, his own child now attends a magnet school in the district.

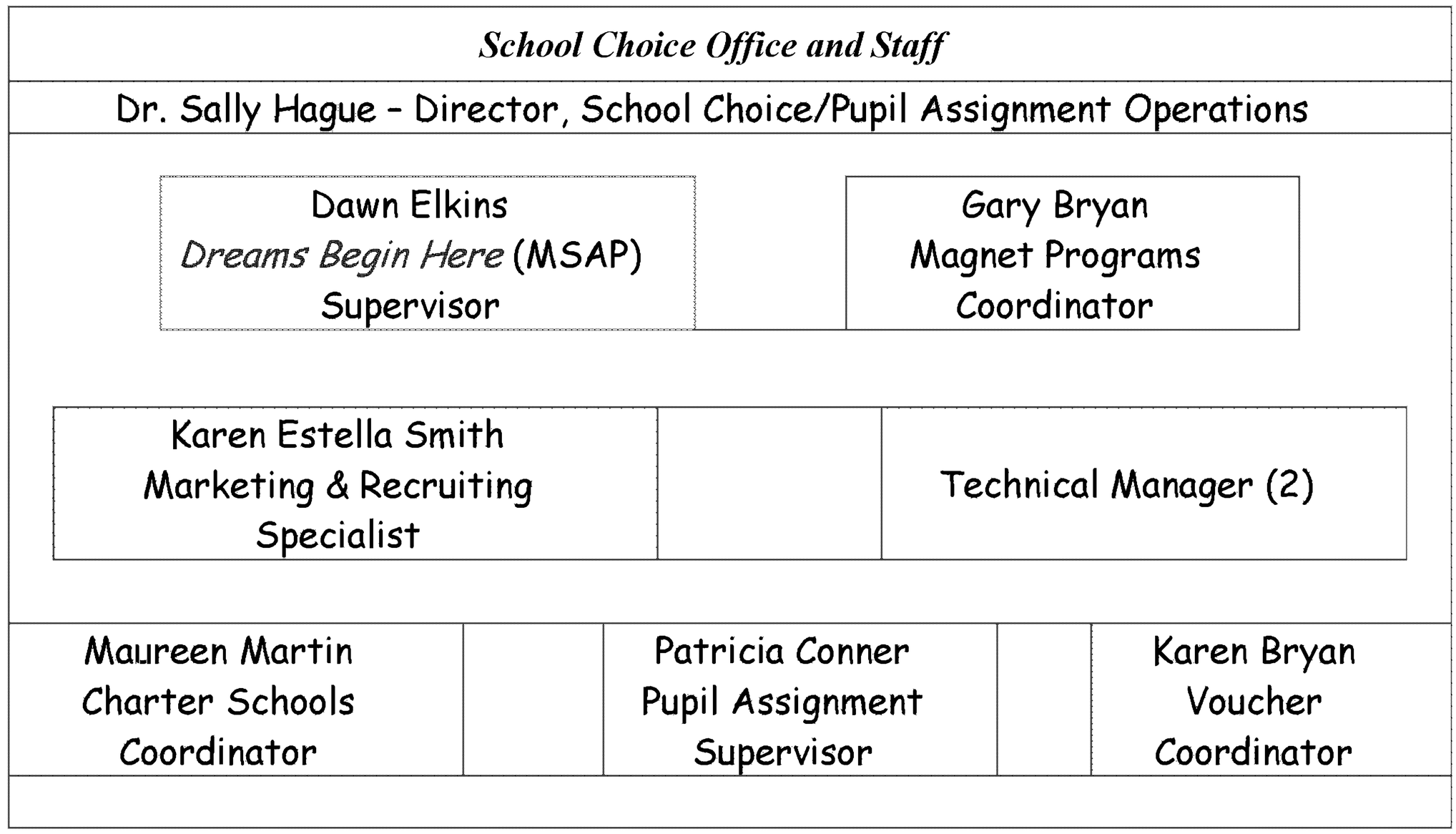
Dealing with at-risk students and academic issues often associated with socioeconomic status is nothing new to Mr. Pratt-Dannals. According to Kenneth Manuel, a retired Duval County Public Schools' regional superintendent, "[Ed Pratt-Dannals] has a broad knowledge base of what urban education is all about, a resource he uses very effectively to produce positive results in Duval County, and especially in our magnet programs."

MSAP ***Dreams Begin Here*** *Project Supervisor*

The district has employed Ms. Dawn Elkins, an experienced school administrator as the MSAP supervisor. Ms. Elkins has training and experience in curriculum development and implementation, and she possesses the skills, knowledge, and experience in the areas that are emphasized in the magnet school programs included in this application. These skills, understandings, and experiences include knowledge of technology and its application to the classroom; experience with project learning; understanding of hands-on learning; experience with raising teacher expectations; and thorough knowledge and understanding of the latest research.

Ms. Elkins has worked with Magnet Programs for nearly three years having been hired as the project supervisor for the 2004-2007 MSAP funding cycle. Working under the direction of the project director, Dr. Sally Hague, she was responsible for the day-to-day work associated with the implementation of that grant in seven schools. She supervised the Curriculum Integration Teachers, served on the Design Team for each school, assisted with professional development and purchasing, and served as liaison between the district and the external

evaluation team, American Education Solutions, Inc. The knowledge and experience gained over the past three years will serve the district well during the 2007-2010 MSAP funding cycle.



Assisting Dr. Hague in the School Choice Office are fourteen district employees including two supervisors, three coordinators, one specialist, and nine support staff members:

- ✓ The coordinator of the magnet programs is Gary Bryan. He brings over twenty years of diversified educational and leadership experiences to this position—of which four years have been with the School Choice Department having worked one year as the Magnet Programs Coordinator, two years as the Charter School Coordinator, and one year as the Voucher Programs Coordinator. Prior to joining the School Choice Department he worked as a classroom mathematics teacher and, later, as a high ranking manager in private industry with an educational software developer. His combined experience in these

varied areas have led to an exceptional skill set which allowed him to provide leadership to the development of the district's online magnet application and to manage the magnet lottery.

- ✓ Karen Estella Smith, Marketing and Recruitment Manager, has worked in various positions associated with marketing and public relations both in the fields of education and in the public policy arena. She has worked as Marketing and Promotions Coordinator for World Golf Village Hall of Fame, press secretary for U.S. Congressman Albert R. Wynn, the Florida Department of Education, and the Literacy Council of Central Alabama. As Specialist of Marketing and Recruitment, her primary responsibility is to publicize and promote magnet programs and encourage students to apply. Key activities include events such as the Magnet High School Showcase and Magnet Mania. She also works with the magnet lead teachers and assists them in developing their school's marketing and recruitment plans. Ms. Smith serves as the liaison with the Dalton Agency (the marketing, public relations, and advertising firm with which the district contracts) to produce annual catalogs, videos, and advertisements.
- ✓ Patricia Conner serves as the Pupil Assignment Supervisor. Ms. Conner has been a Duval County School Board employee for twenty-seven years, twelve of which she served as an elementary school teacher. In her role in Pupil Assignment, Ms. Conner has the responsibility for monitoring the school boundaries that form and maintain the magnet schools. She is also responsible for monitoring enrollment data for each of the schools to determine the extent of the district's compliance with the Post-Unitary Policy plan.
- ✓ The existing staff of the School Choice Department is highly competent and dedicated to the school choice mission. Each member of the team is primarily responsible for one of

the specialized school choice options, but all are cross-trained to assist other programs during peak application and enrollment seasons. The department is saturated and rarely experiences blocks of time that are not fully committed to the management of the current programs. As a result, ***Dreams Begin Here*** proposes the addition of two technical manager positions to the School Choice Department. One technical manager will be responsible for working with parents and community members regarding the new magnet programs offerings. The second technical manager will be responsible for the intake and processing of additional applications that are expected to accompany the ten new or significantly revised magnet programs.

Superintendent's Leadership Team

Those supporting the overall implementation of the magnet school programs are members of the Superintendent's Cabinet and Leadership Team. The total district effort will be supported by the following team members.

Joseph Wise
Superintendent of Schools

Superintendent's Cabinet

Doug Ayars
Chief Operating Officer

Ed Pratt-Dannals
Chief Academic Officer

Thresa Giles

Chief Business Officer

David Sundstrom

Chief of Staff

Division Leaders
In alphabetical order

Tim Ballentine
General Director, Research, Assessment and

Elaine Mann
Chief Officer, High School Education

PR/Award # U165A070033

Evaluation

Jonathan Brice
Chief Officer, Superintendent's Standard Bearer and Acceleration Schools

Mary Brown
General Director, Academic Programs

Ron Fagan
General Director, Operations

Diane Gillespie
General Director, Exceptional Student Education

Carolyn Girardeau
Director, High School Acceleration Program

Michella Graves
General Director, Alternative Education and Behavioral Support

Sally Hague
Director,
School Choice/Pupil Assignment Operations

Steve Hite
Chief Officer, K-8 Education

Donna Hulsey
Executive Director, Superintendent's Standard Bearer & Acceleration Schools

Selinda Keyes
Chief Officer, K-8 Education

Barbara Langley
Executive Director, K-8 Education

Amy Lingren
Chief Officer, Curriculum and Instructional Services

Kathryn LeRoy
Chief Officer, Math & Science Education

Lisa Moore
Director, Policy and Compliance

Leila Mousa
Assistant to the Superintendent, College Board School Initiative

Marsha Oliver
Chief Communications Officer

Carolyn Parker
General Director, Business Services

John Radcliffe
Director, Technical and Logistic Services

Vicki Reynolds
Chief Human Resources Officer

Larry Roziers
Executive Director, High School Education

David Solomon
Director, Transportation Services

Theresa Stahlman
Chief Technology Officer

James Streit
Director of Development/Community Engagement

David Sundstrom
Chief of Staff

Jim Williams
Chief Officer, Community Engagement and Organizational Advancement

Patricia Willis
Chief Operating Officer, Schultz Center

The Chief Business Officer and the General Director of Budget Services will provide support and guidance to this effort by establishing budget codes and accounting procedures for program expenditures. Facilities for the magnet programs are examined and approved by the Director for Facilities Planning and Services. Curricula will be developed for the new magnet programs through the joint efforts of the magnet school principals, curriculum integration teachers, curriculum specialists in the Division of Curriculum and Instructional Services, and the MSAP Supervisor.

Academic Programs Staff

District-level staff members will support the magnet themes at the participating schools, according to their area of expertise. Academic Program staff will include Kathryn LeRoy, Chief Officer, Mathematics and Science; Ruth Senftleber, Science Supervisor; Tom Worley, Social Studies Supervisor; Myrna Amos, Education of Minorities Director; Kenneth Williams, Dean of Fine Arts; Jackie Cinotti-Dirhmann (foreign languages); Dorie Davis, Career and Technical Education Director; Donna Taylor, Gifted Education Specialist; and Carolyn Girardeau, Accelerated Programs Director. Assisting from the Facilities Division will be Tony Gimenez, Project Manager; and from the area of Technology, Judy Till, Project Supervisor.

Principals

Administrators realize that in addition to their traditional management responsibilities, they must also create the climate for successful implementation of the district's standards-based reform initiative. The role of principal has transformed from one of a "giver of directives" to one of support for the staff in their effort to improve academic success for all students. Providing opportunities and release time for professional development workshops and a system for data sharing and analysis are two of the most significant roles that an administrator must provide to

insure academic success for all students in the school. (Patte Barth, ed., *Thinking K-16*, The Education Trust, Winter 2003). Additionally, a professional environment based on collegiality, cooperation, and collaboration will support innovation and resolve conflicts. With the philosophy that all students must be given the preparation needed to pursue postsecondary goals, schools take steps to enhance curricular choices, allocate resources for professional development programs that reinforce the belief that all students can achieve at a high level. This philosophy will provide the foundation upon which to build our newly revised magnet programs.

Principals have received extensive training under Superintendent Wise's leadership. The following is a sample of the types of training currently provided for DCPS principals.

NWEA MAP (Measures of Academic Progress): Computerized MAP tests provide students, teachers, and parents with an accurate assessment of a student's ability. When administered at regular intervals over time, it is possible to determine individual and collective progress levels toward mastery of basic skills. Principals received in-service that was designed to familiarize them with the MAP format and its potential usefulness; to assist principals in selecting and supporting key implementers in mathematics and reading; and to understand the fit between the MAP standards and Florida's Sunshine State Standards.

Educational Directions: A School Reform Process (Frank DeSensi): The goal of Educational Directions training is to put into motion a continuous systemic organization and cultural change process to foster high achieving schools. Training for principals addresses the continuous change process and the establishment of priorities for school

accountability. Themes for training are (1) Quality Relationships; (2) Use of Time; (3) Scheduling for Instruction; (4) Staffing for Instruction; (5) Grouping for Instruction; (6) Understanding FCAT to Determine Targets for Accountability; (7) Individual Student Needs; (8) School Climate; and (9) Specific Educational Directions Strategies.

Fast ForWord (Scientific Learning): Fast ForWord is a reading-intervention system that builds learning capacity by applying neuroscience principles to strengthen cognitive skills. For full benefit, the program must be delivered according to an established protocol within a dedicated, uninterrupted block of time. Training for principals includes an understanding of the neuro-cognitive framework for building reading skills; awareness of the uses for Progress Tracker, the intervention's comprehensive monitoring system that records student progress on daily and aggregate bases to support teachers' decisions to individualize instruction; and an understanding the "protocol guidelines."

Principals have become spokespeople for their schools, establishing vital links within their schools and between the schools and their communities. By articulating the school goals to parents, local colleges and universities, and businesses, the school earns support and assistance from the community that are essential for creating academic success for all students. The principals for the ten participating schools are described in the table below.

School : Principal	Years of Experience and Degree	Experience in Magnet Programs	Gender/ Ethnicity
Henry F. Kite Elementary School: *Erdine Johnson*			
	36 years in education; Master's degree in Educational Leadership, minor in reading; Educational Specialist's degree.	Former principal of Brentwood and implemented Creative Expressions (MSAP, 1995) magnet; and of Andrew Robinson and implemented Math/Science Pre-engineering (MSAP, 2004) magnet. Brought both schools from "D" to "A"	Female Minority
Justina Road Elementary School: *Angela Maxey*			
	15 years in education, with 7 years as an elementary school principal; Master's degree in Educational Administration.	Principal at Justina Road Elementary School for 3 years; came to Duval County Public Schools from Zanesville City Schools, Zanesville, Ohio.	Female Minority
Rufus Payne Elementary School: *Pearl Roziers*			
	25 years in education, Master's degree in Educational Leadership	Principal of Rufus Payne Elementary for two years; experience as a Reading Coach and a Standards Coach	Female Minority

School : Principal	Years of Experience and Degree	Experience in Magnet Programs	Gender/ Ethnicity
Landon Middle School: *Mark Ertel*			
	Doctor of Education candidate (ABD), Educational Leadership	Former director of the Early College High School program at Robert E. Lee High School; current principal of Landon Middle School	Male Non-minority
Ft. Caroline Middle School: *Kathy Kassees*			
	28 years, Master's in Educational Leadership	Former vice-principal of a magnet school implementing MicroSociety, teacher of mathematics in a high school magnet program	Female Non-Minority
Lake Forest Elementary School: *Kim Bays*			
	10 years, Masters in Elementary Education	Assistant principal at Twin Lakes Middle magnet. First year at Lake Forest, infused arts into academic areas. Former teacher at elementary magnet school.	Female Non-Minority
Lake Shore Middle School: *Iranetta Wright*			
	10 years, Master's in Administration and	Former teacher, Douglas Anderson School of the Arts Magnet High	Female Minority

School : Principal	Years of Experience and Degree	Experience in Magnet Programs	Gender/ Ethnicity
	Supervision	School	
Darnell-Cookman Middle/High School: *Kelly Coker-Daniel*			
	15 years, Ed. D. in Educational Leadership, Master's in Elementary Education	Vice-principal of Darnell-Cookman, Gifted and Talented magnet school, Vice-principal of Paxon School for Advanced Studies, nationally acclaimed magnet high school	Female Non-Minority
North Shore K-8: *Deirdra McDowell-Sutton*			
	14 years, Ed. D. in Education Leadership, Master's in Special Education	Vice-principal of Ribault High School, military science magnet school, former director of elementary programs and coach for standards-based instructional design	Female Minority
Sallye B. Mathis Elementary School: *Gwen Crutchfield*			
	Master's degree in Reading Education	Former principal at Brentwood Creative Expressions magnet school. Brought Sally B. Mathis from a state accountability grade of "F" to a grade of "B" over a three-year period.	Female Minority

Principals and the full-time curriculum integration teacher at each of the magnet schools will be responsible for the day-to-day coordination and management of their school's special curriculum. The principals, in cooperation with district support services personnel, will supervise all planning and staff development activities throughout the process of implementing the unique curricular model in their buildings. The curriculum integration teacher will work closely with faculty and staff in using educational materials, special techniques, and instructional strategies most appropriate to their theme. The curriculum writers will serve on district-wide teams to develop, modify, and refine curricula appropriate for each thematic magnet program needs.

Without exception, each of the key professionals just described is a veteran in the field of education. Of special significance is that many have had prior experience in designing successful desegregation and instructional strategies and in working with racially and culturally diverse student populations. Resumes for each of these key people are included in the *Part VI – Resumes of Key Personnel* section.

In addition to the staff, Duval County's magnet programs have excellent support and guidance from the long-standing and diverse Magnet Advisory Council. The council provides a broad base for community interaction in the oversight of the magnet school program. The council holds public forums throughout the city to gather public opinions on the direction the magnet program should take; it meets to receive information about current magnet programs and supports recommendations to provide to particular schools (for example, if a school is becoming less diverse); and it assists with special events such as Magnet Wildfire. The

Magnet Programs staff will work closely with the Magnet Advisory Council during their monthly meetings. The Council members are listed in the table below.

Name	Category	Name	Category	Name	Category
Sheila Andrews	Parent	Belinda Jackson	Lead Teacher	Hope Vandervort	Parent
Linda Armstrong	Parent	Stephani James	Dist. Admin.	Selinda Keyes	Chief
Elnora Atkins	NAACP	Juan Merkt	Jacksonville Univ.	Shirley Lee	Parent
Eunice Barnum	Community	Lanette Merkt	Consultant	Hammond Gracy	Principal
Nafeesah Bilal	Parent	Rose Nettles	PTA	Glenna Goings	Evaluation
Kimberly Borree	IB Coordinator	Thuy Nguyen	Vietnam Assoc.	Kathy Graw	Library
Jackie Brown	Community	Martha Pellino	Hispanic Affairs	Beth Harvey	Comm. College
Glendia Cooper	Museum	Birgit Harrell	Business	Pragna Trivedi	Wachovia Bank
Gary Bryan	Choice Off.	Chas Rutledge	School	Brenda Tucker	Health Dept
David Durrett	Corp/busin.	Karen Smith	Choice Office	Bill Gassett	Parent
Dawn Elkins	Choice Off.	David Solomon	Transportation	Diane Gillespie	Dist. Admin.
Sondie Frus	Corp/Busin.	Nile Stanley	UNF	Martha McManus	Cultural Council
Stacie Parnes	Parent	Darlene Spann	Parent	Sally Hague	Choice Office

(2)(iii) The extent to which teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum in the magnet schools

The majority of teachers who provide instructional services for the district's current magnet schools have elected to do so. Teacher selection was based on a number of factors including teaching experience, state license and certification area; demonstrated commitment to excellence to children and to the success and growth of the magnet program; and motivation to give whatever is necessary to make the program work. As a result, more than 90 percent of

the magnet teachers at the ten target schools are teaching in their field. All Duval teachers have participated in extensive curriculum development activities. According to the *No Child Left Behind Act* of 2001, a "highly qualified teacher" holds a minimum of a bachelor's degree, has obtained full state certification or licensure, and has demonstrated subject area competence in each of the academic subjects in which the teacher teaches. The Duval County Magnet School program embraces this legislative directive and activily engages magnet school teachers in professional delvelopment that results in highly qualified teachers implementing the theme-related lessons and instruction at each of our schools.

During the seventeen years (1990-2007) of building a foundation for this undertaking, considerable theme-related training has been provided for teachers. In addition, the corrected Stipulation and Agreement, which detailed the district's original magnet program rollout, called for an ongoing program of staff sensitivity/multicultural training. To address this requirement, a program of human relations in-service, entitled "Multicultural Understanding," was initiated as a cooperative venture between Duval Teachers United (the teachers' bargaining agent), and the district's Teacher Education Center. During the 1991-1992 school year, this in-service was expanded to include an additional ten-hour training program entitled "Capitalizing on Cultural Diversity."

Training to build upon and enhance these strong initial efforts will continue. In addition, 120 hours of training directly related to the magnet theme will be offered to teachers in the magnet schools over the span of three years. Each teacher will receive on the average 40 hours per year and no teacher will receive fewer than 20 hours per year. Although the training will be specific to each school's new theme, the sessions will also show teachers how

to incorporate district goals, Florida state content standards, and Duval County's student performance standards.

Another district effort to enhance the quality of instruction in the magnet schools is the recruitment of selected professionals from outside the field of education. Because there are many outstanding professionals who have expertise in specific magnet theme areas, the district has aggressively pursued avenues within Florida's certification policies that would enable these experts to provide highly specialized instruction, on a full- or part-time basis, to students in selected magnets. For example, full-time specialty staff already includes professionals from career fields such as nursing, the U.S. Air Force, criminal justice, language immersion, Montessori, and instrumental music, dance, and theater. With this new grant application, it is expected that medical doctors from nearby Shands University Hospital will offer specialized classes for students in the School of the Medical Arts.

(2)(iv) The extent to which Duval County, as part of its nondiscriminatory employment practices, will ensure that its personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability

Duval County has established steps to ensure equitable access to, and participation in, federal assisted program(s) included in this application for students, teachers, and other program beneficiaries with special needs as listed in the Department of Education's General Education Provisions Act (GEPA), Section 427.

MANAGEMENT PLAN - Duval County Public Schools has determined that no student, teacher, or other beneficiary will be denied access or participation in the programs and

activities due to his or her gender, race, national origin, color, disability, or age. The State of Florida's Auditor General's Office annually monitors programs for equal access compliance.

Duval County Public Schools adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

- Title VI of the Civil Rights Act of 1964 – prohibits discrimination on the basis of race, color, religion, or national origin;
- Title VII of the Civil Rights Act of 1964, as amended – prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin;
- Title IX of the Education Amendment of 1972 – prohibits discrimination on the basis of sex;
- Age Discrimination in Employment Act of 1967 (ADEA), as amended – prohibits discrimination on the basis of age with respect to individuals who are at least 40;
- Florida Educational Equity Act – Section 228.2001, F.S. – prohibits discrimination on the basis of race, sex, national origin, marital status, or handicap against students or employees;
- Section 504 of the Rehabilitation Act of 1973 – prohibits discrimination against the handicapped; and
- American with Disabilities Act of 1990 (ADA) – prohibits discrimination against individuals with disabilities in employment, public service, public accommodations, and telecommunications.

The District has the plans, policies, and procedures in place to assure equitable access and participation in its programs and activities.

(3) Experience and training in fields related to the objectives of the project, including key personnel's knowledge of and experience in curriculum development and desegregation strategies

The Duval County's success in fostering effective communication between educational leaders and business leaders has resulted in the establishment of the Schultz Center for Teaching and Leadership, funded through $4 million in state revenue and a matching donation from local business and community members. The Schultz Center is a unique nonprofit corporation established to provide state-of-the-art professional development services for teachers and other instructional leaders in Duval and surrounding counties. The 49,173-square-foot center consists of an auditorium (capacity up to 1,000), seven training rooms, three computer labs, two conference rooms, a business/research center, a virtual media center, a make and take room, a certification office, a distance learning classroom, and a production center. The unique blend of building design and capacity promises our educators top-notch educational programs and networking opportunities.

District content area workshops and training for new magnet theme implementation will be delivered at the Schultz Center for Teaching and Leadership. The Schultz Center's mission is to support the school district's efforts to raise student achievement through an ongoing, high quality, comprehensive system of professional development for teachers, principals, and other education personnel that targets identified needs and improvement priorities. The Schultz Center will assist in the alignment of the district's professional

development programs with the School Choice office and magnet-school-based goals. This will eliminate thin and fragmented professional development programs that historically have not targeted new education standards, investments in teaching, or student achievement. The facility design will encourage and support opportunities for educators to learn and collaborate with one another. An evaluation component will be required for all program offerings.

Curriculum integration teachers will receive training in coaching, reading, technology, and magnet-theme-related strategies so that they can promote improved instruction in the magnet-theme-related courses at the elementary and middle school levels. This will be done through the leadership training of key team members who will share training and model implementation at the school-based level. DCPS, in partnership with the Schultz Center, will deliver the professional development training to the magnet school (theme) curriculum integration teacher.

Initial training will begin with an understanding of performance standards and ways in which students might demonstrate their mastery of the Sunshine State content standards. The initial training will help each curriculum integration teacher (theme) resource teacher to develop the skills and the confidence to establish their place as instructional leaders at the school level. The curriculum integration teacher (theme) resource teacher will acquire a thorough understanding of the tasks required to fulfill the district expectations. (Garet, M., Porter, A.C., et al, (2001) "What makes professional development effective? Results from a national sample of teachers." *American Educational Research Journal* 38(4): 915-9:45). Professional development will be structured on a Trainer of Trainers (TOT) Model of Instruction. Over the course of the school year, additional in-service will include both conferences and targeted training.

All participating magnet schools will be encouraged to send a representative to the Magnet Schools of America (MSA) conference as well as *No Child Left Behind* conferences offered by US DOE and Florida DOE. All participating schools will receive training in curriculum development, differentiated instruction, technology, and cultural diversity/multicultural awareness. Middle schools will be able to attend Advanced Placement seminars to help them prepare the middle school students for high school rigor and advanced courses. Summer camps will be offered for both teacher and student growth and development.

Duval County's Curriculum and Instructional Services Division uses the "Understanding by Design" model to provide practical solutions for activity-oriented and multi-faceted approaches to understanding. The magnet MSAP supervisor, along with the curriculum integration teachers, will receive this training. The design provides a powerful, practical framework for designing curriculum, assessment, and instruction. The new magnet curricula that will be developed will follow this framework as well in order to embed the magnet theme into the curriculum that is being written for each of the content areas. In addition, other specific conferences, trainings, and activities that are directly related to the school themes are provided below.

Lake Forest Elementary School- NETWORK of Performing and Visual Arts conference; Art Infusion Kennedy Center training and admission to Cultural Events; CRISS strategies; Tadalay Curriculum Development; Differentiated Instruction; and Cultural Diversity Training. Lake Forest will also have Artists in Residence for enhanced program delivery in nine arts areas: dance, drama, chorus, band, piano, guitar, art, creative writing, and strings.
Sallye B. Mathis Elementary-- Net Tech Conference, Education Technology

Conference. Trainings Integrated Science, Differentiated Instruction, Hands-On Science, Understanding by Design, CRISS Training, STEM Training, Jaeger Corporation Training, and Knowing Math. Masters' Degree in science for all teachers.
Henry F. Kite Elementary, Justina Road Elementary, Rufus E. Payne Elementary, Ft. Caroline Middle, Lake Shore Middle -- International Baccalaureate (IB) conference and Primary Years workshops or Middle Years workshops that include Introduction, Teacher Training, Areas of Interaction, and Assessment; Differentiated Instruction; Understanding by Design; and Technology Training.
North Shore Elementary (K-8) -- MicroSociety training; Civics All Around Us' Curriculum Integration; Covey's Seven Habits of Highly Effective Teens; Differentiated Instruction; Understanding by Design
Julia Landon Middle -- Covey's Seven Habits of Highly Effective Teens; Technology training
Darnell-Cookman Middle/High School -- Differentiated Instruction; Looping; Collaborative Learning Groups; Inquiry; Professional Medical Practices; Medical Simulation.

Small groups from each of the schools included in the grant have already visited other magnet schools around the nation which have successfully implemented each of the themes. Schools will be provided more opportunities of this nature so that additional staff members may see first-hand exemplary models of the program/theme selected for their school. These trips will be an important component of the design phase of each new program.

Qualifications of Educational Evaluator

Duval County Public Schools will contract with the firm of American Educations Solutions (AES). Since 1992, AES has evaluated thirty-seven Magnet Schools Assistance Program grants in seven states including Florida. AES has collaborated with the Education Alliance at Brown University for the past nine years to provide MSAP grantees with comprehensive evaluation services. In addition, the AES/Brown University team was awarded six rigorous MSAP evaluations during the current grant cycle.

The teacher, student and parent surveys that will be used in this evaluation have been developed by American Education Solutions (AES) in cooperation with the Brown University team. These surveys were a product of a an extensive evaluation and research project involving nine MSAP funded districts in which survey data and student test scores were analyzed. **A work plan for this project's evaluation is included in the evaluation section of this proposal.**

AES's work with New York City, which serves over a million school children, is an example of the services AES offers its clients. After an extensive examination of its qualifications and experience, the New York City Department of Education approved AES to provide evaluation services for its school districts. AES currently evaluates New York City Smaller Learning Community Programs in 17 schools, interdistrict MSAP programs involving 5 school districts, a MSAP rigorous evaluation (with Brown University), a Title IID Technology program in 21 schools, Teaching American History projects in 3 school districts and a Title IIB Math, Science Partnership Program in 34 schools.

The AES MSAP site visit team includes Dr. Gladys Pack, Dr. Donna Elam, Dr. Nancy Peck, Dr. June Levy, Dr. Verdell Roberts, Ms. Joanne Smith, and Dr. Judith Stein. All have been

PR/Award # U165A070033

teachers and administrators and have extensive evaluation experience. Two were assistant superintendents, three were principals, two were Equity Assistance Center Directors and two were directors of magnet schools. The site visitor for this project will be selected from this list.

PART III, SECTION 3
280.31 (c) QUALITY OF PROJECT DESIGN

(1) The Secretary reviews each application to determine the quality of the project design.

The project designs for each of the ten magnet school programs proposed in this grant application address the Magnet Schools Assistance Program (MSAP) purposes. Strategies and activities for each of the purposes are listed in the following table:

MSAP Purpose	Strategies/Activities
Purpose 1: Eliminate, reduce, or prevent minority isolation in the targeted schools	• Develop highly appealing magnet programs around selected themes • Develop and implement a marketing and targeted recruitment plan for each school • Ensure equitable assignment through the district's computerized lottery system • Assign students to classes within the magnet school on an equitable basis • Upgrade facilities to support the innovative instruction associated with the school's magnet theme • Inform and encourage parents in low-performing

	Title I schools of their option to choose magnet programs
Purpose 2: Promote reforms that are aligned with challenging State content standards and student performance standards	• Develop curricula that are aligned with the Sunshine State Standards and district-adopted performance standards • Include nationally-normed, criterion-referenced, and alternative assessment formats (e.g., portfolios, interviews, projects, and formal performance tasks consistent with the Sunshine State Standards) in every magnet teacher's instructional program • Provide a highly qualified teacher in every classroom • Provide professional development opportunities to ensure each magnet teacher is knowledgeable of subject content and content-specific pedagogy related to the Florida Sunshine State Standards • Train all target school teachers and administrators in each of the areas of systemic reform and student assessment
Purpose 3: Feature innovative educational methods and practices that	• Provide training for all magnet teachers in standards-based instruction and assessment • Provide training for all magnet teachers that facilitates high expectations for achievement from all

promote diversity and increase choices	students • Provide training for all magnet teachers in integrating appropriate technologies into interdisciplinary teaching • Provide training for all magnet teachers in using state-of-the-art materials proven successful with urban students • Require all magnet teachers to participate in training in magnet theme implementation
Purpose 4: Strengthen students' knowledge of academic subjects and the attainment of tangible and marketable skills needed for successful careers in the future	• Provide academic support beyond the school day through tutoring programs, mentoring programs, extracurricular activities, and computer-enhanced instruction • Encourage parental support in the classroom and in the home to enhance learning • Develop long-range plan for partnerships with business • Develop courses, course components, and instructional materials for a high-quality instructional program in each magnet school that encourages proficiency in vocational skills related to the magnet theme

Purpose 5: Improve capacity to continue operating magnet schools at a high performance level after federal funding is terminated	• Provide professional development of magnet teachers to meet the training objectives in their school's School Improvement Plan • Purchase the necessary equipment and instructional materials to effectively implement the magnet theme • Assure that theme-specific curricula have been developed for each magnet theme represented in this grant proposal • Provide training in marketing and recruitment strategies that magnet lead teachers incorporate into their annual marketing and recruitment plans
Purpose 6: Ensure that all students have equitable access to high-quality education that will enable them to succeed academically and continue with postsecondary education or productive employment	• Develop theme-specific curricula aligned with State content standards and student academic achievement standards • Assure that each school's School Improvement Plan contains goals, objectives, and activities that support the adoption of high standards for all students • Provide support of curriculum integration teachers in facilitating activities related to systemic reforms and providing all students the opportunity to meet challenging State academic content standards and student academic achievement standards

(2)(i) The extent to which the project will foster interaction among students of different social, economic, ethnic, and racial backgrounds in classroom activities, extracurricular activities, or other activities in the magnet schools (or, if appropriate, in the schools in which the magnet programs operate)

Incorporating program features that foster interaction among students from different, social, economic, ethnic, and racial backgrounds at each of the ten magnet school programs has influenced the selection of magnet themes; the formulation of recruitment and admission policies; the choice of instructional strategies and learning activities; and the identification of appropriate equipment and facilities.

Magnet Site Selection

As indicated in the introduction to this proposal, Duval County Public Schools (DCPS) was under a desegregation order for nearly thirty years. Although the first twenty years of the order demanded a forced busing plan to achieve the goals, a Consent Decree established in 1990 allowed the school system to use magnet programs as a voluntary desegregation plan. Educators, Board members, parents, and community/business leaders all agreed that the magnet program was a preferable option for desegregating Jacksonville's schools. And so it was until 1999, when the district achieved unitary status.

Since relief from court oversight, the district has continued to work toward its goal to promote and maintain diversity in all schools throughout the district. It continues to use magnet programs as the centerpiece among numerous strategies to accomplish that goal. Even with the commitment and dedication of the district to this noble goal, it would appear, on the surface, that there has been a small reduction in the percent of magnet schools that

have remained diverse during the eight years that the district has been unitary. However, much of the reduction is due to the fact that as housing patterns change, some magnet programs, no longer needed to promote diversity, are dropped from the menu of offerings. At the same time, new programs are started in schools that have space and are not diverse or that are experiencing a decline in diversity. There is a constant refinement and review of magnet program offerings.

The fact that 40% of the current magnet schools in Duval County do meet the racial/ethnic goals of the Consent Decree is due to the extraordinary efforts put forth by "Team Magnet," and the army of principals, magnet lead teachers, and district staff who strive tirelessly to implement targeted recruitment efforts in order to maintain diverse applicant pools for the magnet schools. Each magnet school develops a marketing and recruitment plan and sets an application goal for its target population.

Yet, despite commitment, dedication and ongoing review and analysis, there remain schools in the district where it has been difficult to achieve the desired level of diversity. These schools are located not only in the downtown urban areas of the city but also in the surrounding suburban areas. As was the case when the district was under court supervision, these schools have from time to time improved the degree of diversity, but for a myriad of reasons it has been challenging to maintain them at the level of diversity that the district would like. **That is why DCPS is proposing a bold, new plan in this Magnet Schools Assistance Program grant application—*Dreams Begin Here*.**

Jacksonville is enjoying a rebirth of its downtown core. Many older neighborhoods are undergoing a major facelift and rehabilitation, and there are innumerable new housing units in the planning and construction stages. The riverfront properties, so long languishing

in vacant and decaying property, have recently jumped to life with new town homes and condominiums sprouting up everywhere. Old office buildings and abandoned hotels have been converted to loft apartments. Signs of revitalization are everywhere. The same signs of growth are evident throughout the city.

DCPS has demonstrated, with considerable success, that it can successfully attract students to schools in both urban and suburban areas of the city. Popular magnet schools downtown, with long waiting lists, include LaVilla Middle School of the Arts, Stanton College Preparatory School, James Weldon Johnson Gifted and Talented Middle School, and Andrew Jackson Magnet High School. All but Andrew Jackson High School are dedicated, whole-school magnets. The same is true with elementary schools such as J. Allen Axson, John Stockton and San Mateo which are located outside the core city. A proven track record of successful whole-school magnets has been established as a model for the new whole-school magnets identified in this grant.

This plan is built on the knowledge that DCPS's elementary magnet schools are the most challenging schools in which to develop magnet programs that will attract students away from their neighborhood school. The district is keenly aware that many parents are reluctant to put young children on a long bus ride to a magnet school and that only those who are most attracted to magnet education are willing to do so. However, because of the growing popularity of magnet schools as well as the entire school choice movement and because DCPS has demonstrated that parents of young children are more likely to choose a dedicated or whole-school magnet school over one that is a magnet program within a school, the district is proposing the **creation of one dedicated and five whole-school elementary magnet schools.**

One of these six elementary schools, North Shore, will become a **K-8 magnet school** at the beginning of the 2008-2009 school year. The proposed elementary magnet schools are all Title I schools that have not made adequate yearly progress. The magnet program will be used to improve academic rigor and instruction for students who attend Title I schools that do not make *adequate yearly progress* and to improve the level of diversity among the student population.

This plan is also built on the knowledge that the Duval County Public Schools has been very successful at attracting students to dedicated middle school magnets but has struggled to recruit students to its non-dedicated middle school magnets. Nevertheless, the district believes that the timing is right to once again inject expanded effort and energy into two middle schools located on the outskirts of the downtown core (Ft. Caroline Middle School and Lake Shore Middle School). Both will become whole-school magnets and ***will expand choice opportunities for students who attend Title I schools that do not make adequate yearly progress***. In addition, an under enrolled middle school will be converted to a dedicated middle school magnet that will focus preparation for college and on the development of leadership skills. Finally, an existing small middle school medical magnet program will be greatly expanded to provide additional middle school seats and will add a 750 seat high school component for the medical arts making it a seamless program serving students in grades 6-12 on one campus. These two programs will also be designed to ***expand choice opportunities for students who attend Title I schools that do not make adequate yearly progress***. The current minority student enrollment in these schools is provided in the box below.

Darnell-Cookman Middle School	55% Minority
Sallye B. Mathis Elementary	99% Minority
Lake Forest Elementary	97% Minority
Henry F. Kite Elementary	91% Minority
Justina Road Elementary	92% Minority
Rufus Payne Elementary	98% Minority
Lake Shore Middle School	65% Minority
Ft. Caroline Middle School	71% Minority
Landon Middle School	75% Minority
North Shore Elementary	95% Minority

Magnet Theme Selection

In anticipation of developing a proposal for the Magnet Schools Assistance Program (MSAP) grant cycle commencing with the 2007-2008 school year, the Duval County Public Schools Magnet Programs office reviewed data from an earlier research study that was conducted in 2004 as a part of its marketing, recruitment, and advertising contract with the Dalton Agency. The data were gathered via a telephone survey of students and parents of students attending Duval County Public Schools at that time.

The sample consisted of 217 students and 208 parents of students who were enrolled in magnet programs, as well as 201 students and 204 parents of students who were not enrolled in magnet programs. These sample sizes are sufficiently large to ensure that the results of the

survey can be accepted with a relatively high degree of confidence as closely representing the opinions and perceptions of the total population of students and parents in the DCPS system.

Among the findings are the following:

(1) Both **students and parents strongly perceive** that the program enables students to pursue specialized courses that take advantage of their individual interests and talents; that the magnet programs were established to improve the quality of education for all students; **that the program is designed to attract students from throughout the county to achieve more diversity in the schools;** and that the magnet schools offer public school choice. Of special note is the finding that parents and students **do not perceive** that **only the "best" students** are allowed to enroll in a magnet school.

(2) The **magnet themes most students and parents would prefer** and would most likely enroll in if a dedicated magnet school were offered include a **math and science program, a career preparation program, a visual and performing arts program, and a gifted and talented program**.

(3) The **majority of students and parents would choose a dedicated downtown magnet school over an over-capacity neighborhood school.** Not surprisingly, middle school parents appear more likely to send their children to an urban school than are the parents of elementary-age children.

(4) Among the **suggestions most frequently offered** by the respondents to improve various aspects of the magnet program were (a) **adding more magnet schools and adding selected specialties;** (b) allocating more resources; (c) and providing more courses or better course selection.

When asked to name the **most important factor in making a decision to enroll** in a magnet program, **quality and challenging program** was named by 42% of the respondents while academic themes was mentioned by 34%. Factors such as school location and travel distance were mentioned by fewer than 4% of the respondents.

In January 2007 the School Choice Department posted a Parent Satisfaction Survey on its www.magnetprograms.com website. Among the questions asked of parents was the following: In your opinion, should opportunities for students to participate in school choice options be (a) expanded, (b) reduced, or (3) eliminated. Thus far over 90% of the respondents have indicated that school choice options should be expanded.

The data gathered from these surveys confirm DCPS's observations that (1) that magnet programs are greatly desired by parents; (2) elementary dedicated and whole-school magnet schools are more attractive to parents than are programs within a school at the elementary level; and (3) parents are more likely to choose a magnet program at the middle school level than for elementary-age children. For these reasons, the following themes were selected for schools included in this grant proposal.

THEME: GIFTED AND TALENTED SCHOOL OF THE MEDICAL ARTS

Darnell-Cookman Middle/High School (6-12)

Magnet Theme Stream

Elementary School -	Middle Schools -	High Schools -
Elementary gifted and talented and	– Darnell-Cookman Gifted and Talented School	– Darnell-Cookman School of Medical Arts

math/science magnet schools	of Medical Arts	– Stanton College Prep – Paxon School for Advanced Studies

Selection Considerations

A **magnet theme focusing on the medical arts** is one that will fill a need not only in the local community but also on a national level. As the established medical profession begins to age and more and more doctors enter retirement, a nation-wide shortage of doctors is predicted. Florida has a high number of working physicians over age 55 who will soon retire. Currently Florida's medical schools enroll about 500 doctors, a figure that must more than double by 2011 in order to provide adequate services to its citizens. At present, Florida ranks 46th among the states in the number of doctors per 100,000 people. There is a great need to provide young people an opportunity to explore and experience the medical arts so that they will be ready to fill the void in the profession that is predicted to occur. **Darnell-Cookman Middle School was selected for this theme for several reasons.**

First, the school has a well established, existing medical magnet program that is highly sought after by large numbers of aspiring middle school students each year. There are always many more applicants than can be accommodated because the medical magnet program has remained very small. In fact, for 2007-2008 there are over 300 students on a waiting list for this program. Although the school is currently a dedicated magnet school, the majority of the students participate in the gifted and talented themes housed on the same campus. The children who are currently in the medical magnet program have incredible experiences that whet their appetites for continued study and research. However, at present, there is no magnet high school continuation program available with the same focus. This

proposal will (1) reduce the gifted and talented magnet program components; (2) expand the middle school medical magnet component; and (3) add a high school component which will be known as the **School of the Medical Arts.**

Second, the school is **located directly across the street from Shands Jacksonville**, an academic medical center associated with the University of Florida. The hospital is on the leading edge of the latest treatments and technologies, and its participation in clinical trials brings the latest research advances to the clinical setting. The University of Florida faculty physicians teach and train other physicians in the latest medical practices, making the hospital an exceptionally attractive site for high school students to engage in meaningful educational experiences. Shands Jacksonville is excited about the opportunity to expand its relationship with Darnell-Cookman Middle School and to introduce young students in Grades 6-12 to the various medical arts.

Third and finally, Darnell-Cookman Middle School is centrally located in the heart of Springfield which is just north of Jacksonville's core city. The current facility can adequately accommodate 1000 students. The district will add a new building to the campus to house the high school component of the program bringing the total school student capacity to over 1400. Currently, the school is one of only four (4) secondary schools in the school district to achieve adequate yearly progress and it is consistently rated as an "A" school on Florida's state grade designation scale.

Because of its location, existing transportation system, and its outstanding reputation across the district, it will attract a diverse population of students. A priority for admission will be awarded to students who live in the attendance area of five (5) Title I middle schools that have not made adequate yearly progress and whose boundaries are

adjacent to the school. This significantly revised magnet middle/high school will provide additional **school choice options for students who attend low performing schools** and a percentage of seats will be reserved for students who may be eligible for a transfer under the *No Child Left Behind* and Title I legislation. In addition, a priority for admission will continue to be offered to students who reside in the former attendance area of Darnell-Cookman when it was a neighborhood school.

Program Description

The Gifted and Talented School of the Medical Arts at Darnell-Cookman will be a new and unique magnet program for Duval County Public Schools. The program will offer a curriculum of high academic rigor focusing on the medical sciences; by adding one grade level per year, it will eventually serve students in grades 6-12. The middle grades component of the program will be formed around cohort groups of students who will stay with the same team of teachers for grades 6, 7 and 8 through a looping design. Gifted and non-gifted students will be heterogeneously grouped and the core academic teachers in the program will all have or seek to add the gifted endorsement to their Professional Educator's Certificate.

Two required elective courses each year will provide middle school students with an introduction to and overview of the various fields of medicine. The courses will include monthly presentations by practicing physicians and site visits to hospital instruction labs at Shands Jacksonville. The course will also include hands on laboratory experiences.

As students enter high school, exposure to the medical profession and fields of practice will increase. The curriculum will include an emphasis on Advanced Placement (AP) courses with the goal of preparing students to enter a pre-med undergraduate program

with advanced standing upon high school graduation. Through a cooperative arrangement with Shands Jacksonville, high school students will have an unparalleled and unique opportunity to participate, on a regular basis, in cutting-edge laboratory teaching experiments similar to those of actual students enrolled in the Shands/University of Florida School of Medicine program. The high school program will include two additional requirements: (1) to develop and carry out a community/public service project each year; and (2) to serve as a mentor to students enrolled in the middle school portion of the program. Students who stay with the program for six years will be well prepared to continue their studies in the field of medicine.

A significantly revised version of the regular gifted and academically talented magnet program at Darnell-Cookman will remain at the school. The gifted and academically talented team will operate in a manner similar to the medical arts team. Students will be taught in heterogeneous groups by teachers who have the gifted endorsement on their Professional Educator's Certificate. Cohort groups of students will be taught by the same team of teachers for three years using a looping design. Students on the gifted and academically talented team may take one medical elective per year. This will prepare them for the high school Medical Arts program should they decide to opt for that high school option.

THEME: MATHEMATICS, SCIENCE, AND PRE-ENGINEERING

Sallye B. Mathis Elementary School (K–5)

Magnet Theme Stream

Elementary School -	Middle Schools –	High Schools –
– Sallye B. Mathis	– Kirby-Smith	– Robert E. Lee

- Darnell-Cookman
- William M. Raines

Selection Considerations

Jacksonville's parents clearly indicate their preference for a **mathematics and science theme** as an attractive choice option to enroll their children in a magnet school.

Sallye B. Mathis is an older elementary school that was opened in 1956. In 1991-1992 the school became a magnet school with a performing arts theme; 99% of the children attending the school were minority. In 1995, the theme was modified to the Center for Creative Expression and was part of an MSAP grant for three years. During that time the school made some progress toward reducing minority group isolation, but it never reached its goal. The magnet program was dropped in 2004-2005; for the current school year, once again 99% of the students are minority.

Sallye B. Mathis has a capacity to serve 624 students. This year's enrollment has dipped to 298 students, making it just under 50% of its enrollment capacity. An important factor in our decision to select this school for MSAP funding again is the high degree of enthusiasm of the school leadership and the school community to improve science and mathematics instruction and to increase the academic achievement of its students. As a math/science/pre-engineering magnet school, its students will feed into one of the district's most **popular dedicated mathematics/science middle school magnets, Kirby-Smith Middle School.**

Sallye B. Mathis is a Title I school that was identified as **not making Adequate Yearly Progress** as determined by *No Child Left Behind*. By selecting this school which

has **been identified for school improvement** and by restructuring the school as a whole-school magnet, DCPS will **improve the quality of teaching and instruction in this school.** Upon improvement of academic achievement, the implementation of a magnet program at this site will **provide a school choice for students who attend other low-performing schools** and who may be eligible for a transfer under the *No Child Left Behind* and Title I legislation.

Program Description

The Mathematics, Science, and Pre-Engineering magnet program at Sallye B. Mathis will replicate a model already in place at Andrew Robinson Elementary Magnet School. It is based on the knowledge that the youth of today are fascinated by technology, computer games, sounds, and music that are all grounded in the basic foundations of mathematics and science. The goal of this magnet program is to bridge these real world connections for students starting in kindergarten and continuing through Grade 5. The program will merge mathematics, science and technological literacy with a hands-on approach to learning. Students will be expected to not only "learn" science but to "do" science. Beginning in kindergarten, hands-on, project-based science experiences will be a major part of the program for all students. Students will participate in relevant activities and experiences, delivered in a student-centered and nurturing environment guided by expert facilitators. In addition, parent involvement opportunities such as "Neighborhood Education Watch: Creating Parent Advocates and Leaders" will be a focus of the program. The program will teach parents how to create education friendly environments in their

homes and will foster academic achievement in science, mathematics and technology for their own children and for other children living in their communities.

THEME: VISUAL AND PERFORMING ARTS

Lake Forest Elementary (K-5)

Magnet Theme Stream

Elementary School -	Middle Schools –	High School –
– Lake Forest	– LaVilla School of the Arts	– Douglas Anderson School of the Arts

Selection Considerations

The Visual and Performing Arts theme has a proven **track record of success** among Duval County Public Schools magnet programs. Parents have demonstrated that they will choose an elementary arts program for their child in order for them to be able to participate in the **middle school continuation program at LaVilla School of the Arts.** Currently, the district operates five elementary visual and performing arts magnet schools. One is a dedicated magnet.

Lake Forest is viewed as an ideal site for the **district's new elementary visual and performing school of the arts magnet school** for several reasons: (1) it is close to Brentwood Elementary School of the Arts which will become its mentor school; (2) it is **close to LaVilla Middle School of the Arts,** which makes teacher and student collaborative activities feasible; (3) the current enrollment at Lake Forest is declining due to its designation as an "F" school on Florida's state grading scale in 2006; and (4) the school has enthusiastic new leadership that is highly motivated to turn the school around

using the arts to improve academic achievement. Moreover, the school has a minority population of 98% but has space to offer magnet assignments to over 100 new students.

Though it is currently a magnet school for creative expression, the revised theme will **incorporate all of the arts areas that are offered at the middle school of the arts.** Lake Forest will become the district's second *preparatory elementary arts school* for those desiring continuation of program at LaVilla School of the Arts. As a whole-school magnet school, parents will be much more likely to make this a magnet school choice for their young children. Lake Forest is conveniently located near the I-95 corridor, offering easy access for parents who work in the downtown area. Students who reside in the current attendance area of Lake Forest will all become magnet students.

Lake Forest is a Title I school that was identified as **not making Adequate Yearly Progress** as determined by *No Child Left Behind*. By selecting this school, which has **been identified for school improvement** and by restructuring the school as a whole-school magnet, the district will **improve the quality of teaching and instruction in this school.** Upon improvement of academic achievement, the implementation of a magnet program at this site will **provide a school choice for students who attend other low-performing schools** and who may be eligible for a transfer under the *No Child Left Behind* and Title I legislation.

Program Description

The Visual and Performing Arts Program at Lake Forest School of the Arts will be a whole school model and include a very significant revision of its current magnet theme. The revised program will have two primary goals: (1) to increase **access to** and

involvement in elementary arts programs for all students, and (2) to prepare students for success at LaVilla School of the Arts. The program will feature the same nine arts areas that are available at LaVilla: drama, dance, chorus, band, piano, guitar, creative writing, strings, and drawing. Students in kindergarten through Grade 5 will be introduced to all nine arts areas during their tenure at Lake Forest and will receive in-depth instruction in their chosen area of specialization in Grades 3-5. A school wide master schedule will be developed and will provide weekly exposure to the arts for all students. In addition to the specialty arts programs, the arts will be infused into every aspect of the academic program. This will be achieved by creating a dual-structure schedule. For two weeks each month, the arts classes will be conducted in the arts classrooms, and for two weeks each month they will be conducted in the academic classrooms. This will secure the integrity of infusion, co-planning and co-teaching between the arts and the academics. There will be evidence of the arts as instructional tools and learning strategies, as students work to achieve the rigorous academic achievement standards that are embedded in the educational program throughout the school district.

Duval County Public Schools is a partner with local University of North Florida in the Kennedy Center's Partners in Education program. The purpose of this partnership is to train teachers to infuse the arts into their regular curriculum through professional development activities for teachers. Through this partnership, Lake Forest will become a model/mentor school for other arts schools in the district.

THEME: PRIMARY AND MIDDLE YEARS INTERNATIONAL BACCALAUREATE

Henry F. Kite Elementary School (K-5)
Rufus Payne Elementary School (K-5)
Justina Road Elementary School (K-5)
Lake Shore Middle School (6-8)
Ft. Caroline Middle School (6-8)

Magnet Theme Stream

Elementary School -	Middle Schools -	High Schools -
– Henry F. Kite – Rufus Payne – Justina Road – R. L Brown	– Lake Shore Middle – Ft. Caroline Middle – Paxon Middle	– Paxon School for Advanced Studies – Stanton College Preparatory School – Ribault High School

Selection Considerations

The International Baccalaureate (IB) program has a proven track record at the high school level. Duval County Public Schools boasts the #5 and #28 ranked schools in the nation, according to *Newsweek* magazine (May 8, 2006), based on the number of students taking IB and/or Advanced Placement tests. Currently, there are three high school diploma programs, one Middle Years Program (MYP) and one Primary Years Program (PYP) in the district (the latter three are still in the process of authorization by the IBO). DCPS has a new superintendent who has set a goal to increase academic rigor throughout the district. One of

the ways of achieving that goal is to increase access to the International Baccalaureate program at all grade level configurations and in all areas of the city.

Henry F. Kite was selected for the Primary Years IB program because it has become minority group isolated. In 1991-1992, when magnet programs were started in Duval County, Henry F. Kite was racially balanced; it did not become a magnet school until 1998-1999. A gifted and talented magnet program was introduced at that time as a mechanism to prevent the school from becoming more and more minority group isolated. The strategy was effective for several years but the minority enrollment has been increasing steadily for the past five years to a high of 91% for the 2006-2007 school year.

Making the school a dedicated, whole-school magnet and significantly revising the existing gifted and talented program with the Primary Years IB program are the two ingredients needed to improve the diversity level at this school. Students who live in the current neighborhood attendance area of the school will be given top priority to attend (as is true with all of DCPS's dedicated magnet schools).

Henry F. Kite is a Title I school that was identified as **not making Adequate Yearly Progress** as determined by *No Child Left Behind*. By selecting this school that has **been identified for school improvement** and by restructuring the school as a dedicated, whole-school magnet, DCPS will improve the **quality of teaching and instruction at this school.** Upon improvement of academic achievement, the implementation of a magnet program at this site will **provide a school choice for students who attend other low-performing schools** and who may be eligible for a transfer under the *No Child Left Behind* and Title I legislation.

Justina Road Elementary School was selected for the Primary Years IB program for several reasons. It has a minority enrollment of 92%. Although the school can serve 489 students, the current enrollment has dropped to approximately 350 children. The school is located in an area east of the St. Johns River that does not currently have a Primary Years Program. The school is easily accessible off a major thoroughfare leading into downtown Jacksonville. In addition it serves as a feeder school to Ft. Caroline Middle School which is proposed to have a Middle Years IB program.

Justina Road Elementary School has been a magnet school since 1999, but the magnet theme has not been successful in attracting non-minority magnet students to the campus. Because of its proximity to and alliance with Jacksonville University, the theme has been "Junior University" and has featured a field-based teacher education program designed to be the attractor. The school already enjoys an international flavor and a school culture that accommodates and celebrates the many cultures that are already represented at the school. Because the school was a former ESOL (English for Speakers of Other Languages) center for the school district, many students opted to remain when the ESOL program was moved to a different site. It is expected that the new theme will attract a more diverse population to the school.

Justina Road is also a Title I school that was identified as **not making Adequate Yearly Progress** as determined by *No Child Left Behind.* By selecting this school that has **been identified for school improvement** and by restructuring the school as a whole-school magnet, DCPS will improve the **quality of teaching and instruction at this school.** Upon improvement of academic achievement, the implementation of a magnet program at this site

will **provide a school choice for students who attend other low-performing schools** and who may be eligible for a transfer under the *No Child Left Behind* and Title I legislation.

Rufus E. Payne Elementary School was selected for the Primary Years IB program also because of its location and minority group isolation. The school has the capacity to serve 677 students but only has 414 children enrolled for the current school year. It is located in an area of the city west of the St. Johns River that is not currently served by a Primary Years Program. It is easily accessible and just one block off of a major highway leading into downtown Jacksonville. Prior attempts to make the school more diverse were not successful. The school was a magnet school with a gifted and talented theme for a number of years but had a very limited number of schools from which to recruit. With the infusion of the Primary Years Program, it is our intention to expand the recruitment area to include 25 additional schools and to provide transportation from these 25 schools to Rufus E. Payne.

Rufus E. Payne is also a Title I school that was identified as **not making Adequate Yearly Progress** as determined by *No Child Left Behind*. By selecting this school that has **been identified for school improvement** and by restructuring the school as a whole-school magnet, DCPS will improve the **quality of teaching and instruction at this school.** Upon improvement of academic achievement, the implementation of a magnet program at this site will **provide a school choice for students who attend other low-performing schools** and who may be eligible for a transfer under the *No Child Left Behind* and Title I legislation.

The district has selected two middle schools as expansion sites for the Middle Years IB program—one east of downtown and one west of downtown—that will complement the already existing program at Paxon Middle School. Neither **Ft. Caroline Middle School** nor **Lake Shore Middle School** has ever been a magnet school. Neither school is a Title I

school. Both schools serve a population that is predominately minority and between the two schools there is space to accommodate approximately 450 additional magnet students. These two new programs will increase access to the Middle Years IB program for students entering sixth grade as well as for students enrolled in the Primary Years Programme who wish to continue at the middle school level. These two new magnet programs will **provide additional school choice options for students who attend low-performing schools** and who may be eligible for a transfer under the *No Child Left Behind* and Title I legislation. In addition, infusion of the Middle Years Programme will increase rigor and improve academic achievement for all students who attend the schools.

Program Description

The Primary and Middle Years International Baccalaureate programs have been developed by the International Schools' Curriculum Project and begin preparation of students for the high school International Baccalaureate program already in place at three of the district's magnet high schools: Stanton College Preparatory School, Paxon School for Advanced Studies and Ribault High School. The program strives to develop an international person—a student who is an inquirer, a thinker, a communicator, a risk-taker, and who is knowledgeable, principled, caring, open-minded, well-balanced, and reflective.

The Primary Years International Baccalaureate program features an interdisciplinary curriculum structured around important concepts. Education for understanding is a fundamental principle of this program, and teaching and learning follow a constructivist approach. Interdisciplinary units provide a context in which students can acquire essential knowledge, skills, and attitudes. Students actively engage in the learning process. The

Primary International Baccalaureate program will build on and align with the standards-based curriculum that is already in place at each site.

The Middle Years International Baccalaureate program is a rigorous academic program that will focus on five major themes: Approaches to Learning, The Environment, Health and Social Awareness, Community Service, and Man the Maker. The program stresses understanding, acceptance, and appreciation of our multicultural society. Ft. Caroline and Lake Shore are not currently magnet schools but were selected for this program in order to increase access and to prepare students for admission to one of the district's already existing high school International Baccalaureate programs.

THEME: COLLEGE PREPARATORY LEADERSHIP SCHOOL

Julia Landon Middle School (6-8)

Magnet Theme Stream

Elementary School -	Middle Schools –	High Schools –
– All elementary gifted and academically talented magnet schools	– Landon College Preparatory Leadership School	– Paxon School of Advanced Studies – Stanton College Preparatory School – Darnell-Cookman School of the Medical Arts

Selection Considerations

Gifted and academically talented is a magnet theme that has a proven track record of success at the middle school level in DCPS. Currently the district operates two highly

successful gifted and academically talented dedicated magnet schools at the middle school level. These two programs provide a middle school continuation opportunity for approximately 400 fifth grade magnet students who annually graduate from one of the eight elementary magnet feeder schools with the same theme. Both schools have a long history that demonstrates the significant power of high expectations for a student population that is ethnically, socially, economically and culturally diverse. This is evidenced by both schools' annual designation of A on Florida's state grade designation scale as well the fact that they are two of only four secondary schools in the district that make Adequate Yearly Progress (AYP).

Each year there are many more applicants for these two schools than can be accommodated. The enrollment season for the upcoming 2007-2008 school year generated a first choice applicant pool of over 1000 students. The lottery has been conducted and when taking into consideration first, second and third choices, there are over 800 students on waiting lists for the two schools. Because this phenomenon occurs year after year, the district proposes to develop a third gifted and talented middle school with a new leadership component infused in it. Julia Landon Middle School was selected as the new site magnet school because it is centrally located and is currently under capacity in terms of student population. The school will be repurposed as a dedicated middle school. The new theme name will be College Preparatory Leadership School.

This magnet program is needed to draw more students to the school and to prevent and reduce the minority group isolation at the school. The implementation of a magnet program at this site will increase enrollment, mitigate the drop in diversity, and **provide a**

school choice for students who attend low-performing schools. Students who live in the original attendance areas of Julia Landon Middle School will be given an admission priority.

Program Description

The new Julia Landon College Preparatory Leadership School will continue the tradition of excellence established by the existing gifted and academically talented magnet middle schools and will add a leadership component at each grade level. Students will explore their own personal leadership qualities, begin to practice leadership in the local community, and explore leadership opportunities in the global community. This innovative and significant revision to the current program will fill an observed need for students who transition from the gifted and talented middle schools into one of the district's two college prep high schools. While the students are always well prepared academically for the rigors and challenges of the Advanced Placement and International Baccalaureate curricula, they are less well prepared to take on leadership roles in the communities where these two high schools are located and are not always able to complete the high school community service requirement in a meaningful manner. It is important for students to gain a better understanding of personal leadership and what it means to give back to the local and global community.

In order to integrate leadership training at the middle school level, a required leadership elective will be developed for each grade level. For sixth grade, students will use Steven Covey's Seven Habits of Highly Effective Teens during their nine weeks course of study. The focus for sixth grade will be for each student to gain an understanding of their own personal leadership strengths. For seventh grade, students will learn how to practice

their personal leadership skills through service to the school or the local community. Community leaders and members from the local community service organizations will be invited as guest speakers and mentors. Community service projects will range from responsibility for keeping a public area litter-free, to addressing literacy concerns, or working to discourage crime. During seventh grade, all students will participate in a personal leadership project and will share their experience with the school community through a culminating, technology based service project.

For eighth grade the emphasis will shift to service to the global community. Students will explore globally significant topics of interest and become experts on a topic of their choice. Use of the Paidea/Socratic Seminar will foster discussion and interaction among students and will allow students to explore their own feelings and to develop a deeper interest in an area of global significance. Each student will be responsible for developing a technology based project which will demonstrate a passionate leadership role in a particular service area that can be extended into adulthood. The projects will be shared with the student body via closed circuit television and through other media outlets. The program will be designed to nurture future leaders for the community, our nation, and the world.

The school will serve two (2) teams per grade level: (1) a gifted team, and (2) an academically talented team. In addition to the required leadership elective at each grade level, students will be required to have cooperative lab experiences in Grade 8. Students will also have the option of exploring the medical arts through a unique elective course that will be developed focusing on pediatric medicine. Partnerships with nearby Nemours Children's Clinic and Wolfson Children's Hospital will give students the opportunity to explore careers in children's medical care through field experiences and community service projects. This

experience will also prepare students to go on to the Darnell-Cookman Gifted and Talented School of the Medical Arts for high school if they desire to continue exploration of medical careers. In addition, students will also be well prepared for continuation at one of the district's two college prep high schools.

THEME: MICROSOCIETY

North Shore (K-8)

Magnet Theme Stream

Elementary School -	Middle Schools –	High School –
– North Shore	– North Shore	– Any Career Academy Program

Selection Considerations

North Shore is currently in an aging facility in the Springfield area of Jacksonville, near the core city. A new school building is currently under construction on a site just adjacent to the current school. When complete in August 2008, the new school building will serve the current North Shore population of approximately 400 children as well as 258 children from Lola Culver Elementary School and 218 children from Norwood Elementary Schools. Lola Culver and Norwood schools are two of the oldest school buildings in the district and will be closed once the new North Shore facility is completed. The total projected enrollment is expected to be approximately 930 students in kindergarten through Grade 6. Each year one grade level will be added until the school becomes a fully operational K-8 facility. The new school building will be able to accommodate 1200 children.

All three schools are Title I schools that have been identified as **not making Adequate Yearly Progress** as determined by *No Child Left Behind*. By selecting North

Shore which has **been identified for school improvement** and by restructuring the school in August 2007 as a whole-school magnet, DCPS will **improve the quality of teaching and instruction in this school** during the first year of the MSAP grant implementation. Outreach activities, focusing on the new magnet theme, will be implemented with Lola Culver Elementary School and Norwood Elementary School during the first year so that the children will be easily transitioned into the new school's program in August, 2008, the second year of the MSAP grant cycle. Upon improvement of academic achievement, the implementation of a magnet program at this site will **provide a school choice for students who attend other low-performing schools** and who may be eligible for a transfer under the *No Child Left Behind* and Title I legislation.

Program Description

The MicroSociety theme was selected because of its strong emphasis on applied learning and because of its potential to unify three school communities that will be merged into one. In a MicroSociety, students participate daily in simulated business, government, banking, and publishing activities in order to learn the day-to-day functions of the real world. Students create and run various businesses; conduct government, banking, and courtroom activities; publish newspapers; and maintain a working productive society. By experiencing various social roles, they become responsible contributing members of the MicroSociety. Children learn math by holding jobs, paying taxes and owning businesses. Children study law and citizenship through their own court system. Students gain an understanding of politics by drawing up their own constitution and drafting laws. This unique magnet program

provides practical experience and academic knowledge giving students a competitive edge both in academic and business arenas.

The MicroSociety is designed for elementary, middle and K-8 schools. It is based on the premise that children learn best by doing. In a MicroSociety children are empowered to choose where they want to work. Each student has a personal plan with a portfolio documenting progress. Students have a voice in establishing their society and learn about their responsibilities in a free society and the importance of giving back to their communities. The North Shore MicroSociety will be guided by the following principles: (1) promoting student voice and choice; (2) enabling students to learn by doing; (3) harnessing students' innate entrepreneurial spirit; (4) providing real world experiences; (5) enabling teachers to serve as facilitators; (6) sharing responsibility among teachers and students; and (7) engaging community partners as contributors to the program.

The MicroSociety program has a documented background of success and research suggests that children, who are generally considered to be at-risk, show improvement in academic achievement as a result of participation in the program. Student behavior also improves because there is less time spent in a large school environment. Importantly, however, the MicroSociety model has been shown to **unite students, families, teachers and school communities**. This possibility was the critical factor in the selection of this theme for North Shore. MicroSociety will be the foundation for bringing together three adjoining neighborhoods that will become the North Shore community. In addition, this theme will facilitate the integration of new magnet students into the school culture.

Quality of Project Design Considerations

The Magnet Programs staff has been working with each of the ten schools since October, 2006, to develop community awareness and to build internal and external support for the proposed new or significantly revised magnet program. In addition, each school's leadership was tasked with launching a small planning team to work together to develop the framework and design components for the magnet program. A substantial number of site visits was conducted by each of the planning teams in order to see first hand the implementation of similar programs. Each school submitted a report to the Magnet Programs Department that included an "Intent to Participate" letter signed by key stakeholders, a program description, research review, summary of site visits to other schools with similar themes, a proposed budget, and the design considerations needed for each of the MSAP objectives. The next pages provide examples of the detailed information and activities that indicate how each of the ten schools will (1) foster interaction among students; (2) address educational needs; (3) implement a high-quality educational program; (4) encourage greater parental involvement; and (5) improve the racial balance at each school over the next three years. Upon funding each school's planning team will expand into a full design team. The work done by the planning committees will provide the blueprint for implementation of each school's program. In cases where more than one school plans to implement the same theme, the activities and strategies have been combined.

(2)(i) The extent to which the project will foster interaction among students of different social, economic, ethnic, and racial backgrounds in classroom activities, extracurricular activities, or other activities

Each of the ten magnet schools proposed in this grant application will feature a theme and/or educational approach that will appeal to a wide range of student backgrounds, interests, and competencies. Every effort will be made to develop strategies and activities that will promote interaction among students in all phases of school life, both inside and outside of the classroom. The following table identifies strategies, specific to each magnet theme, that will be employed to meet this objective.

Strategies and Activities that Foster Interaction of Students of Different Social, Economic, and Ethnic Backgrounds in Magnet Schools

STRATEGY	ACTIVITIES
Darnell-Cookman Middle/High School Gifted and Talented School of the Medical Arts	• Reserve a portion of the available seats to students from five Title I schools that are not making adequate yearly progress (AYP) • Use Saturday "mini camps" that address academic themes through hands-on, interactive activities that foster collaboration and cooperation between and among all students • Host annual *World's Fair of the Medical Arts Day* where students in various grade levels research and present artifacts and evidence of the medical practices

	of other cultures, ethnicities, and nationalities • Invite and host monthly *Professionals' Day* when a medical professional from the community is invited to address the school as a whole and then follow up with small group conversations and projects • Provide opportunities for students to mentor elementary age students and to support them through *Science Days* at their schools • Use the television production lab to allow students to develop video lessons based on their own research that can be shown throughout the entire school • Establish links and relationships with students of similar interests in other cities, states, and countries • Require small group participation in community service projects relating to public health issues • Seek out physician members of the Duval County Medical Professional Society to serve as mentors for students • Conduct monthly seminars that focus on medical needs of the urban population • Create an advisory board with physician membership to ensure proper development and growth of the school

Sallye B. Mathis Elementary Mathematics, Science and Pre-Engineering	• Use heterogeneous learning groups that will focus on hands-on activities • Develop a partnership and collaborative projects with students at Andrew Robinson Math, Science and Pre-Engineering School • Implement quarterly Super Saturdays, Interschool Brain-a-thon, Math Club and Mad Scientist Club that will allow students of diverse backgrounds to collaborate on inquiry activities • Provide for multicultural activities that integrate the science and technology programs with other activities • Implement a Summer Math, Science and Pre-engineering Academy • Participate in a partnership with the Museum of Science and History that will allow students to help design the museum's scientific exhibits • Include students from other schools in learning activities –through technology and in person—to provide greater understanding of student similarities and appreciation for their differences • Provide partnership and collaborative projects with students in the middle school magnet for Mathematics,

	Science and Technology • Use socioeconomic status as a priority in the magnet lottery • Include students with special needs in the basic education classes and extracurricular activities
Lake Forest Elementary School of the Arts	• Use socioeconomic status as a priority in the magnet lottery to foster economic diversity • Use multi-age arts focus classes that include all ethnicities and racial groups • Provide opportunities to work with students from LaVilla School of the Arts • Create heterogeneous groups for instruction to facilitate learning and to promote student ownership and responsibility for the educational process
Henry F. Kite Elem. **Justina Road Elem.** **Rufus E. Payne Elem.** International Baccalaureate Primary Years Programme	• Provide discipline, challenging standards, skills, creativity, and flexibility that will assist in students' growth toward self-reliance and responsible participation in society • Use collaborative learning communities • Develop awareness that community service starts in the classroom and extends beyond it • Focus on ethics to support the principles of integrity,

	honesty, fairness, and justice in collaboration with the Justice Teaching Project coordinated by the Supreme Court of Florida • Offer opportunities for students develop a genuine understanding of their own history and culture as they appreciate the traditions of other people, cultures, and places • Accommodate, reflect, and celebrate cultures representing the diversity within the student body to enrich the learning and lives of the entire school community utilizing a student council • Deliver instruction that develops positive attitudes, tolerance, respect, and responsibility incorporating a character education curriculum • Use socioeconomic status as a priority in the magnet lottery • Opportunities for meaningful social service that will encourage students to adopt a new point of view • Encouragement of the acquisition of trans-disciplinary skills—thinking, social, communication, research, self-management • Develop intercultural awareness along with an

	understanding of students' own history and traditions through participation in community service projects • Participate in annual World of Nations Celebration • Encourage devoted interactions among adults and students to help improve social and communication skills • Infuse character trait education in the curriculum • Use visualization tools to explore relationships among ideas • Use culminating projects that help students make connections between school, community and the world • Engage in celebrations typical of each of the diverse cultures represented within the school and community • Present a school-wide multi-cultural extravaganza
Ft. Caroline Middle **Lake Shore Middle** International Baccalaureate Middle Years Programme	• Provide discipline, challenging standards, skills, creativity, and flexibility that will assist in students' growth toward self-reliance and responsible participation in society • Focus on ethics to support the principles of integrity, honesty, fairness, and justice • Ensure opportunities for students develop a genuine understanding of their own history and culture as they

	appreciate the traditions of other people, cultures, and places • Accommodate, reflect, and celebrate cultures representing the diversity within the student body to enrich the learning and lives of the entire school community • Deliver instruction that develops positive attitudes, tolerance, respect, responsibility and restraint • Use socioeconomic status as a priority in the magnet lottery • Offer opportunities for meaningful social service that will encourage students to adopt a new point of view • Encourage the acquisition of trans-disciplinary skills: thinking, social, communication, research, self-management • Develop intercultural awareness along with an understanding of students' own history and traditions through participation in community service projects
Julia Landon Middle College Preparatory Leadership School	• Explore and identity personal leadership styles • Conduct an in-depth study of a leader whose leadership style is similar to each student • Work in groups to chart the leadership styles of

PR/Award # U165A070033

	regional, state, national and global leaders • Participate in problem solving groups directed toward local, regional, state and national issues • Participate in a "World Conference" to share action plans for solving identified issues and problems • Create an imaginary diverse community made up of distinct neighborhoods and work together to solve community issues • Sponsor a Diversity Club to promote school based projects that are aligned with local service organizations
North Shore K-8 MicroSociety	• Develop opportunities for job shadowing and mentoring programs • Implement cross-age student grouping • Use peer tutoring to understand the functions of a MicroSociety • Use learning centers to promote understanding of specific students' roles • Use peer mentoring to provide assistance to students • Use whole group instruction • Use socioeconomic status as a priority in the magnet lottery

	• Introduce "small learning community" concept through a "wheel" rotation system where students are divided into small groups and placed in various focus areas for nine weeks • Use technology to bring children's skills into the 21st century • Create a student-run government within the classroom/school • Focus on student-centered instruction/activities • Establish a school environment independent of changes in faculty and administrative personnel • Infuse hands-on learning opportunities at every grade level • Incorporate character education to help students function in their MicroSociety community

(2)(ii) The Secretary determines the extent to which each magnet school for which funding is sought will address the educational needs of the students who will be enrolled in the magnet schools.

The ten magnet schools described in this grant will offer programs that will meet the interests, talents, and skills of the students enrolled. Furthermore, students with special academic needs will also be provided with programs and learning opportunities to address

those needs. The table below identifies theme-specific activities that will be carried out in each of the magnet schools.

Activities That Will Address the Education Needs of Students Enrolled in the Magnet Programs

MAGNET SCHOOL	STRATEGIES
Gifted and Talented School of the Medical Arts at **Darnell-Cookman**	• Partner with the teaching and education section of the University of Florida/Shands Jacksonville Hospital to provide access to college level instructional opportunities • Use a looping design to allow cohort groups of students to remain with the same team of teachers throughout middle school • Partner with the University of Florida/Shands Jacksonville's simulation lab (CsEASAR) • Provide students lab-based enrichment in the middle and high school sciences through before and after school programs • Engage students in self-evaluation of their strengths and weaknesses in each core academic area and engage them in solution development strategies • Collaborate with physicians' medical professional

	societies to develop mentoring relationships between students and physicians throughout the city • Involve students in collaborative internships with physicians in various areas of specialization • Provide students the opportunity to engage in interactive, real-time closed circuit television classroom experiences in a variety of medical settings including emergency room simulation exercises, live surgical procedures, doctor-patient consultations, etc. • Engage students in Saturday themed "mini-camps" to provide hands-on activities for learning and reinforcement of current curriculum • Use summer camps to transition students from one grade level to the next • Use anatomical and biological simulation artifacts to expose students to simulated, life-like experiences • Create a model medical practice room similar to a physician's patient conferencing room to give students exposure to and practice with physician/patience simulations • Develop a 9th grade colloquium elective course to assist rising 9th graders in their adjustment to high school

	• Use shared inquiry instructional methods • Organize student clubs and societies that enhance personal enrichment and leadership development • Provide scholarships for students to participate in Howard Hughes Medical Summer Institute and other similar nationally recognized programs • Create cohort groups of students starting in Grade 9
Sallye B. Mathis Elementary Mathematics, Science and Pre-Engineering	• Implementation of an innovative curriculum for all students to ensure that they meet state and local standards in science, which are now a part of the state accountability program • Use a full-time science coach to provide professional development for teachers and support in the classrooms • Offer a special 90 minute math and science lab experience for all students each week to introduce them to robotics, computer aided design, and manipulatives • Emphasize developing skills via authentic technological and scientific exploration, invention, and explanation and on the development of models for critical thinking and problem solving • Use computer modules and appropriate software to accommodate self-paced instruction and to focus on

	visual and kinesthetic learning styles • Combine direct feedback through portfolios and rubrics and of inductive learning on all areas of instruction that will empower students to take responsibility for their own learning • Require students to complete a career plan that focuses on careers in the areas of science, mathematics, and engineering • Provide career exploration opportunities through sixteen technology lab modules that include robotics, aerospace, lasers, engineering, technology, research and design electronics, hydraulics, automotive, bridge building, and manufacturing • Ensure access to the Internet and teleconferencing to enable students to develop research abilities and reasoning skills • Engage students in extracurricular mathematics and science programs such as Super Saturdays and interschool academic competitions • Establish a K-5 Junior Science Wizards program to engage students in observation and measurement, hypothesizing and interpreting, model building and

	model testing • Use books of the month to link to science and math concepts
Lake Forest Elementary School of the Arts	• Require student involvement projects that include tutoring of students, learning buddies, artist circles, art shows, and performance events • Provide opportunities for children who have no arts training as well as for those who have had prior arts experiences by offering beginning, intermediate, and advanced classes in each of the arts areas • Offer performance opportunities for students beginning with classroom performance and advancing to school and community events • Present content through collaborative learning, writing, hands-on projects, plays, seminars, and other arts-infused instructional strategies • Provide field trips to museums, art shows, Broadway shows, and cultural events • Offer a culminating field trip experience for 5th-grade students to New York City
Henry F. Kite Elem. **Justina Road Elem.**	• Encourage students to think critically and to solve higher level problems through purposeful, constructive

PR/Award # U165A070033

Rufus E. Payne Elem. International Baccalaureate Primary Years Programme	research using materials from the media center and computer lab • Emphasize a combination of knowledge, skills, experiences, and critical thinking to promote academic achievement and active, responsible citizenship • Encourage effective communication in more than one language including a Spanish Club • Explore themes with global relevance and importance • Deliver instruction in how to reflect on one's own learning and in how to analyze personal strengths and weaknesses in a constructive manner • Provide programs such as peer tutoring, summer camps, and high school mentors to ensure optimal learning and preparedness for middle and high school • Use technology as a learning tool • Establish an International Baccalaureate mobile research lab • Integration of the fine arts into the curriculum • Use field trips to expand world views and perspectives
Ft. Caroline Middle **Lake Shore Middle** International	• Encourage students to think critically and to solve higher level problems through purposeful, constructive research

PR/Award # U165A070033

Baccalaureate Middle Years Programme	• Develop discipline and strategies to encourage coherent and independent thought • Emphasize a combination of knowledge, skills, experiences, and critical thinking to promote academic achievement and active, responsible citizenship • Encourage effective communication in more than one language • Explore themes with global relevance and importance • Deliver instruction in how to reflect on one's own learning and in how to analyze personal strengths and weaknesses in a constructive manner • Provide programs such as peer tutoring, Saturday Scholars, summer camps, and high school mentors to ensure optimal learning and preparedness for high school • Offer field trips for students that will expose them to various connections to the real world
Julia Landon Middle College Preparatory Leadership School	• Provide teacher training to incorporate technology into the leadership program for research, presentation and communication • Use materials designed to support service projects

	• Mentor 4th and 5th grade students in feeder schools • Provide materials for community beautification projects • Provide literacy materials for service projects with local Head Start centers • Support teacher supplements for teacher supervision of after school service clubs and organizations
North Shore K-8 MicroSociety	• Provide small learning communities typical of the "School of the Future" model • Facilitate the opportunity to work with a team of academic and career technical teachers • Offer field trips to local businesses to see first hand how the skills students learn are implemented in the real world • Deliver lessons on the basic concepts of good citizenship • Provide "safety net" programs to provide extra help before and after school • Offer an opportunity to begin a career portfolio and resume • Offer an opportunity to participate in arts related activities

PR/Award # U165A070033

	• Use teacher surveys to determine areas of interest • Infuse MicroSociety lessons into the core curriculum

(2)(iii) The extent to which the project will carry out a high quality educational program that will substantially strengthen students' reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, art, music, or vocational skills.

The development of strong content curriculum infused into thematic units associated with each school's magnet theme will be a major priority of this program. Incorporation of the Florida Sunshine State Standards and Grade Level Expectations and the Duval County Public Schools Performance Standards will be integral to the curriculum development. In addition, the chart below identifies strategies, specific to each theme, for carrying out a high quality educational program designed to address the academic needs of students in the magnet programs.

Strategies to Substantially Strengthen Students' Skills and Knowledge in the Core Content Subjects

SCHOOL/PROGRAM	STRATEGIES
Darnell-Cookman Middle/High School Gifted and Talented School	• Provide an extensive data-based library including medical related journals, periodicals, and video • Provide an extensive computer-based resource library

PR/Award # U165A070033

of the Medical Arts	in the field of medical arts and sciences • Provide free student access to the medical library at the University of Florida • Use student-created web based space to share and showcase their medically related research projects • Encourage and develop reading skills through practice with high interest materials related to the medical arts and sciences • Facilitate interdisciplinary teacher planning teams so students may apply knowledge across disciplines • Facilitate vertical articulation among all grade level teachers • Host semi-annual parent conferences to involve parents in their students' research and study • Create laboratories of artifacts and realia needed for instruction in the medical arts • Use "Socratic circles" on a school-wide basis each month to familiarize students and faculty with ongoing and collaborative study groups and work projects • Use READ 180 Lab to support students whose reading comprehension skills are in need of deeper

	development • Create an elective course for 9th grade students around the concept of a "colloquium" to transition students from middle school to high school • Integrate the Great Books series into the curriculum especially those with a focus on medicine and the medical arts • Expose all students to technology and reading comprehension resources via a dedicated reading lab with appropriate hardware and software • Integrate visual and performing arts throughout the curriculum to enhance opportunities for connections among all forms of intellectual development
Sallye B. Mathis Elementary Mathematics, Science and Pre-Engineering	• Develop basic skills and thinking skills through thematic instruction across the curriculum and across grade and school levels • Implement an integrated curriculum to ensure that state and local science and mathematics standards are met • Use a Conservation for Children program to increase conservation awareness that teaches students about interdependence of plants and animals, requirements

	of life, energy sources, pollution problems, recycling, and other conservation concepts based on scientific principles • Use an Engineering and Academy of Robotics Learning Lab to provide hands-on, pre-engineering focus for young children • Ensure availability of state-of-the-art technology in each core curricular area via eight modular learning centers in each area • Equip each classroom with a multi-media workstation • Introduce science and engineering concepts through weekly telecasts featuring an integrated science/engineering lead instructor who will work in the field, talk with special guests, and use sophisticated software and technology to introduce lessons that are then developed in the classroom • Include technological enhancements such as distance learning via satellite, multi-media presentations, Internet research, and video conferencing • Train teachers in differentiated instructional techniques in order to meet the needs of all students

	• Provide regular field experiences for all students including a Kite Day, gardening, weather stations, nature walks, architectural walks, etc. • Implement an annual school wide science fair • Develop a foreign language wheel to expose students to world languages • Provide an opportunity for all teachers in the school to work toward a master's degree in science
Lake Forest Elementary School of the Arts	• Use instructors who are highly qualified teachers in each of the arts areas • Use the "Artists in Residence" concept to introduce students to nontraditional art forms • Use the arts in the classroom as routine instructional strategies by teachers who have received training in "Learning through the Arts Integration Teaching" • Provide partnerships with the Ritz Theater, the Cummer Museum of Art and Gardens and other arts organizations in the area • Provide collaborative activities with students and faculty at LaVilla Middle School of the Arts
Henry F. Kite Elem. **Justina Road Elem.**	• Provide a holistic view of knowledge through the interrelatedness of the disciplines, leading to the

Rufus E. Payne Elem. International Baccalaureate Primary Years Programme	acquisition of essential skills and attitudes • Emphasize powerful learning activities to develop students who are inquirers, thinkers, communicators, risk-takers, well balanced and reflective • Use curriculum maps at teach grade level to ensure the implementation of a structured, inquiry based approach across all grade levels and content areas • Develop teacher-led learning communities to plan school wide activities and goals • Incorporate an emphasis on reading skills and strategies across all content areas • Use inquiry learning, providing students with teachers who are facilitators to guide students through the learning process • Develop partnerships with institutions of higher education so that collaboration occurs among teachers and learners at all levels including partnering with the University of North Florida • Equip high-technology classrooms with Internet access, School Pads, Interactive Boards, and Student Response Systems • Align all program activities with state and local

	standards • Develop a professional growth plan with yearly presentation to the school community that chronicles successes and challenges • Offer an opportunity to study a world language beginning in elementary school and continuing through middle school with the addition of a second world language • Implement school-wide field trips to supplement units of exploration and study • Require end-of-year presentations by fifth grade students to showcase what has been learned during elementary school years
Ft. Caroline Middle **Lake Shore Middle** International Baccalaureate Middle Years Programme	• Provide a holistic view of knowledge through the interrelatedness of the disciplines, leading to the acquisition of essential skills and attitudes • Emphasize powerful learning activities to develop students who are inquirers, thinkers, communicators, risk-takers, well balanced and reflective • Use inquiry learning, providing students with teachers who are facilitators to guide students through the learning process

	• Develop partnerships with institutions of higher education so that collaboration occurs among teachers and learners at all levels • Equip high-technology classrooms with Internet access • Align all program activities with state and local standards • Develop a professional growth plan with yearly presentation to the school community that chronicles successes and challenges • Provide students with an opportunity to study a second world language through three years of middle school
Julia Landon Middle College Preparatory Leadership School	• Engage students in writing assignments that include autobiographical narrative accounts of personal achievement in the community, comparison and contrast papers on characters with different decision making styles, expository essays on local and national issues • Provide informational reading materials related to community issues and self-awareness • Use data collection techniques to increase awareness

	of social environment • Develop a geometry dictionary to share with 4th and 5th grade mentees • Use graphs to plot data pertaining to local, state, national and global issues • Invite community leaders to share how the study of history has affected their leadership style • Use world languages, art, music, drama, TV production and poetry to illustrate leadership styles of civic leaders
North Shore K-8 MicroSociety	• Align MicroSociety concepts with the Florida Sunshine State Standards • Provide a summer bridge program to provide assistance with academic skills • Use project-based learning • Develop partnerships with local employers to encourage business and community guest speakers, role models, field experiences, job shadowing, and community service projects • Use field trips to business and industry sites • Develop partnerships with local museums to provide learning and mentoring opportunities

	• Form an alliance with Junior Achievement to provide financial literacy, practical economics, and workforce preparation

(2)(iv) The extent to which the project will encourage greater parental decision making and involvement

Magnet programs offer excellent opportunities for parents to become involved in their child's education. It has been Duval County Public Schools' experience that parents who select a magnet school for their child are more likely to become involved in his/her education. The district acknowledges the importance of parental support in a student's academic success and consequently proposes the activities in the following table to encourage greater parental involvement and support.

Activities to Encourage Greater Parental Decision Making and Involvement

SCHOOL	ACTIVITIES
Darnell-Cookman Middle/High School Gifted and Talented School of the Medical Arts	• Use looping so that students remain with the same group of core academic teachers for entire three years of middle school to encourage teacher/student/parent collaboration and relationship building • Conduct semi-annual parent conferences to keep them informed of current and future progress of their children • Convene a quarterly *Open House* to address curricular

	and related issues • Establish a Parent Advisory Committee (PAC) for the middle school and the high school • Seek parent support groups to assist with design and implementation of the Saturday mini-camps
Sallye B. Mathis Elementary Mathematics, Science and Pre-Engineering	• Expect and encourage parent attendance at regular progress conferences to learn about and monitor their children's progress through student-designed portfolios that permit showcasing of academic accomplishments and technological skills • Train parents as advocates and leaders in science and mathematics under the "Neighborhood Education Watch: Creating Parent Advocates and Leaders (NEW PALS) program • Invite parents employed in science, mathematics, and engineering-related fields to share information about their jobs during the school's annual Career Day • Create monthly parent classes in which students teach science and mathematics skills to their parents • Conduct regular mathematics/science family nights for parents to gain first hand knowledge of their child's activities in these areas

	• Use science and math coaches to link home and school connections
Lake Forest Elementary School of the Arts	• Guarantee strong parental support through the Parents as Partners in the Arts Program, in which parents sign a program agreement committing themselves to volunteer in one of the arts strands at least two times during the school year • Provide outlines of units of study at each grade level with the expectation that parents will assist with the core academic subject areas • Arrange for parents to serve on the School Advisory Council (SAC), School Improvement Team (SIT), and the district-level Magnet Advisory Council (MAC)
Henry F. Kite Elem. **Justina Road Elem.** **Rufus E. Payne Elem.** International Baccalaureate Primary Years Programme	• Establish a series of Parent Nights to encourage responsible participation • Implement the Parents as Partners Project to enable parents to maintain regular school contact, share books with children, attend curriculum information sessions, and provide appropriate routines at home to support homework and research • Establish a series of Parents Nights to encourage participation and involvement

	• Provide decision-making opportunities through the School Advisory Council (SAC) and Parent Teacher Association (PTA) • Encourage parent membership is a worldwide network to develop newsletters, provide venues to display student work, convene forums on topics relevant to international curriculum • Establish an International Baccalaureate Oversight Committee to monitor the progress of the program and to develop articulation and links among elementary, middle, and high school programs • Establishment of community business partners for the inclusion of activities such as Science Fair, Award Ceremonies, Career Fair, Invention Convention, and field trips • Encourage parent membership in a worldwide network to develop newsletters, provide venues for display of students' work, convene forums on topics relevant to international curriculum, and model teaching principles beyond the classroom • Develop a PYPIB Resource Center for parents and community

	• Add a IB parent representative to the School Advisory Council
Ft. Caroline Middle **Lake Shore Middle** International Baccalaureate Middle Years Programme	• Establish a series of Parent Nights to encourage responsible participation • Implement a Parents as Partners Project to enable parents to maintain regular school contact, share books with children, attend curriculum information sessions, and provide appropriate routines at home to support homework and research • Provide decision-making opportunities through the School Advisory Council (SAC) and PTSA • Establish an International Baccalaureate Oversight Committee to monitor the progress of the program and to develop articulation and links among elementary, middle, and high school programs • Facilitate parent membership in a worldwide network to develop newsletters, provide venues for display of students' work, convene forums on topics relevant to international curriculum, and model teaching principles beyond the classroom
Julia Landon Middle	• Use school- wide Orientation for parents where the leadership component expectations will be presented

College Preparatory Leadership School	• Conduct Open House Parent Workshop each quarter where students' academic and leadership activities will be showcased • Initiate *Leadership Learning Day* for parents and community leaders to speak with small groups of students on the concepts of workplace and community leadership • Sponsor a workshops facilitated by guidance counselors and teachers on topics such as Transitioning to Sixth Grade, Science Fair Workshop Help Session, History Fair Help Session, Biannual parent Conference Days • Develop annual leadership symposium—*Leadership from Within*--where parents of 6th graders will assist their children in defining their leadership style • Conduct annual leadership symposium for 7th graders—*Leadership within Your School and Community* • Encourage parent participation in leadership service components • Conduct annual leadership symposium for 9th graders – *Leadership within the Global Community*

	• Use reading, math and science to enable students to take an active role in their own family's decision-making process on an area of interest such as the benefits of a home recycling program • Adopt a classroom service project to develop team working skills to set priorities, participate in the project, and analyze the results upon completion
North Shore K-8 MicroSociety	• Include parents, administrators, students and community representative on the School Advisory Council (SAC) • Involve SAC in the development of the School Improvement Plan and preparation of the school's annual budget • Schedule specific events designed to involve parents in all aspects of their child's education such as (1) Bring Dad to School Day, (2) Bring Mom to School Day; (3) Parent Night; (4) Test Prep Parent Night; (5) Student Performance Night; (6) Mini seminars for parents on the MicroSociety functions

(2)(v) The extent to which the project will improve the racial balance of students in the applicant's schools by reducing, eliminating, or preventing minority group isolation in its schools

A large and growing body of research supports the benefits of socioeconomic diversity in public school enrollments. These benefits include increased academic performance and lower dropout rates for low-income students. In Duval County, schools with the greatest percentage of low-income students are also racially isolated minority schools. It is of utmost importance that the racial balance in not only the magnet schools, but other low socioeconomic, racially isolated minority schools be improved. In order to ensure that these ten schools become more diverse, the district will select two magnet lead teachers for each school and provide them with specialized training, assistance, and support to make their marketing and recruitment plans successful. The table below presents strategies that will be used to improve racial balance in the proposed magnet schools and to offer expanded choice to students in other low socioeconomic, low-performing schools.

Strategies to Improve Racial Balance in the Proposed Magnet Schools

SCHOOL	STRATEGY
Darnell-Cookman Middle/High School Gifted and Talented School of the Medical Arts	• Recruit students at 6th and 9th grade from Title I schools that are not making Adequate Yearly Progress • Reserve 10% of the seats for students electing to transfer to another school via the No Child Left Behind Transfer Option • Assign a high priority for admission via the magnet lottery to students who qualify for Free or Reduced

	price lunch • Recruit students who reside in the former attendance area of Darnell-Cookman when it served a neighborhood population • Extend recruitment efforts to students in 4th and 5th grade math/science magnet schools • Invite parents and students to quarterly programs that are centered on strategies for parents to use to prepare their students for middle school and for the medical arts program
Sallye B. Mathis Elementary Mathematics, Science and Pre-Engineering	• Target recruitment of students who attend overcapacity, suburban schools and who may have siblings at Kirby-Smith Mathematics/Science and Technology magnet school and/or who have parents who work in technology, engineering, and scientific careers in the downtown area of the city • Develop an atmosphere focused on integration, individualism, and achievement in the school community to attract learners of all cultures and races • Increase visibility of the program through participation in local science and math conventions,

	competitions, and conferences • Invite potential students to "Buddy Day" to pair up with a current student to experience the family atmosphere first hand • Create an episode of *Magnet TV* to highlight this significantly revised magnet theme • Require magnet lead teachers to include a strategy directed toward professionals in the engineering and technology fields who work in the downtown area and who may have a natural interest in this type of program for their children
Lake Forest Elementary School of the Arts	• Invite parents with students in target schools to attend performance events and arts shows • Aggressively conduct a recruitment campaign that will showcase student art work and magnet component activities • Maintain appropriate teacher-student ratios in the creative classes to appeal to parents in suburban areas whose children attend schools with large classes and few arts programs due to high growth in these areas of the school district • Create an episode of *Magnet TV* to highlight this

	significantly revised magnet theme • Conduct marketing activities through bulk mailings, speaking engagements at PTA meetings in feeder schools, and field trips for students from feeder schools to attend an arts performance • Develop Lake Forest Visual and Performing Arts School placemat/tray liner for restaurants in target areas of the city with information about the school and program • Require magnet lead teachers to incorporate an intensive recruitment campaign into their marketing and recruitment plan directed at parents who work in the downtown area • Enable magnet lead teachers to work with arts organizations (e.g., the Cultural Council of Greater Jacksonville, the Cummer Museum of Art and Gardens, and the Jacksonville Museum of Modern Art) to broaden the recruitment campaign to parents who already have an interest in the arts
Henry F. Kite Elem. **Justina Road Elem.** **Rufus E. Payne Elem.** International Baccalaureate	• Conduct aggressive recruitment activities among elementary and middle schools that encourage early enrollment at these grade levels to assure students a

Primary Years Programme	successful K-12 experience in the program • Apply intensive marketing efforts to capitalize on the testimonials of satisfied parents in the high schools, the excellence of the teaching staff, the program facilities, equipment and supplies, and the unparalleled learning opportunities available through the program • Create an episode of *Magnet TV* to highlight this significantly revised magnet theme • Collaboratively develop an IB Web site for the elementary, middle, and high schools to market the program at the lower grade levels • Require magnet lead teachers to include a strategy directed specifically toward professionals in the legal, business, and medical professions who work in the downtown area. • Participate in community events to showcase IB program benefits • Use various types of media such as newspaper, billboards, and radio advertisements • Use socioeconomic status in the magnet lottery • Use targeted recruitment strategies to reduce minority

	isolation • Establish partnerships with schools in targeted recruitment zones • Develop a Primary Years website that showcases each of the PYP schools in the district
Ft. Caroline Middle **Lake Shore Middle** International Baccalaureate Middle Years Programme	• Conduct aggressive recruitment activities among elementary schools that encourage early enrollment at these grade levels to assure students a successful K-12 experience in the program • Award a special priority in the magnet lottery for students residing in the attendance area of a Title I middle school not making AYP • Use a public relations/marketing team to ensure that all students within the school community understand the concept of a whole school magnet program • Conduct intensive marketing efforts to capitalize on the testimonials of satisfied parents in the high schools, the excellence of the teaching staff, the program facilities, equipment and supplies, and the unparalleled learning opportunities available through the program

	• Collaboratively develop an IB Web site for the elementary, middle, and high schools to market the program at the lower grade levels • Enable magnet lead teachers to include a strategy directed specifically toward professionals in the legal, business, and medical professions who work in the Arlington area of Jacksonville
Julia Landon Middle College Preparatory Leadership School	• Use lottery to determine admission • Use weight or priority in the magnet lottery for students residing in the attendance area of a Title I school that is not making adequate yearly progress • Use targeted recruitment practices to ensure a diverse pool of applicants • Active recruitment from target elementary schools for primary entry point of Grade 6 • Develop and use a new school website to showcase the school's unique focus
North Shore K-8 MicroSociety	• Develop a marketing and recruitment plan that includes strategies such as open houses, bulk mailing, and presentations at predominately non-minority schools • Promote the school as an attractive alternative for

PR/Award # U165A070033

	parents seeking a structured, small learning community environment • Form a team of parents, students, administrators and teachers to promote the magnet theme • Use targeted recruitment strategies to increase non-minority enrollment • Use socioeconomic status as a priority in the magnet lottery

This section has provided a summary of how the district is prepared to offer a high-quality program in each of the new magnet schools included in this proposal, as well as how it will foster student interaction, meet individual student needs, strengthen student skills and knowledge in the academic courses, encourage parent involvement, and improve the racial balance of the school.

PART III, SECTION 4
280.31(d) BUDGET AND RESOURCES

(1) The adequacy of the facilities that the applicant plans to use

Duval County Public Schools has spent more than $71 million in capital improvements in the past 15 years on the ten schools in this application. In addition, $31,200,000 is currently being invested in construction of an entirely new facility for North Shore K-8; a $20,000,000 expansion is planned next year for the Medical Arts addition to Darnell-Cookman; and a $2,000,000 expansion for Lake Forest is planned to accommodate the visual and performing arts theme. Magnet programs benefit from these improvements by having adequate classrooms, laboratories, and resource space necessary to implement each of the magnet themes.

This narrative section (Section 4 – Budget and Resources) is followed by site plans for each of the ten participating schools. Facilities information such as net square feet, total number of students (capacity), and school layout for the ten MSAP *Dreams Begin Here* schools is provided in the following tables.

PR/Award # U165A070033

Overview of Proposed Magnet School Programs' Facilities

School	Year Built	Capacity	Enrollment	Type of Magnet
Darnell-Cookman Middle School	1902	904	1100	Gifted and Talented School of the Medical Arts
12 acres; 132,656 sq. feet Features: Art Lab, Band Room with Individual Practice Rooms, Dance Studio, Computer Lab, Language Lab, TV Production Studio, Dark Room, Media Center, Gym, Home Economics Lab (in process of conversion to Science Lab), Cafeteria with Stage, Medical Sciences Lab, 4 Computer Stations in Each Classroom Capital expenditures since 1991: $9,148,688 plus $20,000,000 estimated for new high school Medical Arts facility				

School	Year Built	Capacity	Enrollment	Type of Magnet
Sallye B. Mathis Elementary	1956	624	298	Math/Science and Pre-Engineering Academy
12 acres, 70,539 sq. ft. Features: Art Lab, Music Room, Computer Lab, Stage, TV Production Lab, Media Center, 4 Computers Per Classroom, Dance Studio Capital expenditures since 1991: $5,542,193				

School	Year Built	Capacity	Enrollment	Type of Magnet
Lake Forest Elementary	1949	547	467	School of the Visual and Performing Arts

10 acres, 79,778 sq. ft.

Features: Art Lab, Music Room, Computer Lab, Stage, Media Center, Auditorium

Capital expenditures since 1991: $5,870,974 plus $2,000,000 planned for expanded arts facility needs

School	Year Built	Capacity	Enrollment	Type of Magnet
Henry F. Kite Elementary	1925	355	436	International Baccalaureate Primary Years Programme

5 acres, 40,344 sq. ft.

Features: Auditorium, Stage, TV Production Studio, Computer Lab, Media Center, 3 Computers per Classroom

Capital expenditures since 1991: $2,198,975

School	Year Built	Capacity	Enrollment	Type of Magnet
Justina Road Elementary	1961	489	363	International Baccalaureate Primary Years Programme

10 acres, 49,041 sq. ft.

Features: Computer Lab, TV Production Studio, Stage/Multi-Purpose Room, Media Center, Art Room

Capital expenditures since 1991: $5,661,885

School	Year Built	Capacity	Enrollment	Type of Magnet
Rufus E. Payne Elementary	1962	677	414	International Baccalaureate Primary Years Programme

12 acres, 58,382 sq. ft.

Features: Art/Music Lab, 2 Computer Labs, Stage/Cafetorium, Multi-Purpose Room, TV Production Room, Media Center, 4 Computers Per Classroom, Science Lab, Reading Resource Lab, Writing Lab, Training Lab

Capital expenditures since 1991: $2,801,741

School	Year Built	Capacity	Enrollment	Type of Magnet
Lake Shore Middle School	1940	1406	1068	International Baccalaureate Middle Years Programme

24 acres, 138,782 sq. ft.

Features: Art Lab, Music Room, 2 Computer Labs, Stage, Multi-Purpose Room, TV Production Lab, Media Center, Gym, 4 Computer Stations Per Classroom, Full Internet Access, Dark Room

Capital expenditures since 1991: $15,241,889

School	Year Built	Capacity	Enrollment	Type of Magnet
Ft. Caroline Middle School	1965	1007	889	International Baccalaureate Middle Years Programme

25 acres, 114,485 sq. ft.

Features: Art Room, Music Room, Computer Lab, Gymnasium, Media Center

Capital expenditures since 1991: $5,546,516

School	Year Built	Capacity	Enrollment	Type of Magnet

Julia Landon Middle School	1926 Complete renovation in 2002	733	576	College Preparatory Leadership School
10 acres, 119,268 sq. ft. Features: Art Lab, Music Room (2), Computer Labs (2), Stage, Auditorium, TV Production Lab, Media Center, Gym, Science Labs Capital expenditures since 1991: $16,882,000				

School	Year Built	Capacity	Enrollment	Type of Magnet
North Shore Elementary (K-8)	1942 Total renovation in progress	Current 640 New 1200	401	MicroSociety
13 acres, 71,543 sq. ft. (current) Features: Art Lab (2), Music Suite, Band Suite, Technology Lab (3), Cafetorium, Amphitheater, TV Production Lab, Gymnasium, Skills Lab, Media Center Capital expenditures since 1991: $2,350,000 plus $31,200,000 for new facility currently under construction				

Total schools' capacity: 7,943	Total expenditures since 1991: $102,441,861 Additional Planned Expenditures: $12,000,000

(2) The adequacy of the equipment and supplies that the applicant plans to use

The district has assessed the materials and supplies that are necessary for the operation of the magnet programs. Some will be provided out of district funds. The district will provide instructional materials and equipment from the general school funds as provided to other students including those in art, music, physical education, as well as special and compensatory education. The MSAP budget will provide the additional funds necessary to supply the specialized materials and equipment, teacher training, and support needed to implement the magnet school programs.

Resources will be shared between similar themes and schools in an effort to capitalize on those resources. For example, students at Lake Forest (Elementary) School of the Arts will be able to have access to performance venues at nearby LaVilla (Middle) School of the Arts and Brentwood Elementary School of the Arts.

Curriculum integration teachers and magnet lead teachers will take advantage of all additional district- and corporate-sponsored supplies, equipment, materials, and resources that come available throughout the year to enhance each program.

MSAP grant funds will supply such items as assorted musical instruments, science equipment, medical supplies and equipment, and computer equipment. Bids will be required to assure that the highest quality of equipment and instructional supplies are procured at the most

> ***Our highest investment return is the quantum leap in academic achievement that creates a cadre of diverse and highly educated citizen leaders. Every facility support dollar we invest to provide a first-class learning environment for our Magnet students is returned to us many times over, for many generations to come. This is a great business deal for Jacksonville!***
>
> ***--Doug Ayars***
> ***Chief Operating Officer***

competitive price. The district will cover equipment maintenance and replacement costs through regular school allocations.

The district has made a large local financial investment in magnet school programs over the last sixteen years. Over $30 million has been invested in magnet programs, exclusive of personnel, construction, and transportation costs. The cumulative impact of this investment has, over the years, produced a system capable of delivering high-quality services to support the goals of the program. Duval County Public Schools has the facilities, equipment, supplies, and personnel to deliver magnet school services described in this proposal with efficiency and effectiveness.

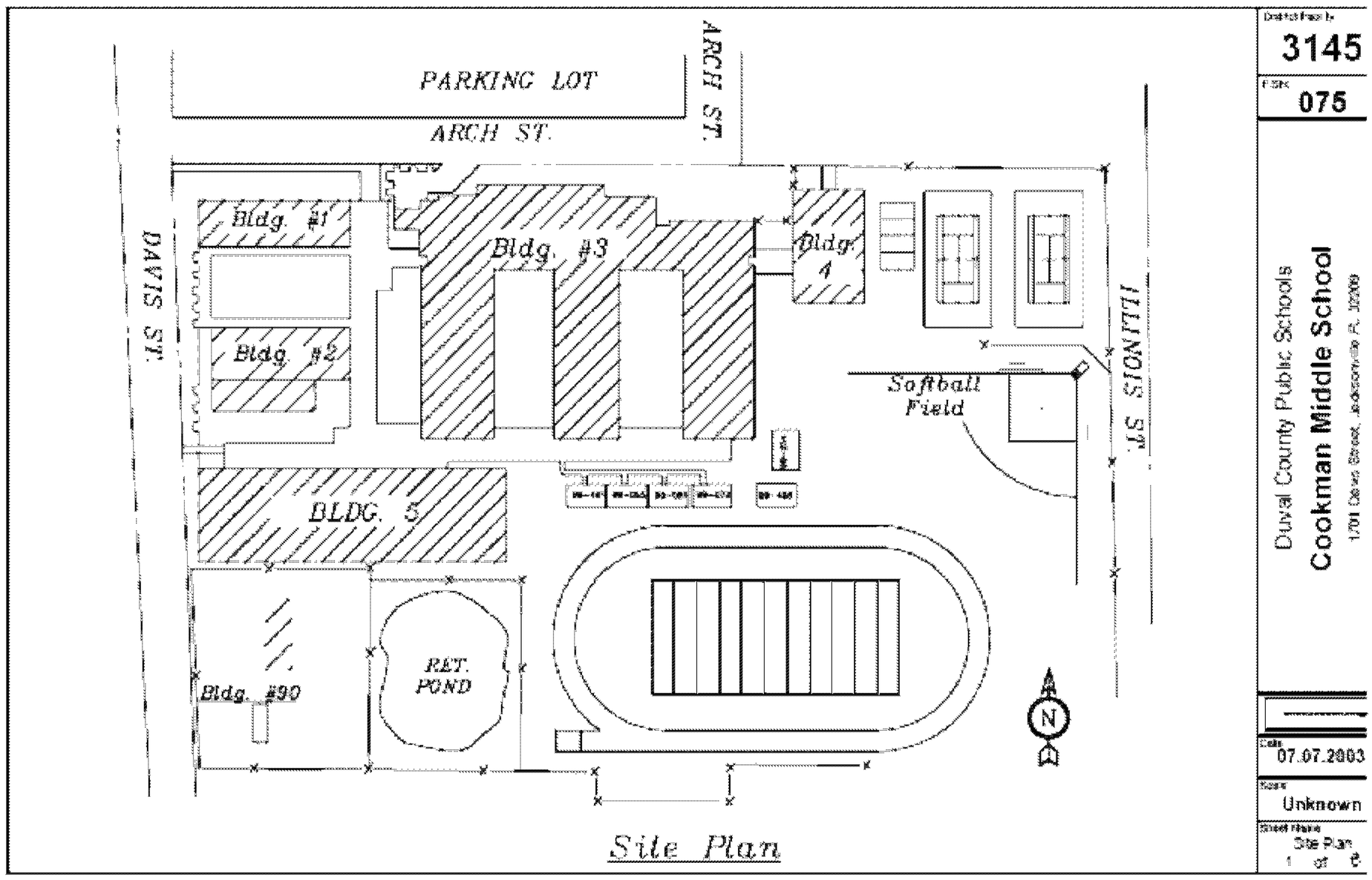
(3) The adequacy and reasonableness of the budget for the project in relation to the objectives of the project.

The objectives of this project are of great importance to the community and the school district in reducing minority group isolation in the targeted schools and in offering additional school choice options to our students who attend schools that are not making adequate yearly progress. The best way that the magnet schools can attract students, non-minority and others, is to offer curricula and programs that are unique and of the highest quality.

PR/Award # U165A070033

To support the development and implementation of the ten magnet school programs presented in this proposal at an adequate level, Duval County Public Schools requests $12 million over three years for staff training, instructional materials and supplies, equipment, and personnel. The support furnished through the MSAP grant will supplement the $1.2 million general operating and $800,000 capital outlay per year local investment used to sustain current magnet school programs.

The $12 million requested under this application will ultimately benefit approximately 7,942 students (i.e., the total capacity of the schools), which amounts to $1,511 per student. The funding through the MSAP is reasonable in relation to the $6,736 per pupil expenditure in Duval County Public Schools as a whole. This cost is even more reasonable when compared to the per pupil expenditure of $8,701 in public elementary and secondary schools across the nation (IES National Center for Education Statistics). The school district will be able to sustain these magnet school programs at the end of the project since the initial high cost of start-up (e.g., medical equipment, technology, curriculum development, equipment, supplies, and teacher training) will have been paid by the MSAP grant.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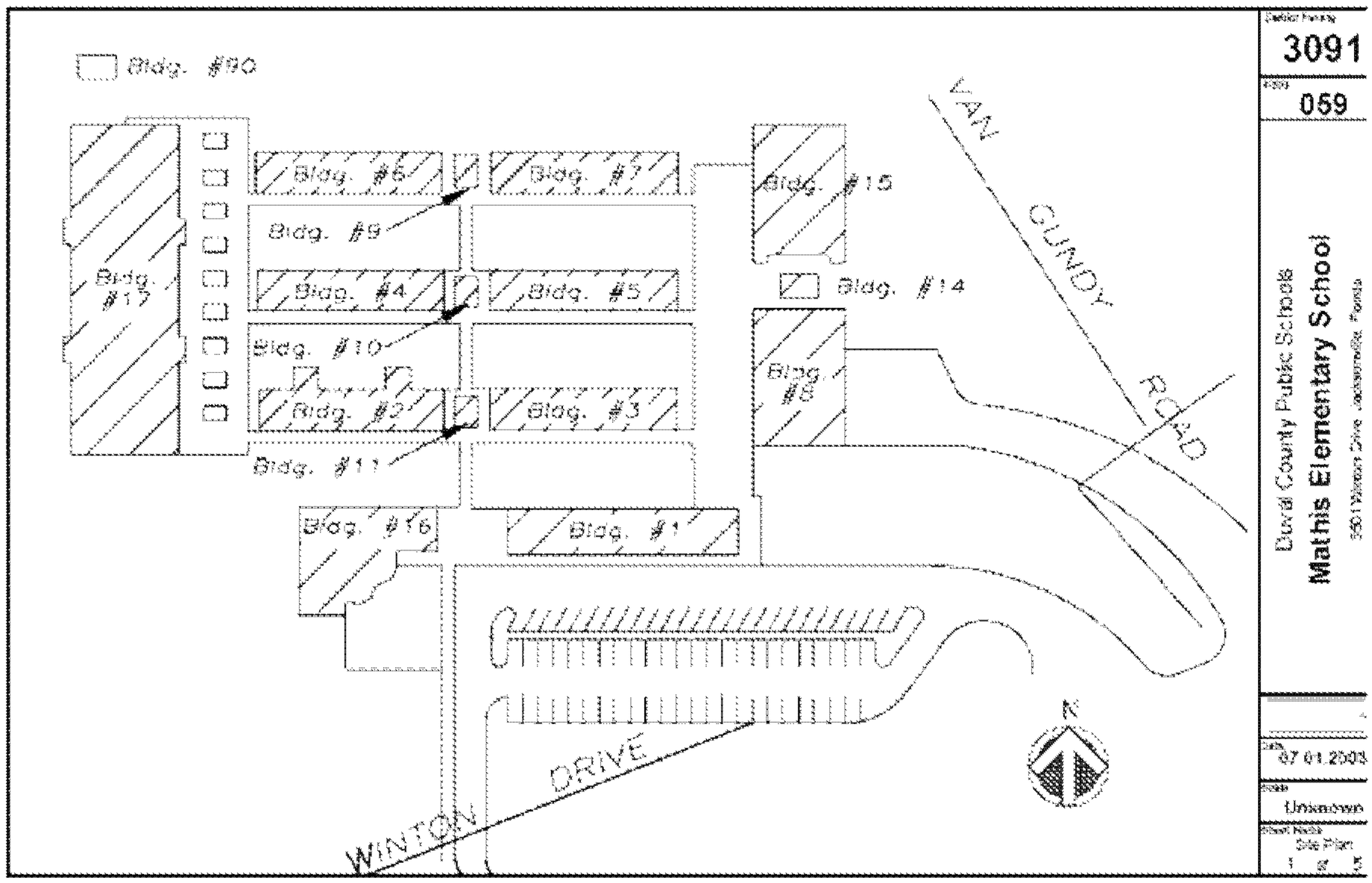
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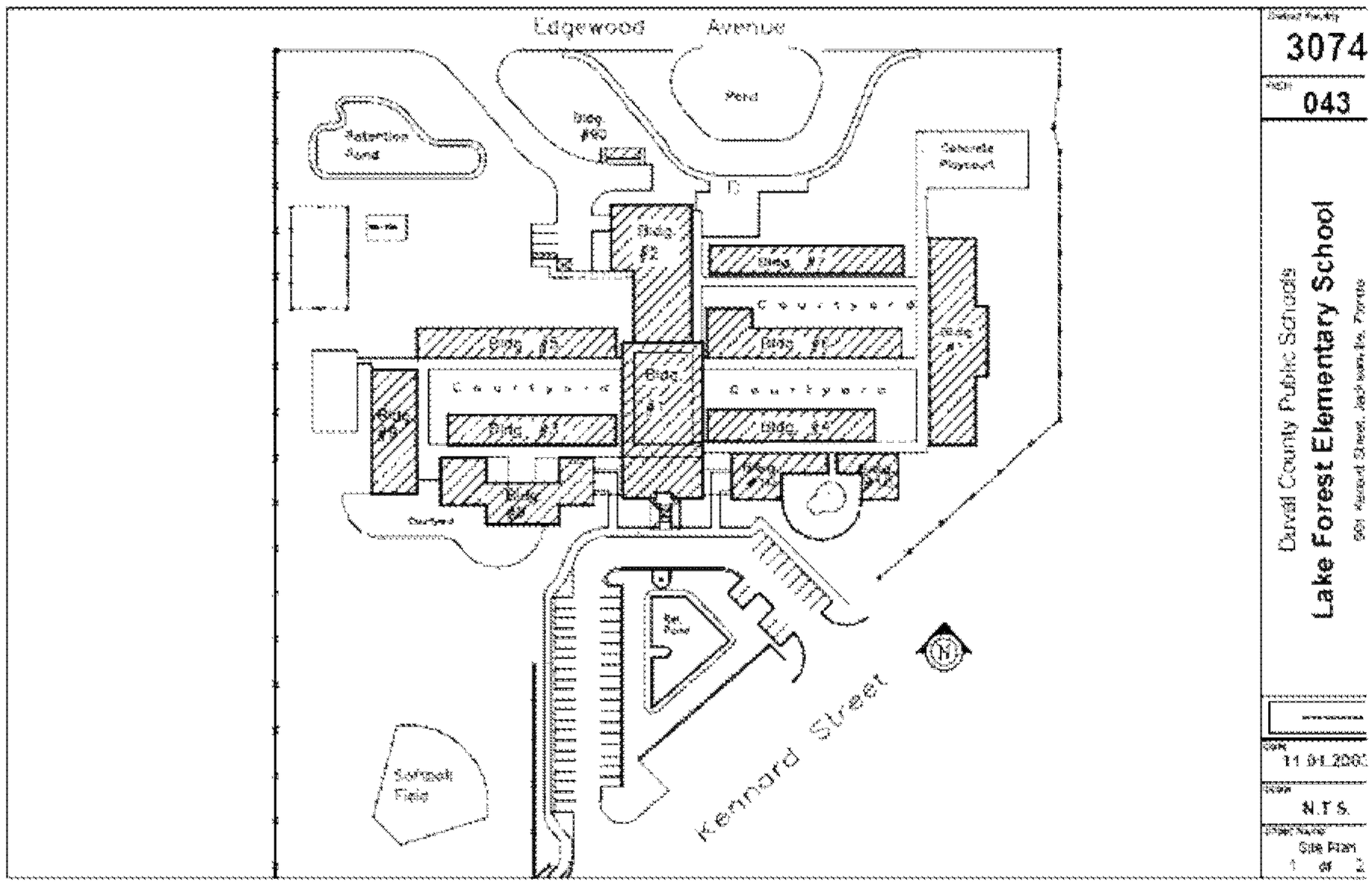
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School Field
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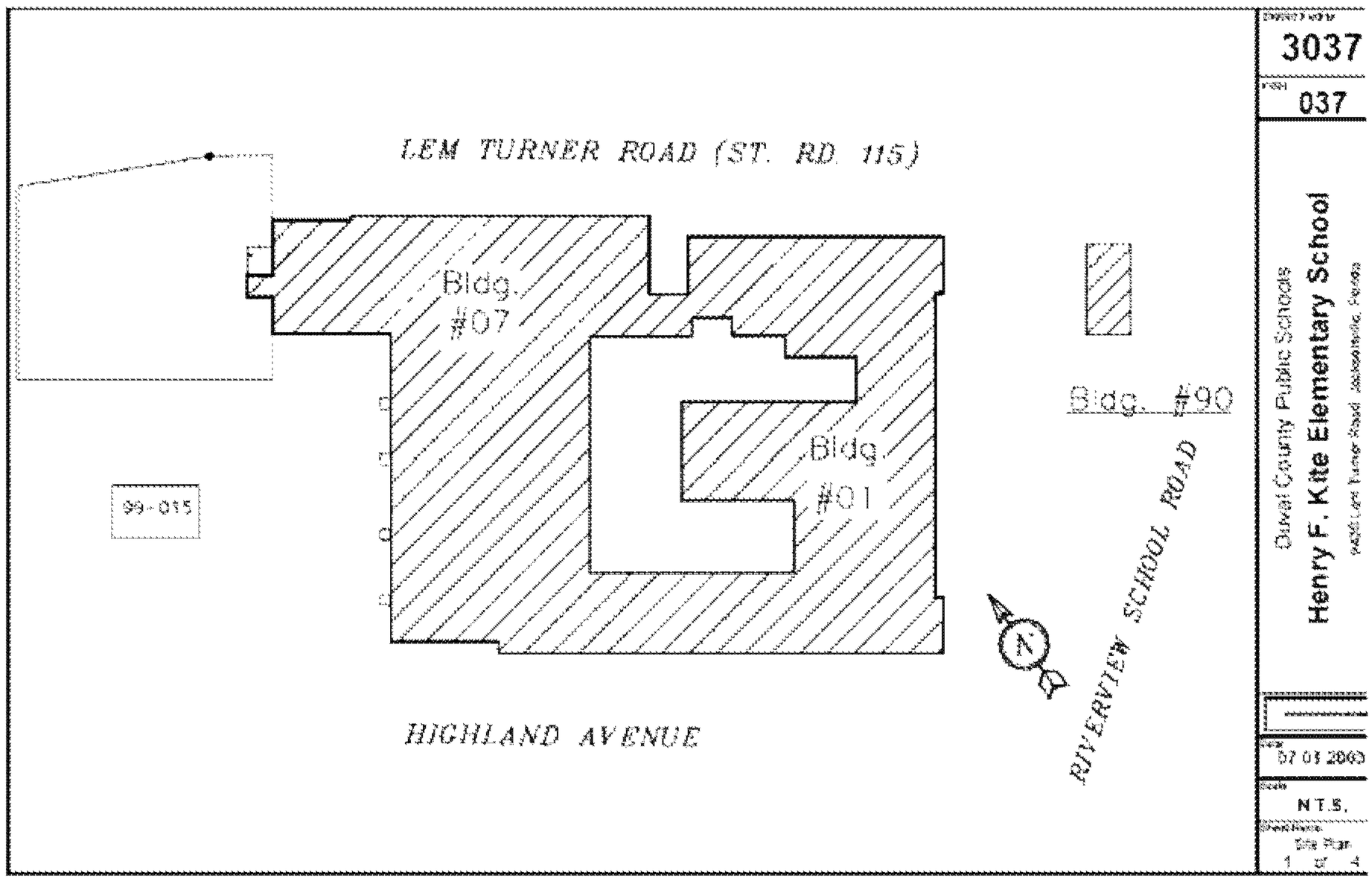
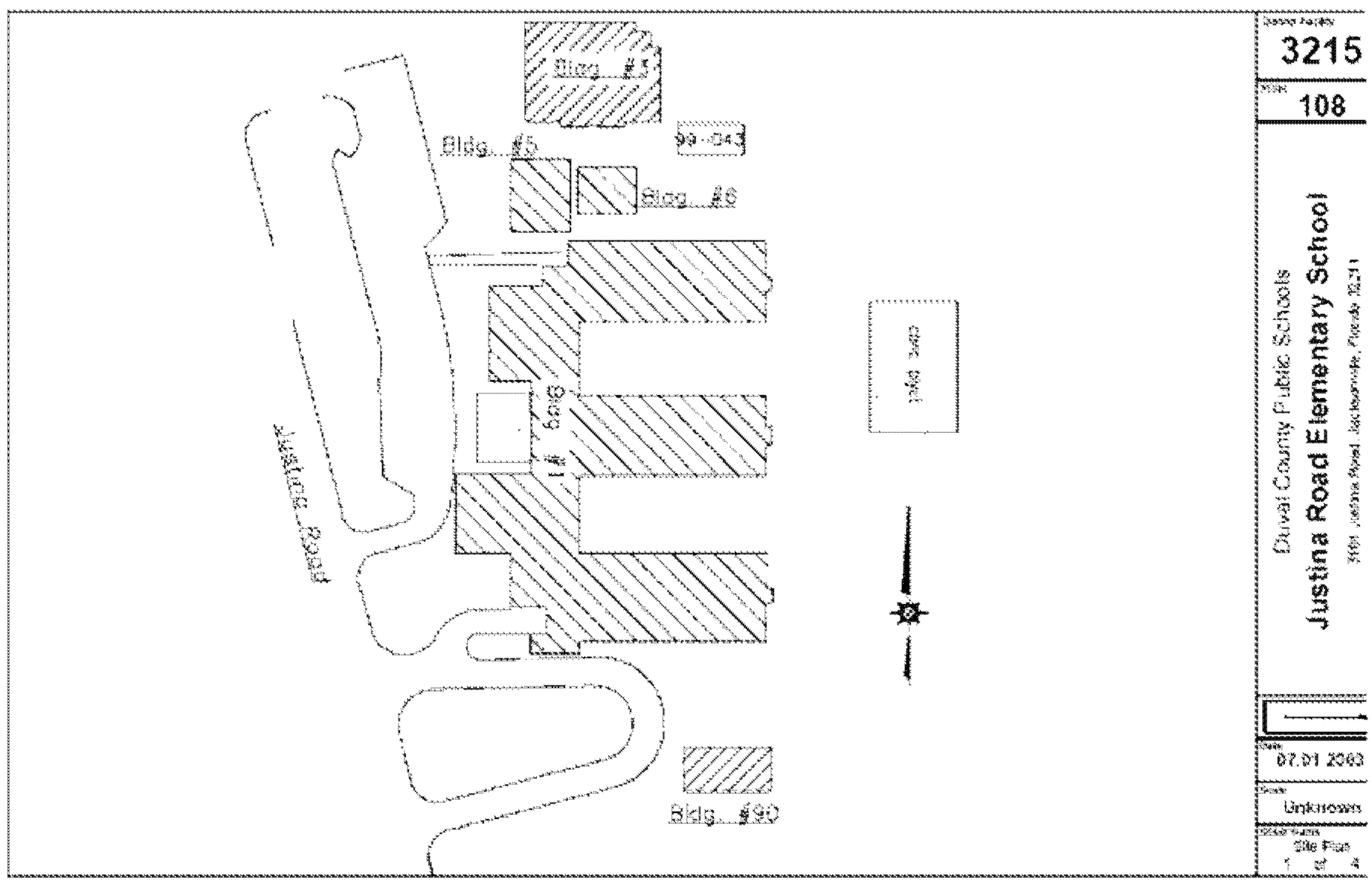
Duval County Public Schools
Lake Forest Elementary School
N.T.S.
Site Plan
1 of 2


3037
037
LEM TURNER ROAD (ST. RD. 115)
Bldg. #07
Bldg. #01
Bldg. #90
99-015
HIGHLAND AVENUE
RIVERVIEW SCHOOL ROAD
Duval County Public Schools
Henry F. Kite Elementary School
07 03 2003
N.T.S.
Site Plan
1 of 4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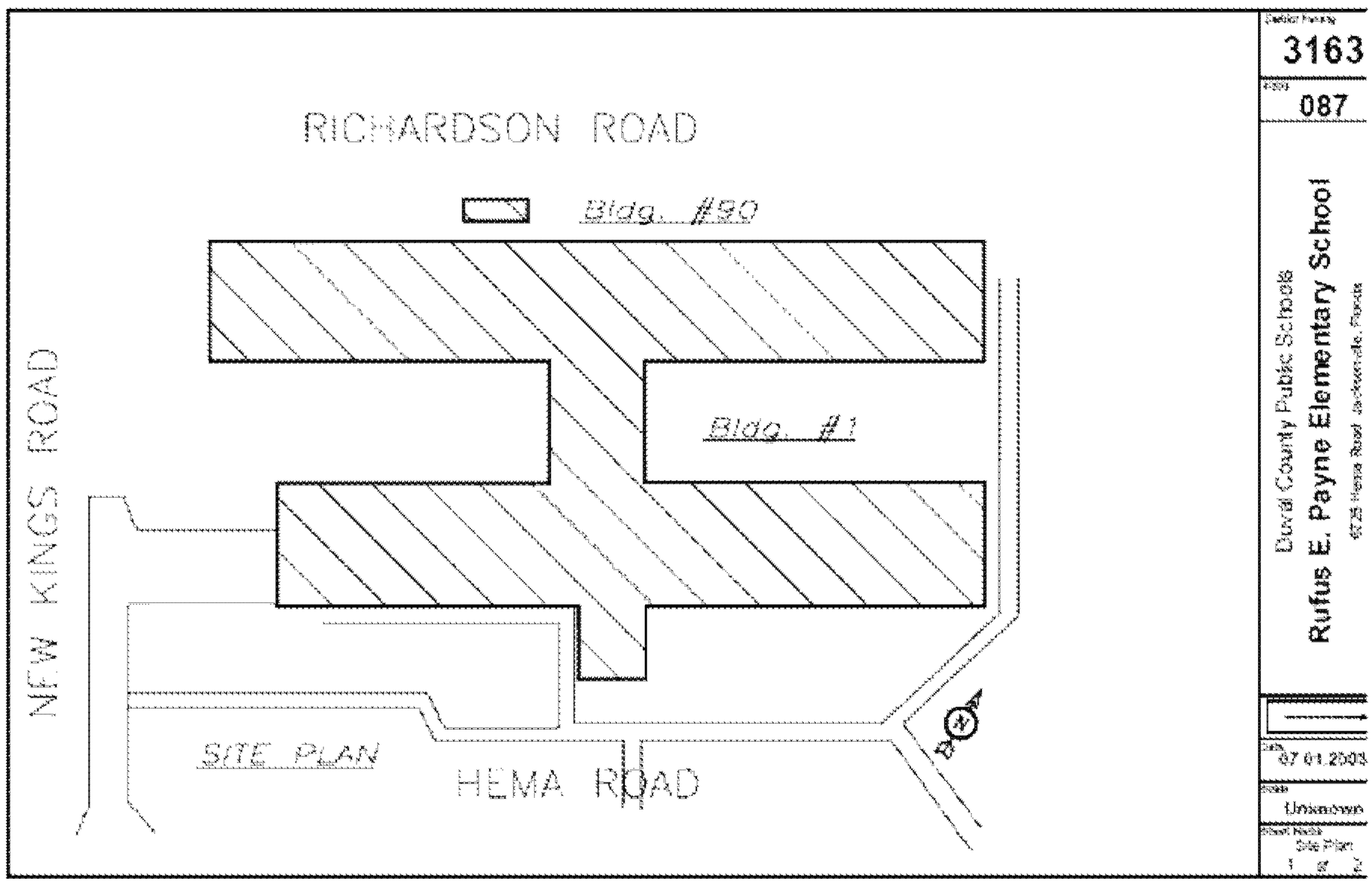
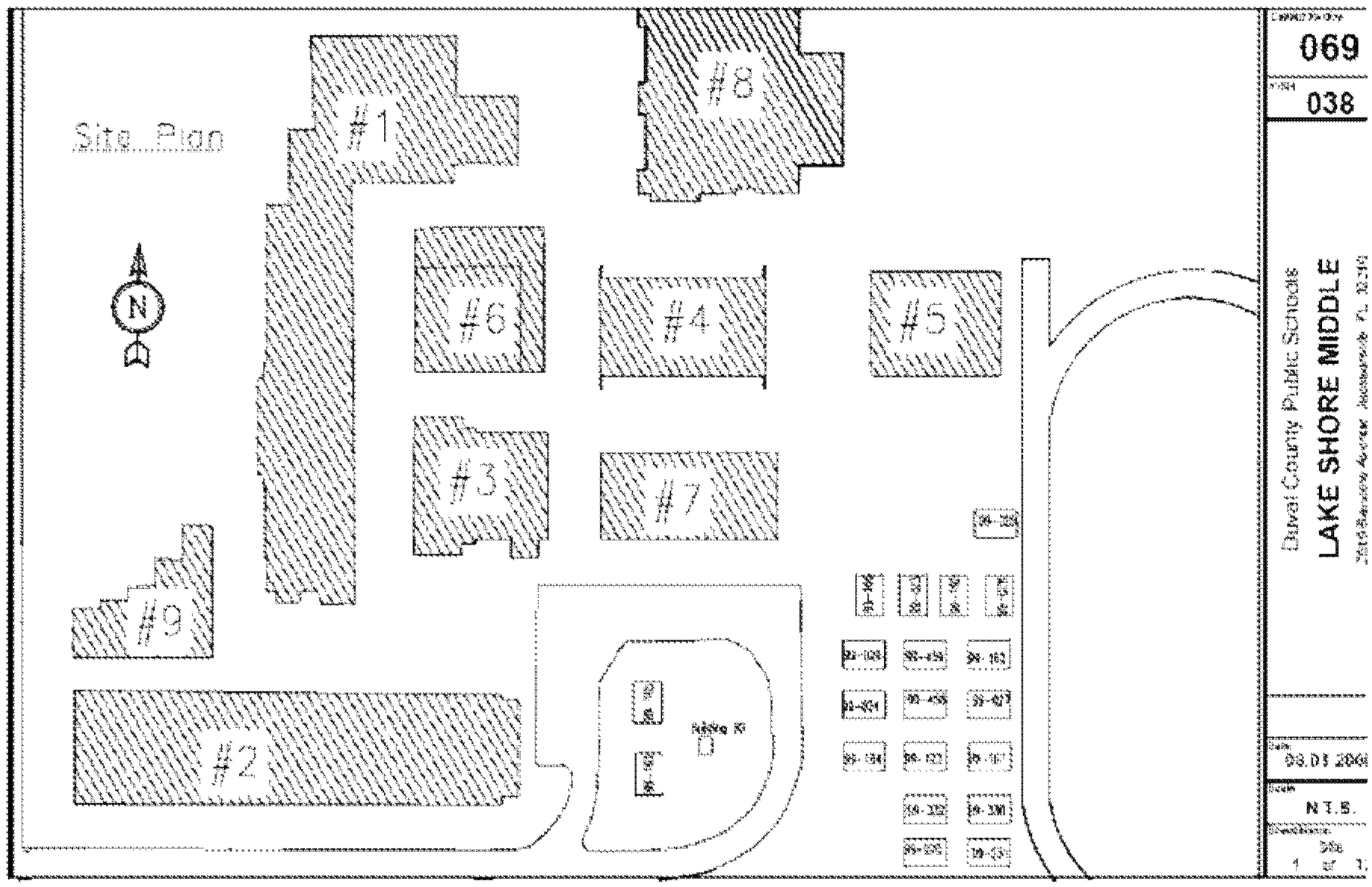
Bldg. #6
Bldg. #90
Justina Road
3215
108
Duval County Public Schools
Justina Road Elementary School
07.01.2003
Unknown
Site Plan


RICHARDSON ROAD
Bldg. #90
Bldg. #1
NEW KINGS ROAD
SITE PLAN
HEMA ROAD
3163
087
Duval County Public Schools
Rufus E. Payne Elementary School
07.01.2003
Unknown
Site Plan


Site Plan
#1
#2
#3
#4
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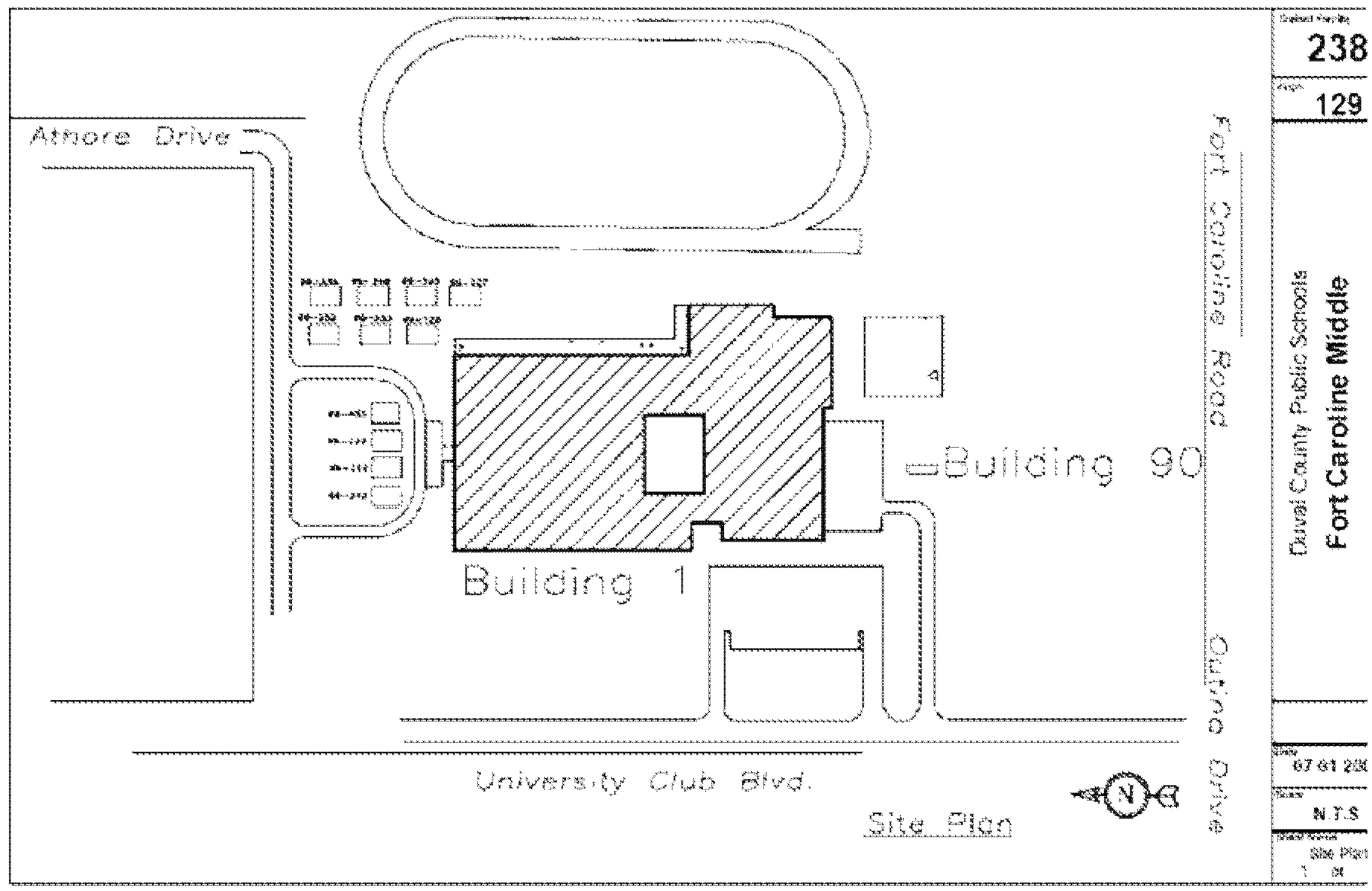
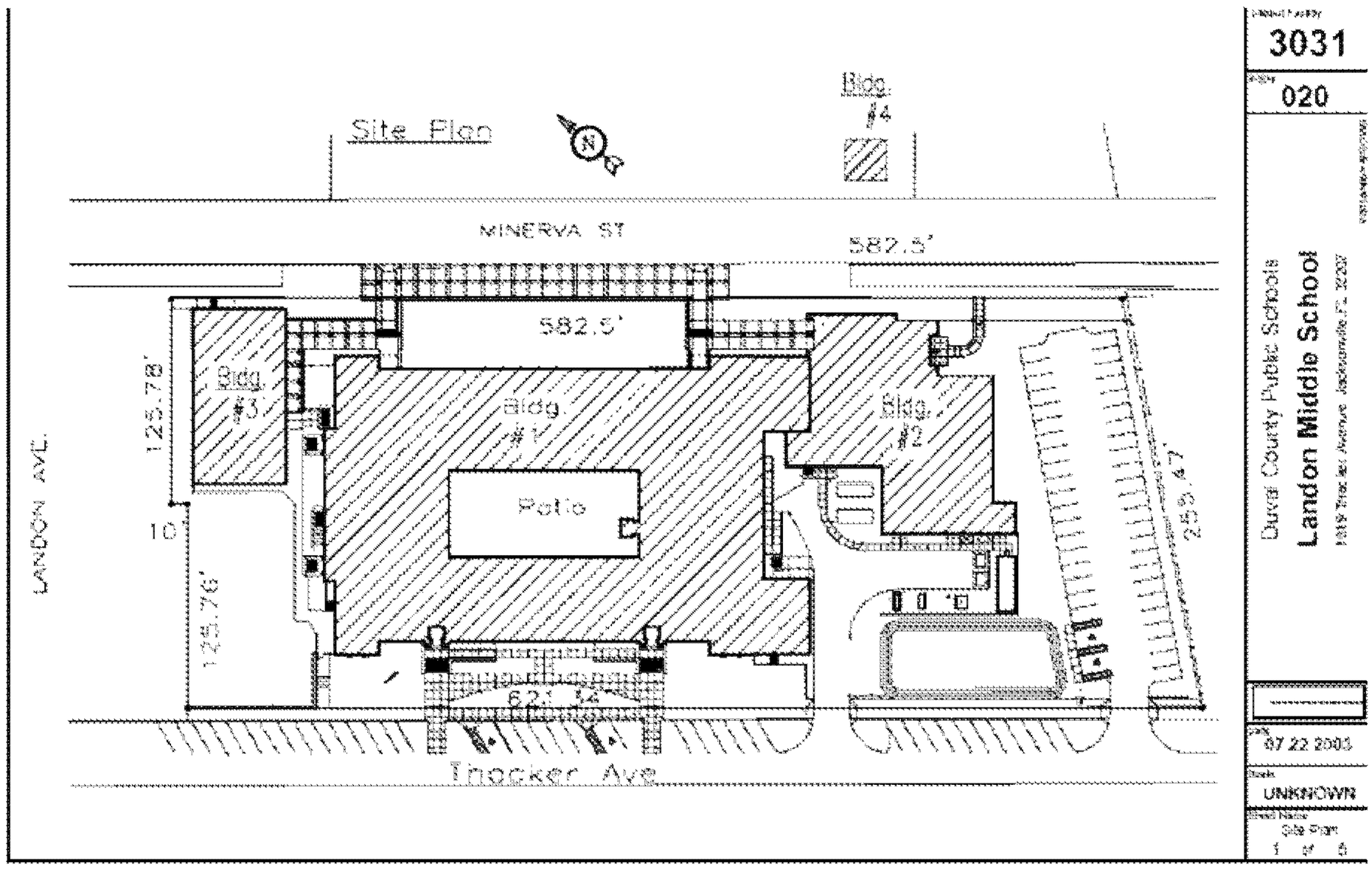
#6
#7
#8
#9
N
069
038
Duval County Public Schools
LAKE SHORE MIDDLE
N.T.S.


238
129
Athore Drive
Building 90
Building 1
Fort Caroline Road
Outing Drive
University Club Blvd.
Site Plan
N
Duval County Public Schools
Fort Caroline Middle
N.T.S
Site Plan


3031
020
Site Plan
Bldg. #4
MINERVA ST
582.5'
582.5'
Bldg. #3
Bldg. #1
Bldg. #2
Patio
125.78'
10
125.76'
LANDON AVE.
Tracker Ave
Duval County Public Schools
Landon Middle School
07 22 2003
UNKNOWN
Site Plan
1 of 6

PART III, SECTION 5
280.31(e) EVALUATION

This evaluation will provide a comprehensive examination of Duval County's Magnet Schools Assistance Program (MSAP) project. It is designed to assist school staffs and school district personnel in modifying and improving project performance during the funding cycle; to assist school district personnel in designing future education programs; to help parents better understand Duval County's magnet school program; and to give those interested in magnet schools valuable information that will strengthen projects in other places. In addition, this evaluation will produce information needed by the United States Department of Education to properly evaluate the effectiveness of this project.

The evaluation will span the three years of the MSAP grant cycle, drawing data from a variety of sources. A report will be submitted at the end of each project year. Each of the three reports (two annual performance reports and one final report) will address the project objectives and MSAP Performance Indicators. Project objectives span three years—the length of the project. However, progress toward the achievement of these objectives will be assessed annually to ensure the timely modification of program components that are not making sufficient progress. Formative evaluation reports will be written for internal district and school use. They will be used in a process of program review, reflection, and improvement that will be described later in this section.

The Duval County Public Schools' magnet project evaluation will draw on a wide variety of data to provide substance and context for both formative and summative reports. Quantitative, extant data (e.g., demographic information and achievement test results) will be used in

conjunction with questionnaire and interview and observation data as well as with qualitative data resources (e.g., school improvement plans, developed curriculum materials, parent activity logs, and professional development records) to ensure a thorough and balanced evaluation. By answering basic questions about the extent, nature, and reasons for program success (or lack thereof), this rich supply of information will help project staff and school staff make needed mid-course modifications. Project outcomes will be reported on both a district-wide and a school-by-school basis to provide the most accurate assessment of the project; for example, what is working well at one school may not necessarily be working at another, or may be working well there for entirely different reasons.

What follows is a description of the data, data collection instruments (e.g., tests, surveys, protocols), and methods of analysis that will be used during the course of this evaluation. There will also be a discussion of the formative evaluation process, a summary of how data will be collected for each project objective, and an evaluation work scope.

Data Collection

Duval County Public Schools will contract with American Education Solutions to conduct the MSAP evaluation. The contractor will develop a complete set of data collection instruments designed to provide sufficient information to address project objectives and MSAP Performance Indicators and to supplement extant data. The instruments will include:

School Improvement Plans: Every DCPS school produces a school improvement plan, which includes a needs assessment, an analysis of student test data, and activities that are aimed at improving instruction and student achievement. DCPS will provide the evaluation contractor with these plans for all magnet schools. Each plan includes four subplans: (1) systemic

reform/curriculum alignment; (2) magnet theme development and implementation; (3) professional development; and (4) parent participation.

Student achievement, demographic and other data: The contractor will collect student achievement and other data needed to address project objectives related to student academic achievement (Program Purpose 4 objectives). School, grade, and class level racial and ethnic student census data collected by the district will indicate the extent to which each school and the project succeeds in meeting Program Purpose 1 objectives including reducing, eliminating, and preventing minority group isolation.

Document requests: The contractor will request extensive documentation from magnet school classroom teachers and MSAP supported staff to assist in determining the quality and extent of MSAP implementation. For example, all units and lessons that have been developed as a result of this project will be documented and samples submitted to the evaluators. The uses of MSAP human and material resources will be documented as will changes in teaching methods. Lists of professional development opportunities, along with the materials that accompanied those seminars will be collected.

Observations: The evaluation contractor will develop a standardized observation protocol for project schools, with input from the principals and project director, to be used during quarterly visits to each magnet. These site visits will be conducted by trained evaluators who also have extensive experience as magnet school practitioners. During each site visit, the site visitor will observe lessons, lesson planning and curriculum writing, and interview school personnel, students and parents. Interviews will be designed to shed light on, among other topics: how the magnet theme is being developed and implemented, what instructional methodologies are being used, how professional development is being implemented and applied, what impact magnet

personnel and materials are having on the educational program of the school, and how the theme is incorporated into daily lessons, student work, and the overall culture of the school. Note that site visits will also serve as an opportunity for evaluators to work formatively with schools, a process discussed in more detail later in this section.

Principal, teacher, student, and parent surveys and interviews: Teacher, student, and parent surveys have been developed by the Education Alliance of Brown University in cooperation with the evaluation firm American Education Solutions (AES). These surveys were a product of a nine-year evaluation project involving nine MSAP-funded districts in which survey data and student test scores were collected and analyzed. Survey items are directly related to the purposes of the MSAP and the objectives of this proposal.

Teacher surveys will be administered annually to all classroom teachers at both magnet and comparison schools. Student data will be collected by sampling one grade from each school. For example, students in grade 4 will be surveyed from each elementary school. Parents will be surveyed by selecting a random sample of classes from each school, then sending surveys home. Parent surveys may also be administered at parent workshops or other functions if necessary.

Teachers and students at several non-magnet schools with racial and socio-economic compositions similar to those of the magnet schools will also be surveyed. These comparison schools will help place magnet survey responses in greater context, in addition to serving as a benchmark by which to measure them. Follow-up interviews with magnet teachers, administrators, and with the project director will also go into greater depth regarding magnet implementation and will help place teacher survey responses in context.

Formative Evaluation and Reporting

American Education Solutions will aid in the continual improvement of magnet program implementation over the course of the grant period by tracking the degree to which magnet schools are achieving project objectives and activities throughout the school year. This type of monitoring helps evaluators and program staff (1) have an ongoing view of the implementation of the project; (2) maximize the likelihood of the achievement of the project objectives; and (3) have the ability to modify the objectives and/or activities, if necessary, before the end of the school year.

Formative evaluation returns information about a program to those implementing it to better achieve its objectives and to improve program performance. In this process, teachers, school administrators, and district administrators are viewed as data users, not simply data suppliers. The power of the process rests in its ability to help teachers and administrators identify where they are going, how to improve the journey, and whether they have arrived. It is a process for communicating, building support, and developing a shared vision throughout the school community. All data collected by the evaluators will be used to facilitate the overall planning and implementation process for administrators and teachers.

The formative evaluation process for this project can be divided into several components: (1) planning; (2) survey analysis and reporting; (3) site visits, observations, and interviews; and (4) recommendations.

Planning

Each school improvement plan will incorporate the purposes, objectives and activities of the Magnet Schools Assistance Program (MSAP) grant application. As a part of this planning

process, every school will create magnet standards which, together with State academic content standards and student academic achievement standards, will be the foundation for the development of units and lessons, observation protocols used by the evaluators, and rubrics and protocols used in the peer review of lessons. This process will insure that there is a clear definition of how the magnet theme will be integrated with other subjects and agreement among teachers, the school administration and the magnet program staff on the content and instructional methods that will be used to present magnet theme related units, lessons and courses to students.

Survey Analysis and Reporting

The data gathered through surveys will be used by the evaluators to structure interviews and observations in each of the magnet schools to better determine the progress that schools are making toward each of the program objectives. Survey results will also be used to assist schools in determining how to modify program activities to make them more effective. Statistical manipulation of response choices will be implemented to facilitate the analysis. For example, four-point, continuous response scales such as the strongly agree → strongly disagree scale will be averaged and the mean responses tested separately for the magnet/comparison schools. T-tests will be used whenever possible, to test for significant differences between the means.

Several reports are generated from the survey data. First is a graphical report comparing magnet schools in aggregate to comparison schools in aggregate. Each survey item will be tested to determine whether significant differences are present between magnet and comparison responses. The results for each item will be presented as pie, bar, or line graphs to allow for easy interpretation by school and district staff. These reports will be used to present and discuss district results emphasizing district trends.

In addition, survey items for each school will be compiled in separate tabular reports. In these reports, tables highlight the differences in response patterns between each of the magnet and comparison schools that were surveyed. This data is then used during site visits to help facilitate discussions and structure observations and interviews concerning the extent and quality of implementation for each of the objectives of this grant. These reports will be used to help individual schools examine the quality and extent of their MSAP implementation.

Site Visits, Observations, and Interviews

Even though surveys are valuable formative data collection tools because they query large numbers of the people who have the most detailed knowledge of the extent and quality of program implementation. No matter how extensive the information, however, follow-up site visits that include classroom observations and interviews of teachers, administrators, students, and parents are essential supplements. .

Recommendations

Throughout the process of planning, surveys, site visits, observations and interviews, reports and follow-up discussions, schools are focusing on the same objectives, performance indicators, and activities. They have produced detailed implementation plans including sub-plans for curriculum alignment/systemic reform, magnet development and implementation, professional development, and expansion of their parent programs. The surveys, observations, and follow-up interviews focus on these same domains. Therefore, the recommendations that the evaluators will make to each school, and to the program director, will be based on this work, and will in fact be a logical extension of this work. Recommendations will be presented by the

evaluators both in writing and through discussion groups. There will be recommendations for improvement for each of the domains described above. In addition, exemplary areas will be highlighted.

Summative Evaluation and Reporting

The contractor will conduct a comprehensive evaluation of the impact of the MSAP on DCPS's magnet schools. One aspect of this work is to determine the extent to which program objectives are attained. The primary data sources for this evaluation were described in some detail above. The evaluation contractor will collect and analyze the data, prepare two annual performance reports and one final report summarizing findings, and discuss the results with district and magnet school staffs. The following section details each of the program purposes, the objectives related to those purposes, and the means through which evaluators will assess the degree to which Duval County has successfully met these objectives.

Program Purpose 1: Support the elimination, reduction, or prevention of minority group isolation in elementary schools and secondary schools…

Summary of objectives

For each project year: **(1.1)** Minority group isolation will be reduced at each magnet school. **(1.2, 1.3)** Applicant pool for each magnet school: The proportion of white students will exceed the current enrollment; the number of applicants will exceed the number of available seats. **(1.4)** No feeder school will become minority group isolated (No feeder school will exceed

the district-wide average of minority students for that grade level.) **(1.4)** Classes will not deviate from minority: non-minority grade ratios by more than 15%.

How objectives will be measured

DCPS collect data detailing the distribution of its racial and ethnic minority students at the beginning of the school year. Every principal must identify the racial composition of every class in the school. The racial/ethnic survey will be completed and published by October of each school year. The project director will be responsible for the collection of this data. The racial/ethnic census data will be compiled for all Duval County schools, including all magnet and feeder schools, and will be used to determine whether these objectives have been achieved.

Program Purpose 2: Support the development and implementation of magnet school projects that will assist LEAs in achieving systemic reforms, and providing all students the opportunity to meet challenging State academic content standards and student academic achievement standards.

Summary of objectives

(2.1) School Improvement Teams in each magnet school will complete a school improvement plan with goals, objectives, and activities related to the MSAP performance indicators and purposes and objectives and activities of this project. **(2.2)** Surveys will measure teacher perceptions of school planning. **(2.3)** Magnet resource teachers will facilitate and support the implementation of systemic reforms and provide all students with the opportunity to meet challenging State academic content standards and student academic achievement standards. **(2.4)**

Each year, there will be an increase in the numbers of parents who participate in various magnet school activities.

How objectives will be measured

(2.1, 2.2) School Improvement Teams will log the dates, locations, attendance, agenda, and minutes of their meetings. Copies of these logs and of School Improvement Plans will be collected by the project director and made available to the evaluators. **(2.1, 2.2, 2.3)** Teacher survey items directly related to the school improvement and magnet planning process, and the use of magnet resource teachers will be used to determine the program's success on objectives 2.1 through 2.3.

(2.4) Meeting agendas, workshop notices, and sign-in sheets will be used to determine the number of parent participants for each activity. Parents and students will be surveyed (and interviewed) to determine the frequency of parent activities and the possible impact that such activities have on students, their home learning environments, and the attitudes of parents and children toward school.

Program Purpose 3: Support development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary and secondary schools and public education programs.

Summary of objectives

(3.1) Magnet resource teachers will facilitate and support the development and implementation of magnet themes. **(3.2, 3.3)** Magnet theme related units, lessons, and curriculum documents will be developed and used with students for a specific number of minutes per week and published.

How objectives will be measured

(3.1, 3.2, 3.3) Program fidelity (the degree to which the program is implemented as intended) will be determined in areas of dosage (number of minutes per week/year and proportion of instructional time the magnet theme is presented to students), quality of lessons presented to students, and adherence (degree to which project goals, objectives and activities described in this proposal are implemented).

Teacher surveys will contain questions directly relating to the development of magnet theme materials, the frequency the magnet theme in the classroom, and what types of innovative instructional practices they use most in the classroom. Questions about curriculum alignment and teacher perceptions of human and material resource support will also be included. The survey data will be used to determine the extent to which new instructional practices are used, the effectiveness of these practices, how many teachers have adopted new practices, how frequently they use them, and whether students have benefited from them. At the end of each project year, the evaluators will interview classroom teachers, the magnet staff, the school principals, the project director, students, and parents and inspect all curricula and other documents to determine which curricula and materials have been created, which have been published, which have been used by teachers, and the extent of that use. The quality of lessons will be determined by a peer

review process and observations by an experienced evaluator using a protocol developed for each magnet school by the evaluator, the principal and the project director.

Program Purpose 4: Support courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technical and professional skills of students

Summary of objectives

(4.1) Magnet schools will show improvement in reading, mathematics, and writing each year for all students and subgroups. By Year 3, all magnet schools will attain NCLB Adequate Yearly Progress (AYP). **(4.2)** Magnet school students will develop mastery of the magnet curriculum

How objectives will be measured

All students are tested in the spring of each school year. Data is analyzed by the Florida Department of Education and sent to the district and posted on the Web. This data will be presented in the Annual Performance Reports in tabular form, highlighting the AYP targets and how each magnet school—both in aggregate and by subgroups—performed in relation to these targets. If situations arise where specific subgroups do not meet AYP, additional analysis into the performance of this group will be conducted to provide greater insight into the source of the problem.

If approved by the Florida Department of Education, test score data will also be used in a quasi-experimental research study to determine whether or not student gains were statistically significanta when compared to a matched comparison group of students, and whether these gains were correlated with resources and activities supported by the Magnet Schools Assistance Program. This study would probe student achievement data in great depth, analyzing which students magnet programs appear to benefit the most greatly, and what grades and subjects magnet programs appear to teach most strongly when compared to non-magnet status-quo.

Every school will create magnet standards which will be the foundation for the development of units and lessons. Observation protocols used by the evaluators, and rubrics and protocols used in the peer review of lessons. This process will insure that there is a clear definition of and agreement on the content and instructional methods that will be used to present magnet theme related units, lessons and courses to students. Coded observation data of lessons and peer review panel data will be used to determine the quality of lessons as well as fidelity to the proposed treatment described in this application. Teachers, principals and magnet staff will develop, by the end of the first project year, the methods that will be used to assess student mastery of magnet curricula. These methods will be based on the magnet standards developed by each magnet school, and will be approved by the project director and evaluator.

Program Purpose 5: Support the improvement of the capacity of LEAs, including through professional development, to continue operating magnet schools at a high performance level after federal funding for the magnet schools is terminated.

Summary of objectives

(5.1, 5.2) Magnet school teachers will receive, on average, 40 hours of professional development that they use and find helpful.

How objectives will be measured

(5.1, 5.2) Attendance at various workshops or other training sessions will be logged by the presenter or project staff. The magnet school principals in collaboration with the project director will be responsible for collecting data including the presenter's or trainer's name and position, the type of training provided, the number of hours of training provided and the number and names of teachers involved. The percentage of teachers applying the training their classrooms will also be determined through survey item analysis, follow-up interviews, and classroom observations.

As described above, curricula developed by teams of teachers will be collected and assessed—by a peer review panel and the evaluator--to determine the quantity and quality of materials that have been created. Developing high quality curricula is an essential part of increasing the capacity of schools to continue the magnet program following the end of federal magnet funding.

Program Purpose 6: Ensuring that all students enrolled in the magnet school programs have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.

Summary of objectives

Objective 1.4, relating to the equitable distribution of minority and non-minority students throughout each magnet school's classes, directly addresses this Program Purpose. Objectives 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3 which are related to providing all students the opportunity to meet challenging State academic content standards and student academic achievement standards, and the writing of magnet curricula and the production of magnet curricula guides, directly address this purpose.

Annual Evaluation Schedule

Task 1	Initial meeting with project and district staff (week 1 or 2)
Task 2	Refine evaluation design including data collection and analysis plans (weeks 1-3)
Task 3	Data Collection, Analysis, and Reporting
Subtask 3.1	Collect year 1 data (throughout year)
	Site visits including interviews and observations (weeks 3-33)
	Formative evaluation including discussion of recommendations (weeks 3-40)
	Surveys administered (week 34)
	Survey results reported (week 38)
	Documents collected (e.g., units/lessons integrated with magnet theme)(week 34)
Subtask 3.2	Analyze and process data (weeks 34-36)
Subtask 3.3	Prepare Annual Performance Report (weeks 36-37)
Subtask 3.4	Submit report to school district (week 38)
Subtask 3.5	Submit report to United States Department of Education (week 40)

All data to be collected, including student achievement, demographic, survey and interview data, school improvement plans and document requests were previously described. Survey analysis and test score reporting was also previously described. The formative evaluation will be ongoing throughout the school year. The Annual Performance Report will be submitted to the school district by the evaluator by the 38th week of the project. Week 1 is the week the project begins each year.

PART III, SECTION 6
280.31(f) COMMITMENT AND CAPACITY

(1) Information that shows how the applicant will continue the magnet schools program after assistance under this part is no longer available

Duval County Public Schools has offered magnet programs continuously since 1981, and currently offers magnet programs in fifty schools. All basic education costs, including personnel and the continuation and maintenance of the programs, are part of the district's general operating budget. The district employs fifteen people in the School Choice Office, including the Director, two supervisors, three coordinators, one technical manager, and eight support staff members.

Duval County Public Schools received unitary status in 1999, but that did not reduce its commitment to magnet programs, which were the mainstay of its voluntary desegregation plan during the years the district was under court supervision. Instead, magnet schools have flourished and are highly sought after by both long time residents as well as newcomers to the area. One reason for this continued popularity and success is the district's ongoing contract with an outside marketing and public relations firm. At an annual cost of $300,000 magnet programs are advertised and promoted as the centerpiece of the district's school choice initiative. The cost for this outstanding service is provided to the magnet programs out of the district's general operating budget each year.

MSAP funds under this grant will help the district significantly revise programs that are already in operation in four schools and introduce new programs into six schools. The

majority of expenditures requested in this application are for initial one-time costs to provide the materials, equipment, curriculum development, marketing, and training necessary to start the new programs and to revise the others. These expenses are indispensable to attracting a diverse student population and to designing and providing the best educational experience for all students. The entire school district has been involved in the proposed design of these new programs and is excited about the new opportunities that will be provided to its students should the district be fortunate to be selected to receive funding through this grant application.

After the expansion and enhancement goals of these schools have been accomplished, the district operating budget will continue to fund these programs after the MSAP project period. On April 18, 2007, the Duval County School Board adopted a resolution (see appendix Part V – Desegregation and other required information) to support the submission of this MSAP grant application for the ten programs, as well as **to continue to provide financial support for the programs after MSAP funding ceases**.

(2)(i) Extent to which the applicant is committed to the project

Duval County has a successful twenty-six-year track record of commitment to the magnet school concept. The number of students attending a magnet program in Duval County has doubled in the past decade. There are currently magnet programs in fifty schools. Many programs are so popular that they have more applicants than openings each year—more than 10,000 students applied for approximately 8,000 seats in magnet programs for the 2006-2007 school year.

The magnet program is integral to the Duval County Public Schools system and is the centerpiece of its school choice plan—over 20,000 students (15 percent) are enrolled in

magnet programs this year. The first magnet school, Stanton College Preparatory School, was established in 1981, and is consistently among *Newsweek* magazine's top ten public high schools in the United States. The 1980s also saw the establishment of Douglas Anderson School of the Arts, another highly acclaimed program. In 2000, the district built and opened LaVilla (Middle) School of the Arts, which has become an outstanding success, attracting over 1,000 students from outside the downtown area. A new-state-of-the-art Montessori school was built and opened in August 2004. During the past three years, over $3,000,000 was invested in facility upgrades for schools in the *Inspirations* MSAP grant that the district was fortunate to receive for 2004-2007.

This application, which focuses on increased access to magnet programs throughout the district, dovetails with the Superintendent's and the School Board's ***Dreams Begin Here*** vision for the children who attend a Duval County Public Schools. The mission is simple: ***"to prepare kids for the journey of their lives."*** This journey extends across the city, across the state, across the county, and around the world. No dream is left behind! The School Board believes that every student can succeed and achieve their dreams. A set of core beliefs was adopted by the Duval County School Board on February 7, 2006 to support the mission. They are:

- The academic success of every student in Duval County is the top priority of the Duval County School Board.
- The Duval County School Board believes that our greatest strength as a school district is the racial, gender, ethnic, and socio-economic diversity of our students and community.
- The achievement gap in Duval County can and must be eliminated.

- All DCPS children can be academically prepared to reach their dreams.
- All DCPS children can learn at grade level.
- Every school in Duval County can be a high-performing organization, both academically and operationally.
- High quality teachers, supported with high quality, ongoing professional development, must drive our rigorous, intellectually and artistically challenging curriculum
- Academic and operational resources can and must be adequately distributed throughout all DCPS.
- All schools can be safe learning environments where every student and adult is valued and respected.

The district's magnet programs go far beyond offering attractive "themes." They play a significant role in operationalizing the School Board's core beliefs noted just above. Magnet programs address the social, economic, and educational needs in the community, now and in the future. Because of this, the district provides considerable special funding to its existing magnet schools over and above their general operating budgets. These funds have been used primarily for planning, modification of facilities, special equipment and supplies, and professional development, as well as the extremely high transportation costs, so that each magnet school's program, instructional delivery, and facilities are in the best possible position to attract interested students of all backgrounds from throughout the district.

The district is dedicated to eliminating barriers to participation in magnet programs, barriers such as distance from schools. Transportation is provided to elementary school children who reside within a zone that is served by the magnet school they attend. Many elementary schools serve more than one zone in order to ensure equal access to all program

themes for all children. Transportation is provided to all middle and high school students who apply by the magnet application deadline. Currently, buses providing transportation to magnet school students travel 19,584 miles every day. Daily transportation for magnet students costs the school district $91,719 per day, at an estimated annual cost to the district of $16,509,312.

The will provide the specialized facilities and classrooms that are needed to implement the magnet themes. Extensive renovations have been carried out in schools that are a part of the current 2004-2007 Magnet Schools Assistance Program grant. One example is the conversion of Brentwood Elementary into a premier elementary school of the arts. It is likely one of a very few number of elementary arts magnet schools in the nation that can boast a fully-equipped black box theater to house and showcase its drama program. Other MSAP schools received similar facility upgrades including extensive upgrades to implement a middle school aviation academy and a middle school career academy.

The district is similarly committed to providing the facility infrastructure for schools included in this MSAP application. Resources have already been allocated to construct a 25 classroom addition to Darnell-Cookman Middle School so that a state-of-the-art medical arts magnet program can be implemented for students in grades 6-12. The cost of this addition is estimated at $20 million. Also, funds have been set aside to create another elementary arts magnet school at Lake Forest in the same manner as the Brentwood School of the Arts. This construction will meet the high demand from our clientele for another high quality elementary arts magnet program.

As further evidence of commitment, the district's administrative structure includes magnet programs as an integral part of the total instructional program. The Director of the School Choice Department, which oversees the magnet program operation, is a member of the

Superintendent's Leadership Team, giving her routine access to key decision makers Furthermore, the Human Resources Division provides invaluable assistance through its selection procedures for teachers and administrators who choose to work in the magnet schools. In addition, special training programs continue to be developed for magnet school staff, so that they become increasingly skilled in the thematic instructional approach needed to implement the magnet curricula. For example, a cohort of middle and elementary teachers are currently receiving training from Barry University so that they can fill vacant positions as they become available in the district's Montessori magnet schools. Also, the district has offered the gifted endorsement sequence numerous times so that all teachers in the gifted and talented magnet schools can have the certification.

The commitment to this project, however, is not limited to a district level commitment. Each school included in the MSAP application is also highly committed to and excited about the possibilities for students that these new or significantly revised programs will bring to their schools. Each school has already launched community engagement activities to inform their school communities of the proposed new magnet programs. Additionally, each school has convened a small planning team which has researched the proposed theme and developed rudimentary program design elements. These planning teams are ready to grow into fully staffed design teams as soon as notification of funding for this exciting project is received. Evidence of each school's local support for this project has been documented through a Letter of Intent to Participate that has been signed by key stakeholders in each school community.

With this formidable commitment of financial and human support to the magnet school effort in Duval County, there can be no question that district support will continue long after financial assistance under the Magnet Schools Assistance Program has ended.

(2)(ii) Extent to which the district has identified other resources to continue support for the magnet school activities when assistance under this program is no longer available

When federal funding from MSAP is no longer available, the new magnet programs will have been fully implemented; technology will have been purchased and training will have been completed; all aspects of the sites' curricula will have been developed and written; and magnet themes will be totally integrated into classroom practices. For ongoing needs, other resources to be used by the district to continue its support of the magnet program will include the following categories of funding.

General Operating Budget

Funds are provided to schools based on the state funding formula that allocates a specific amount for each student enrolled in their specific school. This amount varies from year to year depending on education revenues. In addition, the district for many years has supplemented its magnet schools with another $1.2 million from the general operating budget annually to maintain viability of the programs. An additional $1 million was allocated for the 2007-2008 specifically earmarked for seven schools in the 2004-2007 MSAP so that those programs may continue at the same level as during the three years that federal funds were available.

Capital Outlay Funds

State capital outlay funds are used for major construction and renovation as needed. The Facilities Division has planned over $20,000,000 for upgrades to schools included in this MSAP application. In addition, magnet schools receive about $800,000 annually to support specialized equipment needed to implement the magnet themes.

Special Funding

Many of the schools already have grants to supplement their needs (e.g., Full Service Schools, Drug-Free Schools and Communities, Smaller Learning Communities, Enhancing Education through Technology). In 2005-06, DCPS received more than $106 million in grant funding, of which more than $16 million came from discretionary grants. The district has received grant funding for the Voluntary School Choice Mentor District program for the past five years. Under this program, the Department of Education promotes public school choice by expanding and replicating high quality public school choice programs throughout Florida. In addition to serving as a Mentor district and sharing our exemplary school choice practices with other school districts, the program funds have been used to develop an online magnet application which was launched for the 2007 recruitment season as an option for parents after a year spent in planning and development. Funds have also supported the superintendent's reading initiative by purchasing magnet-theme-related trade books for use in magnet classroom libraries. They have also been used to support additional targeted marketing and advertising for school choice recruitment.

Local Businesses and Corporations

Each school is required to expand its efforts with the business community by establishing partnerships. Through such partnerships, special needs that include marketing, teacher training, equipment and materials, shadowing, mentoring, on-the-job training, and establishment of student-operated businesses on school campus have been initiated, strengthened, and maintained. In preparation for the submission of the current MSAP grant

application, the district has received unprecedented support from government officials, university personnel, arts organizations, parents and local business owners who are operating in the neighborhoods of the various schools included in the project. Of particular note is the groundswell of support that has been received from the medical community, in particular Shands Jacksonville/University Hospital which will provide the much-needed link between our new medical arts magnet program and on-site hospital activities. This hospital is located directly across the street from the proposed site for this exciting new concept. Approximately 100 letters of support are included as a part of this application, many of which are in support of the proposed medical magnet.

As the nation's nineteenth largest public school district, Duval County has the capacity to maintain numerous magnet programs. Locally funded magnet programs, operated since 1981, have been sustained by funds generated by the local tax levy and with additional magnet school state funds allocated on the basis of student enrollment. The financial support provided by the Magnet Schools Assistance Program will supplement, not supplant, this local investment.

The ***Dreams Begin Here*** MSAP project will be an important component to our district's school choice programs. The MSAP grant program, focusing on our ten participating schools, will allow Duval to expand and enhance our district's efforts. The following pages explain Duval's comprehensive magnet programs of which ***Dreams Begin Here*** will be an integral component.

TABLE OF CONTENTS

Page

Part I – Preface Documents

Application for Federal Assistance Form (SF 424) ……..……

ED Supplement to the SF 424……

Table of Contents……..…

Project Abstract ……..……..… Abstract

Part II – Budget

Budget forms (ED Form 524)

Budget Information and breakdown

Part III - Program Narrative

Introduction……. 1

Competitive Priorities

- Need for Assistance …… 17
- New or Revised Magnet Schools ……..…… 21
- Selection of Students …….. 24
- Expanding Capacity to Provide Choice …… 27

Section 1. Plan of Operation …… 34

Section 2. Quality of Personnel …… 79

Section 3. Project Design ……..……. 110

Section 4. Budget & Resources ……..……... 184

Section 5. Evaluation Plan …….. 202

Section 6. Commitment and Capacity ……... 218

Part IV - Assurances and Certifications

- Magnet Schools Assistance Program Assurances Other
- Standard Assurances for Non-Construction Programs (SF 424b)
- ED 80-0013 Certifications Regarding Lobbying; Debarment; Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements
- SF LLL Disclosure of Lobbying Activity

Part V - Desegregation plan and other required information

- Desegregation Plan Information Form and Attachments
- Table 1 Information—District-Level Student Enrollment Information
- Table 2 Information—Initial Year of Implementation for Magnet Schools Proposed for Revision
- Table 3 Information—Student Enrollment Information for Proposed Magnet Schools
- Table 4 Information—Student Enrollment Information for Feeder Schools
- Table 5 Information—Selection of Students Information
- Table 6 Information—Revised Magnet Schools Information

Part VI - Other information

- Required response to Section 427 of GEPA Other
- Resumes of key personnel Other
- Letters of support Other

Project Narrative

Other Narrative

Attachment 1:
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Title: Pages: Uploaded File: **8731-Post_Unitary_Policy.doc**

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Attachment 4:
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Attachment 5:
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Attachment 6:
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Attachment 7:
Title: Pages: Uploaded File: **2803-LOSA.pdf**

Attachment 8:
Title: Pages: Uploaded File: **4717-LOSB.pdf**

Attachment 9:
Title: Pages: Uploaded File: **3377-LOSC.pdf**

Attachment 10:
Title: Pages: Uploaded File: **7264-LOSD.pdf**

Attachment 11:
Title: Pages: Uploaded File: **6604-LOSE.pdf**

Attachment 12:
Title: Pages: Uploaded File: **3676-LOSF.pdf**

Attachment 13:
Title: Pages: Uploaded File: **2823-LOSG.pdf**

Attachment 14:
Title: Pages: Uploaded File: **9707-LOSH.pdf**

Attachment 15:
Title: Pages: Uploaded File: **7821-LOSI.pdf**

Attachment 16:
Title: Pages: Uploaded File: **1705-Signatures.pdf**

Attachment 17:
Title: Pages: Uploaded File: **2489-Tables_5_and_6_SallyRevisionApril18.doc**

MAGNET SCHOOLS ASSISTANCE PROGRAM ASSURANCES

In accordance with section 5305(b)(2) of the No Child Left Behind Act, the applicant hereby assures and certifies that it will—

(A) use grant funds under this part for the purposes specified in section 5301(b);

(B) employ highly qualified teachers in the courses of instruction assisted under this part;

(C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;

(D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;

(E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;

(F) carry out a high-quality education program that will encourage greater parental decisionmaking and involvement; and

(G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

* * * * * * * * * * * *

If the applicant has an approved desegregation plan—

The applicant hereby assures and certifies that it is implementing that desegregation plan as approved.

Signature of Authorized Representative

4/24/7
Date

DUVAL COUNTY PUBLIC SCHOOLS
POST UNITARY POLICY

School Board Policy Manual

Section F Facilities Development

FACILITIES PLANNING

File FB – Long Range Educational Facilities Planning 2-1

Section J Students

SCHOOL ATTENDANCE AREAS

File JC – Student Assignment and Transfers 2-5

ASSIGNMENT OF STUDENTS TO SCHOOLS

File JCA – Student Transfer Policy 2-6

SCHOOL DISTRICTING / REDISTRICTING PROCEDURES

File JCAA – Attendance Boundary Policy 2-9

MAGNET SCHOOL PROGRAMS

File JFBD—Magnet Schools and Programs 2-13

FACILITIES PLANNING FILE: FB

TITLE: Long-Range Educational Facilities Planning

POLICY:

The District has a primary responsibility to provide school facilities that address changing enrollment patterns and that sustain high quality educational programs in a way that meets its policies. The Board fulfills this responsibility through the facilities planning process.

This Long-Range Educational Facilities Planning Policy provides direction on how the capital planning process should be conducted and prescribes criteria and standards to guide planning. This process is designed to promote public understanding of planning for the District and to encourage community members, local government agencies and municipalities to identify and communicate their priorities and concerns to the Superintendent and Board.

The Board recognizes the interrelationship of its facilities planning policy with other policies, such as those on educational programs, magnet schools and programs and attendance boundaries. Each of these factors is substantially affected by a policy which attempts to ensure that enrollment is appropriate to facility capacity.

Enrollment changes in the District do not occur at a uniform rate through the county. Accordingly, there shall be an enrollment review of each school every year. The purpose of this review is to provide a uniform procedure for the District to utilize in attempting to operate as many schools as possible at a desired capacity. This will allow each school to function effectively without straining core facilities and other school resources and prevent schools from becoming overcrowded or underutilized so that, to the greatest extent practicable, the following are achieved:

(a) A unitary school system is maintained;

(b) Equitable educational opportunities are available for students throughout the District;

(c) A mechanism for community input exists for making decisions regarding alternative enrollment options; and

(d) The goals of AEAAS are met.

(1) Development and Adoption of Five-Year Facilities Plan

a) On or about September 1 of each year, the Superintendent will publish a Five -Year Facilities Plan for the District, including major

maintenance for the upcoming year, utilizing the most recent Educational Plant Survey conducted by the Florida Department of Education. This Plan will include recommendations and the necessary balanced budget for facilities for the coming five fiscal years and shall include the following:

1. Background information on the enrollment projection methodology;
2. Current enrollment figures and demographic profiles of all schools, including racial/ethnic composition, socio-economic data as evidenced by Free and Reduced Meals program participation, enrollment of students with limited English proficiency, and school mobility rate;
3. Enrollment projections for the next five years for each school;
4. A profile of all school facilities showing physical and program characteristics, such as Head Start, magnet programs, kindergarten and pre-kindergarten, programs for LEP students, and special education classes;
5. A summary of any proposals that would change the facility and any proposed programs to be offered at the facility or the attendance area of the facility; and
6. Descriptions for requested projects in the Five-Year Facilities Plan. (A project description describes the needs for a particular facility or for several facilities with similar requirements and contains the project estimated budget.)

b) During the appropriate time frame pursuant to Florida Statute each year, the Board will hold a workshop or workshops on the Superintendent's recommendations and on any Board-adopted alternatives.

(c) The Board will adopt a Five-Year Facilities Plan pursuant to the time frames mandated by Florida Statutes.

(2) Enrollment Forecasts

The Office of Pupil Accounting shall develop projections for all schools for a five-year period. These forecasts will be the basis for evaluating facility space and initiating planning activities. The forecasts should be developed utilizing the Duval County Planning Department's county population forecast, other pertinent demographic data, and state cohort projections

(3) Annual Enrollment Review

(a) Appropriate District staff shall review the enrollment of each school, and working with the principal and SAC of each school, and utilizing the criteria listed below, shall determine whether the school can remain at status quo or whether alternative student enrollment options should be initiated for the next school year. A school shall be considered at capacity so long as its enrollment falls between 90%-110% of its capacity. The criteria utilized in making this determination shall include, but not be limited to, the following:

1. Welfare, health and safety of students and staff
2. Impact on the overall facility
3. Impact on support services
4. Class size
5. Acreage of site
6. Schedule for planned future renovations or replacement of facility
7. Transportation costs
8. Percentage of students transported and transportation burden on different racial, ethnic and age groups
9. Current classroom utilization and programs such as Head Start, magnet programs, kindergarten and pre-kindergarten, programs for LEP students, and special education classes at the school
10 Racial/ethnic impact of changes on each school and the district
11. Feeder patterns
12. Anticipated growth in the community
13. Space for portable classrooms
14. Potential of the facility for alternative use or declaration as surplus property
15. Number of transfers into the school from outside the attendance area
16. Financial considerations including operating costs
17. Input from the school's SAC and other community groups
18. Socio-economic factors as determined by Free and Reduced Meal participation

(b) Based upon this review, District staff shall submit a report to the Superintendent by December 1 of each year which shall inform the Superintendent whether each school can remain at status quo or whether alternative student enrollment options should be initiated for the next school year.

(c) Should the report recommend alternative student enrollment options for a school, the Superintendent shall determine which of the following options should be initiated for the next school year:

1. Counseling in or out students to other schools utilizing an open enrollment corridor consistent with the Board's Student Transfer Policy
2. Counseling in or out students to other schools utilizing partner schools consistent with the Board's Student Transfer Policy
3. Limiting transfers, which may include magnet students, in or out of the school consistent with the Board's Student Transfer Policy
4. Moving programs in or out of the school
5. Moving portables on or off the campus
6. Initiating boundary changes consistent with the Board's Attendance Boundary Policy
7. Capping enrollment
8. Initiating a modified calendar
9. School consolidation or closing

(4) Recommendations to the Board

Based upon these procedures, the Superintendent shall make a recommendation to the Board, as appropriate, at the Board's February regular meeting, for the implementation of one or more alternative student enrollment options to be implemented at the beginning of the next school year for schools which will can not maintain status quo. Following a public hearing as required by law, the Board shall take action on the recommendations at its March regular meeting.

(5) Review

This policy shall be reviewed by the Board not less than every three (3) years, beginning in September 2000.

STATUTORY AUTHORITY: Section 1001.41(2), Florida Statutes

LAWS IMPLEMENTED: Sections 1001.42(4); 1013.31; 1013.36, Florida Statutes

STATE BOARD OF EDUCATION RULES: State Requirements for Educational Facilities-1994

ADOPTED: April 21, 1998

SCHOOL ATTENDANCE AREAS FILE: JC

TITLE: Student Assignments and Transfers

POLICY:

(1) The Board shall project a student to a school based on the address of his or her parents or legal guardian. The only exceptions to this general policy will be in the case of student transfers approved by the Superintendent in accordance with the Student Transfer Policy or assignments to magnet programs in accordance with the Magnet Schools and Programs Policy. The Board shall establish attendance boundaries in accordance with the Attendance Boundary Policy.

(2) The Board will provide transportation to students in accordance with the Student Transportation Policy.

(3) No student shall be permitted to transfer, enroll, or be admitted to a Duval County School when he/she has been expelled from another school district or a private school unless the student has been referred to the School Board hearing officer prior to enrollment. Based upon the facts of the case, the Superintendent shall then recommend to the School Board either that the expulsion be waived and the student be admitted or that the final order be honored and the student not be admitted. If the student is admitted by the School Board, the student may be placed in an alternative school or program, or may have other conditions imposed prior to enrollment.

STATUTORY AUTHORITY: Section 1001.41(2), Florida Statutes

LAWS IMPLEMENTED: Sections 1001.42(4)(d), Florida Statutes

ADOPTED: April 1, 1997; Amended May 26, 1999

ASSIGNMENT OF STUDENTS TO SCHOOLS **FILE: JCA**

TITLE: Student Transfer Policy

POLICY:

(1) PURPOSE: To establish the procedures for initiating and approving the within-county transfer of students.

(2) BACKGROUND: Most students attend the school within the established attendance area in which they reside. A request for a student to attend a school outside such attendance area may be initiated by the parent/guardian/eligible student (18 years of age or older), or special services staff. However, no student is guaranteed assignment to a particular school.

(3) PROCEDURES:

(a) Identifying schools that will be adversely affected by transfer Transfers to and from schools are reviewed for their impact on:

1. Capacity/utilization

2. Stability of attendance area school

3. Anticipated mandatory transfers by law

(b) Timetables and deadlines

1. Transfer requests for the next school year will only be accepted between April 1 through May 30 for the following school year.

2. Every effort will be made to notify parents and students by July 15 of the action taken on each transfer request for Grades K through 12.

3. Transfer requests submitted after May 30 will not be accepted unless the student is a new resident of Duval County or there is a bona fide emergency or event that could not have been foreseen prior to May 30. Students must enroll in and attend their projected school while a transfer request is being processed.

4. All requests are evaluated based on the criteria set forth in Section (a) above.

(c) Process for Transfers

1. General

a. Transfers are generally approved to allow students to attend through the last grade level of a school. However, all transfers are reviewed annually with respect to the Procedures in Section Paragraph 3(a)__ and may be rescinded based on these criteria only.

b. Students whose families have moved within the county and who wish to continue attending their former attendance area school may request to remain at their former school. Such requests normally will be approved for the remainder of the current school year. Requests to stay at that school longer will be considered on the same basis as other transfer requests.

c. Transfer requests for younger siblings of students, who reside at the same address, for whom transfers have been approved, will be given a preference for transfer, if possible, provided that the older sibling will also be in attendance at the receiving school.

d. In the event of a boundary change, students who will be in their last year of attendance (5th, 8th or 12th grade) in the school which they have been attending may request to remain in that school for their last year. Such requests normally will be approved for that school year. Younger siblings of these students may apply for a transfer and such transfers will be considered on the same basis as other transfer requests considered in paragraph sub; paragraph "a".

2. Initiated by Parent/Guardian/Eligible Student (18 years of age or older)

a. If a transfer is desired, a parent or a student who is age 18 or older may obtain a Special Transfer Option Request form from any school in the district or the School Choice Office or www.duvalchoice.com.

b. The completed form must be submitted to the School Choice Office by the deadline.

c. The transfer request will be processed through the transfer lottery consistent with the criteria in Paragraph 3 (a), 3 (c) (1).

d. Transportation to the school to which a student has been transferred is the responsibility of the parent/guardian.

e.. The parent/guardian will receive written notification from the School Choice Office of the lottery results. The sending and receiving schools will also be notified of the lottery results.

STATUTORY AUTHORITY: Section 1001.41, Florida Statutes

LAWS IMPLEMENTED: Section 1001.42(4)(a); 1001.51(6), Florida Statutes

ADOPTED: May 26, 1999 **Amended: July 5, 2005**

SCHOOL DISTRICTING/REDISTRICTING PROCEDURES FILE: JCAA

TITLE: Attendance Boundary Policy

POLICY:

(1) Goals – The Board's primary responsibility is to provide the opportunity for each student in the District to obtain a high quality education and to encourage each student to work toward that objective to the maximum of his or her abilities. The Board is committed to the proposition that education is most effective in a diverse, integrated setting. Therefore, one purpose of this policy is to provide a framework for actions designed to provide diversity so that all students, regardless of their racial or ethnic background, socio-economic status or special needs, enjoy the benefits of diversity and integration.
Another important goal of the Board is to ensure that all students and staff have experiences and develop greater skills and increased sensitivity in working with others of diverse backgrounds so that students may function well as members of this pluralistic democratic society. The Board will continue to adhere to its commitment to diversity in student assignments and staffing in all schools as a unitary school system.

(2) The Value of and Need for Diversity – The student population in the District has become increasingly diverse. Diversity, for purposes of this policy, refers to students from a variety of racial, ethnic, and socio-economic backgrounds, as well as students with a variety of special needs, including special education students, students with limited English proficiency, and at-risk students. The Board believes that it must provide for the needs of these children and must do so in a setting that does not stereotype them or fail to educate them effectively. The education of these students is a great challenge, one to which the school system must respond with creativity, determination and carefully crafted educational strategies that meet every student's need for success. The diverse and integrated settings in which this occurs must not be left to chance, but must be created and supported by the District.

Diverse and integrated schooling has inherent educational value from the standpoint of education's role in a democratic society. The survival and vigor of democracy depends upon an educated citizenry with shared concerns about the welfare of society, its members, and the democratic principles that govern it. Diversity brings different viewpoints and experiences to classroom discussions and thereby enhances the educational process. It also fosters racial and cultural understanding which is particularly important in a racially and culturally diverse society such as ours. In addition, research shows that integrated education expands postsecondary opportunities for diverse populations. This District is fortunate to reflect the pluralism brought by the African American, Hispanic, Asian American, White, and other racial and ethnic communities that reside in the District. Some factors contributing to this diversity in the schools are under the

control of the administration and other, more powerful, factors are due to community demographic conditions. The school system's diversity reflects the increasing pluralism of society and emphasizes the broader need for international awareness and cooperation. Diversity is thus a valuable resource for teaching students to become citizens in a multi-racial/multi-ethnic world. Therefore, a policy that supports all students having the opportunity for a quality education in a diverse and integrated setting will have a positive effect on our students who will live and work together in a culturally diverse society.

(3) Attendance Boundaries

(a) Consistent with the goals and values discussed above, the Board will utilize a number of criteria when establishing attendance boundaries, including the following:

Capacity: The Board will utilize existing school facilities in an equitable manner that, to the extent possible and consistent with the educational needs of students, minimizes over-crowded facilities or under-utilization of facilities.

Proximity: The Board believes that there are educational and social benefits to students having the opportunity to attend school close to where they live, while allowing equitable opportunities for children to make choices of programs other than those provided in the schools closest to their homes.

Siblings: The Board recognizes the educational and social benefits that result when siblings attend school together and thus will attempt to ensure that wherever possible, siblings have an opportunity to attend the same school.

Diversity: The Board is committed to ensuring that all students have the opportunity to attend school in a diverse learning environment to the extent practicable and consistent with the other criteria. In particular, to the extent practicable, the Board will attempt to draw attendance boundaries so that schools have diverse enrollments as defined by this policy.

Stability: Stability of a student's educational program is important and beneficial to the student's educational experience. Thus, it is the Board's goal that attendance areas remain consistent as long as they serve the other goals.

(b) In designing and reviewing attendance boundaries, the Board will attempt to minimize the use of temporary portables.

(4) Identification of Need for New Boundaries and Public Input Process

(a) By November 1 of each school year, the Superintendent shall determine whether there is a need for any new or revised attendance boundaries based on the facility being over-crowded or under-utilized or because the District is opening a new school.

(b) Where the Superintendent has identified the need for a boundary change, the District shall form an advisory committee to assist in the development of proposed changes. The Office of Pupil Assignment will organize and work directly with this group.

- The School Advisory Committee ("SAC") Chairs of the schools potentially affected by the boundary changes, in consultation with the principal or principals of the schools potentially affected, will identify parent representatives from areas potentially affected by the boundary changes and any additional representatives from parent or student organizations who have knowledge of the schools involved.

- Membership on advisory committees should reflect the racial, ethnic and socio-economic diversity of the area.

(c) At the outset of the meetings, the committee will provide guidelines, criteria or priorities based on factors outlined in Section 3 of this policy in the Office of Pupil Assignment for consideration in developing options.

(d) Based on the factors developed by the committee, staff will develop and present viable options for the advisory committee to consider. It is expected that the committee will suggest modifications to these options and that staff will provide data needed to develop new options if the committee determines it wants to develop options.

(e) Advisory committees may call on other community resources such as civic and homeowner associations.

(f) An advisory committee report, including recommendations or other forms of information, will be forwarded to the Superintendent.

(g) The Superintendent will develop recommendations, after considering staff advice, the advisory committee report and input from other organizations and individuals who provide comments. The Superintendent shall submit his/her recommendations to the School Board no later than December 1.

(h) Copies of the Superintendent's recommendations shall be distributed to the affected communities.

(i) The School Board shall hold a workshop on the Superintendent's recommendations and may request by majority vote alternatives to the Superintendent's recommendations for official review.

(j) Recommendations from the Superintendent and the Board-adopted alternatives shall be the subject of public hearings prior to final Board action. The public hearing shall be held no later than the January meeting. The Board shall take action on any proposed boundaries no later than March.

(5) Monitoring-By October 1 of each school year, the Superintendent shall submit a report to the Board regarding the following: (1) the enrollment of each school; (2) the capacity of each school; (3) the diversity at each school by race/ethnicity and socio-economic status as determined by the percentage of students qualifying for Free and Reduced Lunch; and (4) the mobility of each school. This report shall also identify any schools which may need a boundary change pursuant to Section 4 of this policy.

(6) Periodic Review – The Board will review this policy every three years, beginning September 2000.

STATUTORY AUTHORITY: Section 1001.41, Florida Statutes

LAWS IMPLEMENTED: Sections 1001.42(4)(a); 1001.51(6)(a), Florida Statutes

ADOPTED: **May 26, 1999: Amended: June 3, 2003**

MAGNET SCHOOL PROGRAMS FILE: JFBD

TITLE: Magnet Schools and Programs

POLICY:

(1) Purpose – The District is committed to providing quality educational opportunities for all students regardless of background characteristics by providing an educational environment that enhances their educational success. The District also is committed to providing diverse settings for education that promote understanding of diversity, tolerance and fair play, so that the tenets of democratic society are reinforced by what students experience in schools. After the District is declared unitary in its desegregation lawsuit, the District will continue to implement magnet schools and programs as one strategy to continue providing quality educational opportunities for students in diverse educational settings.

In The Duval County School District, magnet schools and programs have four goals:

(a) to promote or maintain diversity
(b) to provide a unique or specialized curriculum or approach; and
(c) to improve achievement for all students participating in the magnet school or program.
(d) to stabilize student assignment

(2) Definition and Role Diversity – In determining whether a magnet school or program has, or will meet, the goal of diversity, the District will examine whether the school or program has admitted students of different race, ethnicity and gender, those with various socio-economic backgrounds; those living in different geographic areas of the District, those who are considered at-risk; those who speak English as a second language and those with special needs, including Exceptional Education Students.

(3) Type of Magnet Programs – At the elementary level, the district has implemented primarily total school magnet programs. At the middle and high school levels, the District implemented a program within a school, the principal shall ensure that, for a certain portion of the week, there is interaction between those students participating in the magnet program and those who are not in the magnet program. This interaction, for example, might occur in art, music, physical education classes, or other elective classes. The Director of Magnet Programs shall monitor implementation of this provision.

(4) Recruitment – It is the goal of the District to provide all students the opportunity to have access to magnet school programs. To carry out this goal, the Superintendent shall require that strategies are developed by each magnet school

or program and that each school shall submit to the Director of Magnet Programs a plan to implement these strategies no later than January 15 of each school year.

(5) Academic or Related Eligibility Criteria – At the elementary level, no school shall use academic or related criteria for determining whether a student is eligible for a magnet school.
Elementary magnet schools or programs, however, may require, as a condition of admission, that parents sign contracts requiring them to participate in school activities or mandating students to wear uniforms, where such requirements are part of the magnet theme. Prior to the beginning of recruitment for the next school year, the principal shall submit such requirements to the Director of Magnet Programs. The Superintendent shall review these requirements to determine that they are non-discriminatory and do not impede equal access for all students.

At the secondary level, the Superintendent may allow a school to use academic or other related criteria for determining students who are eligible for a magnet school or program. Prior to the beginning of recruitment for each school year, the principal shall submit any proposed criteria for the next school year to the Director of Magnet Programs. Prior to the beginning of recruitment for the next school year, the Superintendent shall review any proposed criteria to determine that they are educationally related to the specialized curriculum or instructional strategy and are non-discriminatory in determining students who are eligible for the magnet school or program. In addition, principals at magnet school or programs that use selection committees to determine eligible students shall provide that the committees are diverse.

(6) Application and Admission Process – Between January 1 and February 28 of each school year, the District shall make applications for magnet schools and programs available at each school in the District, at designated Parent Information Centers and at the Magnet Programs Office. To be eligible for consideration for fall admission to a magnet school or program, parents of applicants must return the completed application to the Magnet Programs Office no later than the last day of February. The application will be designed to allow parents to choose, in order of preference, up to three magnet schools or programs.

In all magnet schools and programs except the Performing Arts High School, the District shall select students by a computer lottery process subject to the preferences listed below. The District shall admit as many eligible students to the school or program as can be accommodated within the District's diversity guidelines.

In all school except those in Elementary Zone VII, the diversity guidelines shall be defined as a student population which is plus or minus 20% from the District's student racial composition. In Elementary Zone VII, the diversity guidelines shall be defined as plus or minus 10% from the Zone VII student racial composition.

(7) Preferences – The preferences shall be implemented in the following order:

(a) In the case of existing magnet schools without an assigned attendance area, the District may give a preference for available seats to students who reside in the previous attendance area for the school. In the case of new schools that are designated non-attendance area magnets, a preference zone will be established for the school.

(b) The District may give a preference to students who have participated in, and completed, a program in a similar, preparatory magnet theme at the previous grade level. To be eligible for this preference, however, a student must meet any academic or related criteria for this next level. For example, to be eligible for this preference, a student who has participated in, and completed, the middle school Gifted and Academically Talented program must meet any academic or related criteria for the high school College Preparatory program.

(c) The District may give a preference to the siblings of older students already admitted and attending and who will be returning to the magnet school or program in the year for which application is being made. For purposes of this preference, siblings are brothers and sisters, stepbrothers and sisters, or half brothers and sisters, living at the same address.

The goal of the District's magnet schools and programs is to improve diversity at the school where the magnet is implemented and not to negatively affect the diversity of the sending and receiving schools. Accordingly, where there are more applications than seats available in a magnet school or program, the District shall use the random selection process to select students of all races and ethnicities, of both genders, and from as wide a geographic area to which transportation can be provided in keeping with the preference system described above. Students who choose and are admitted to a magnet school in a zone to which transportation is not provided, may provide their own transportation.

(8) Waiting List – Those applicants who cannot be given any of their choices will be placed on a waiting list and will be assigned later if additional spaces become available during the school year. Students who decline to accept their second or third choice when offered will have to reapply if they wish to be considered for assignment to any other magnet school for the school year. Students accepted to one of their magnet choices will not be placed on a waiting list for their other choices.

(9) Continuation and Exit Criteria – As a general rule, once a student is admitted to a magnet school or program, the District shall allow the student to remain in that school or program until the student reaches the highest grade level offered by that school. At the elementary level, however, a principal who wishes

to request the withdrawal of a student from a magnet school must submit a request to the Assistant Superintendent for Elementary Schools.

At the secondary level, the Superintendent may allow a school to establish academic or related criteria for determining students who are eligible to continue in a magnet school or program. Prior to the beginning of recruitment for each school year, the principal shall submit any proposed criteria for continuation to the next school year to the Director of Magnet Programs. The Superintendent shall review any proposed criteria for continuation to provide that they are educationally related to the specialized curriculum or instructional strategy and are non-discriminatory in determining students who are eligible to continue in the magnet school or program.

(10) Process for the Creation of New Schools or Program Replication of a Magnet Theme at a New Site and Movement of a Magnet Program from One School to Another – By October 1st of each year, the Superintendent shall determine whether there is a need to identify any potential sites for new magnet schools or programs, for replication of existing magnet themes at new sites, or for moving a magnet program from one school to another. In making this determination, the Superintendent shall utilize the goals for magnet schools and programs that are outlined in Section III of these guidelines. In addition, the Superintendent shall use a number of other considerations. These shall include:

- The geographic location of a potential site in order to ensure equitable access of magnet programs for all students, including reasonable transportation time for all students;

- Any demographic changes in an attendance zone, such as changes in student-age population or decreasing diversity;

- The suitability and condition of the potential facility for a magnet school or program;

- Board Policies and Goals;

- The impact that implementing a magnet school or program at a potential site might have on displacing students currently assigned to the school and on the enrollment and diversity at the surrounding schools;

- The potential for attracting a diverse enrollment to a proposed site;

- The capacity and utilization of a potential site; and

- Budgetary implications.

In addition to the above factors, in determining whether to replicate a magnet

theme at another school in the District, the Superintendent shall consider whether there is sufficient demand for that theme by reviewing any waiting list for the theme at an existing school, including the number and diversity of the students on the list.

When the Superintendent has identified a potential site, he or she shall recommend a proposed theme for that site. The Superintendent shall base this recommendation on:

- Whether the magnet theme will draw a diverse enrollment to that site;
- Whether the magnet theme will improve academic achievement;
- Whether the magnet theme is aligned with the District's course of study; and
- Whether the magnet theme should be implemented K-12.

Once the potential sites and themes are identified, the Superintendent shall direct the magnet office and principals at those schools to establish a design team to develop a proposal for implementing the magnet program at their respective schools. These proposals shall include:

- Development of the magnet theme recommended by the Superintendent;
- Recruitment strategies for attracting a diverse enrollment;
- Instructional strategies for improving academic achievement;
- Alignment of the magnet theme with the District's course of study;
- Access of students in the District to the magnet school or program;
- Budgetary requirements for the magnet school program, including an explanation of why each budget item is reasonable and necessary for the magnet theme or programs; and
- How the magnet theme or program will be monitored and evaluated.

Principals shall submit their proposals to the Director of Magnet Programs by November 15th for magnet schools or programs to be implemented during the next school year. The Superintendent shall review the proposals using the goals and criteria specified in the guidelines. Based on the review, the Superintendent shall recommend to the School Board at its December meeting which, if any, of the proposals will be implemented.

(11) Process for Determining Continuation of Existing Magnet Schools and Programs – No later than March 1 of each school year, the Principal of each magnet school or program shall submit to the Director of Magnet Programs an action plan for his or her magnet school or program for the following year. This plan shall include: (1) data (disaggregated, at a minimum, by race, ethnicity, and gender) on how the magnet school or program has achieved, or made progress toward, the District's four goals for magnet schools and programs: (2) strategies for the magnet school or program to continue to meet, or make progress toward, the four goals specified in these guidelines; and (3) a proposed budget for the next year that is consistent with Section 12 of these guidelines.

The Superintendent shall review each action plan. In addition, the Superintendent shall review data for each magnet program for the previous school years. This data shall include total enrollment, diversity of students in the magnet school or program and achievement data for the students in the magnet (disaggregated at a minimum by race, ethnicity, and gender). For those magnet schools or programs that have met, or made satisfactory progress toward the four goals specified in these guidelines, the Superintendent shall notify those schools or programs by April 15th regarding continuation of the magnet school or program for the following school year.

If a magnet school or program has not met, or made satisfactory progress toward the four goals specified in these guidelines, staff from the Magnet Office shall provide technical assistance to the principal and staff of the school or program and may consider other alternatives to promote a diverse student population.

(12) Budget and Funding Implications – For new magnet schools or programs including programs that the Superintendent determines should be replicated, the District shall, to the extent that budgetary considerations permit, provide necessary and reasonable funding so that these schools and programs can achieve the four goals outlined in these guidelines. The funding may include funds for necessary planning and renovation of the school so that the theme can be effectively implemented.

Generally, it is expected that the magnet school or program will be fully implemented within three years after the program is first implemented. Once a program has been fully implemented, the district shall provide reasonable and necessary recurring costs to the extent that budgetary considerations permit. These costs may include personnel and staff development. The Superintendent shall direct the Director of Magnet Programs to monitor this process.

(13) Transportation – The School Board shall provide transportation for all students who are enrolled in magnet schools and programs who reside more than 1.5 miles from their assigned school and are within the designated transportation zone. When economically feasible, the School Board shall provide activity buses to and from secondary magnet schools or programs to enable students to

participate in extracurricular activities at the secondary magnet schools or programs which they attend.

(14) Monitoring and Evaluation – No later than December 1 of each school year, the Superintendent shall submit to the School Board a report regarding the implementation of magnet schools and programs. This report shall include:

- Data on the students who were accepted into each magnet school or program, including the diversity of students accepted into each magnet school or program;

- Data on the selection committees at the High School Performing Arts School used to select students for magnet schools or programs, including the diversity of these committees;

- Identification of any perceived barriers to students being eligible and admitted into magnet schools or programs and recommendations for eliminating any barriers;

- Data on how students are performing in each magnet school or program, including how students from diverse programs are performing

- Data on the withdrawal of students from each magnet school or program, including the diversity of the students withdrawing from the magnet school or program; and

- Any recommendation for improving magnet schools and programs, including access of students to magnet schools or programs, and for creating, replicating, or discontinuing any magnet schools or programs.

(15) The Board will review this policy every three (3) years, beginning September of 2000.

STATUTORY AUTHORITY: Section 1001.41, Florida Statutes

LAWS IMPLEMENTED: Sections 1001.42(4); 1001.51(6), Florida Statutes

ADOPTED: May 26, 1999

Table #1: Enrollment Data—*LEA-Level*

Actual Enrollment—October 1, 2006 (Current School Year)						Projected Enrollment—Oct 1, 2007 (Year 1 of Project)						Projected Enrollment—Oct 1, 2008 (Year 2 of Project)						Projected Enrollment—Oct 1, 2009 (Year 3 of Project)					
Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students	Grade Level	Minority Student No	Minority Student Pct	Non-Minority Student No	Non-Minority Student Pct	Total Students
PK	1043	68	495	32	1538	PK	1038	67	510	33	1548	PK	1038	67	512	33	1550	PK	1054	68	504	32	1558
K	6267	59	4417	41	10684	K	6421	59	4370	41	10791	K	6475	60	4404	40	10883	K	6710	60	4474	40	11184
1	6293	59	4489	41	10782	1	6542	59	4451	41	10993	1	6630	59	4607	41	11237	1	6622	60	4414	40	11036
2	5851	58	4338	42	10189	2	6108	60	4155	40	10263	2	6207	58	4525	42	10701	2	6541	60	4360	40	10901
3	6197	60	4237	40	10434	3	6252	59	4344	41	10596	3	6207	60	4138	40	10345	3	6381	59	4435	41	10816
4	5552	57	4258	43	9810	4	5778	58	4184	42	9962	4	5874	58	4253	42	10127	4	5838	59	4065	41	9903
5	5374	57	4130	43	9504	5	5420	57	4089	43	9509	5	5636	58	4168	42	9804	5	5892	59	4094	41	9986
6	5707	59	4028	41	9735	6	5645	57	4173	43	9818	6	5634	58	4164	42	9798	6	5896	58	4269	42	10165
7	5487	59	3914	41	9401	7	5629	58	3832	41	9461	7	5839	60	382	40	9731	7	5883	60	3921	40	9804
8	5254	58	3910	42	9164	8	5066	58	3594	41	8860	8	5135	60	3495	40	8630	8	5666	60	3778	40	9444
9	7696	61	5035	39	12731	9	7562	60	5042	40	12604	9	7222	60	4814	40	12036	9	7306	60	4870	40	12176
10	4805	60	3220	40	8025	10	4850	60	3233	40	8083	10	4983	61	3254	39	8237	10	5189	61	3317	39	8506
11	3845	53	3495	47	7340	11	3793	54	3146	46	6939	11	4145	55	3391	45	7536	11	4279	56	3362	44	7641
12	3356	52	3127	48	6483	12	3616	53	3205	47	6821	12	3575	54	3046	46	6621	12	3711	55	3036	45	6747
Tot	72727	58	53093	42	125820	Tot	73920	58	52328	42	126248	Tot	74600	59	52636	41	127236	Tot	76968	60	52899	40	129867

Table #2: Year of Implementation for Existing Magnet Schools Included in the Project

School Name	First School Year as a Magnet School	School Name	First School Year as a Magnet School
Justina Road Elementary School	1999-2000	Lake Forest Elementary School	1991-1992
Henry F. Kite Elementary School	1998-1999	Darnell-Cookman Middle School	1991-1992

☐ Check here if all of the magnet schools included in the project are schools that are implementing a magnet program for the first time.

Table #3: Enrollment Data—Magnet School

Magnet School: Darnell-Cookman 6-12 School of Medical Arts

Actual Enrollment as of October 1, 2006 **(Current School Year)**						Projected Enrollment as of October 1, 2007 **(Year 1 of Project)**						Projected Enrollment as of October 1, 2008 **(Year 2 of Project)**						Projected Enrollment as of October 1, 2009 **(Year 3 of Project)**					
GRADE LEVEL	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Non-Minority Student Pct.	Total Students	**GRADE LEVEL**	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Non-Minority Student Pct.	Total Students	**GRADE LEVEL**	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Non-Minority Student Pct.	Total Students	**GRADE LEVEL**	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Non-Minority Student Pct.	Total Students
6	203	58	151	42	354	**6**	202	58	147	42	349	**6**	141	47	159	53	300	**6**	123	49	127	51	250
7	215	57	163	43	378	**7**	213	57	161	43	374	**7**	173	56	138	44	311	**7**	155	52	142	48	297
8	183	50	185	50	368	**8**	189	50	188	50	377	**8**	191	55	158	45	349	**8**	148	51	145	49	293
9	0		0		0	**9**	0		0		0	**9**	73	49	77	51	150	**9**	117	53	104	47	221
10	0		0		0	**10**	0		0		0	**10**	0		0		0	**10**	51	40	78	60	129
11	0		0		0	**11**	0		0		0	**11**	0		0		0	**11**	0		0		0
12	0		0		0	**12**	0		0		0	**12**	0		0		0	**12**	0		0		0
Tot	601	55	499	45	1100	**Tot**	604	55	496	45	1100	**Tot**	578	52	532	48	1110	**Tot**	594	50	596	50	1190

Table #3: Enrollment Data—Magnet School - Continued

Magnet School: Sallye Mathis Elementary School - Math, Science and Pre-Engineering

Actual Enrollment as of October 1, 2006 (Current School Year)						Projected Enrollment as of October 1, 2007 (Year 1 of Project)						Projected Enrollment as of October 1, 2008 (Year 2 of Project)						Projected Enrollment as of October 1, 2009 (Year 3 of Project)					
Grade Level	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**	**Grade Level**	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**	**Grade Level**	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**	**Grade Level**	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**
K	50	98	1	2	51	**K**	58	88	8	12	66	**K**	78	84	15	16	93	**K**	85	72	33	28	118
1	48	96	2	4	50	**1**	55	87	8	13	63	**1**	75	82	16	18	91	**1**	86	73	32	27	118
2	36	100	0	0	36	**2**	49	96	2	4	51	**2**	64	89	8	11	72	**2**	68	71	28	29	96
3	47	100	0	0	47	**3**	51	89	6	11	57	**3**	62	94	4	6	66	**3**	70	75	23	25	93
4	35	100	0	0	35	**4**	51	91	5	9	56	**4**	68	93	5	7	73	**4**	65	74	23	26	88
5	45	100	0	0	45	**5**	47	98	1	2	48	**5**	63	95	3	5	66	**5**	69	81	16	19	85
Tot	261	99	3	1	264	**Tot**	311	91	30	9	341	**Tot**	410	89	51	11	461	**Tot**	443	74	155	26	598

Table #3: Enrollment Data—Magnet School - Continued

Magnet School: Lake Forest Elementary - Visual and Performing Arts

Actual Enrollment as of October 1, 2006 **(Current School Year)**						Projected Enrollment as of October 1, 2007 **(Year 1 of Project)**						Projected Enrollment as of October 1, 2008 **(Year 2 of Project)**						Projected Enrollment as of October 1, 2009 **(Year 3 of Project)**					
Grade Level	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**	**Grade Level**	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**	**Grade Level**	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**	**Grade Level**	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**
K	69	100	0	0	69	**K**	66	88	9	12	75	**K**	59	69	26	31	85	**K**	61	69	28	31	89
1	75	98	2	2	77	**1**	73	91	7	9	80	**1**	62	74	22	26	84	**1**	59	69	26	31	85
2	78	97	3	3	81	**2**	71	88	10	12	81	**2**	65	76	20	24	85	**2**	53	63	31	37	84
3	83	96	4	4	87	**3**	78	89	10	11	88	**3**	60	67	29	33	89	**3**	66	74	23	26	89
4	68	98	2	2	70	**4**	70	92	6	8	76	**4**	59	73	22	27	81	**4**	61	70	26	30	87
5	70	99	1	1	71	**5**	67	87	10	13	77	**5**	71	85	13	15	84	**5**	66	75	22	25	88
Tot	443	97	12	3	455	**Tot**	425	89	52	11	477	**Tot**	376	74	132	26	508	**Tot**	366	70	156	30	522

Table #3: Enrollment Data—Magnet School - Continued

Magnet School: Henry F. Kite Elementary School- International Baccalaureate (Primary Years Programme)

Actual Enrollment as of October 1, 2006 (Current School Year)						Projected Enrollment as of October 1, 2007 (Year 1 of Project)						Projected Enrollment as of October 1, 2008 (Year 2 of Project)						Projected Enrollment as of October 1, 2009 (Year 3 of Project)					
Grade Level	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**	**Grade Level**	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**	**Grade Level**	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**	**Grade Level**	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**
K	74	91	8	9	82	**K**	51	85	9	15	60	**K**	39	65	21	35	60	**K**	32	53	28	47	60
1	68	91	7	9	75	**1**	62	87	9	13	71	**1**	39	60	26	40	65	**1**	37	57	28	43	65
2	71	90	8	10	79	**2**	62	90	7	10	69	**2**	50	70	21	30	71	**2**	41	59	29	41	70
3	70	96	3	4	73	**3**	63	87	9	13	72	**3**	55	75	18	25	73	**3**	42	58	30	42	72
4	62	88	9	12	71	**4**	64	89	8	11	72	**4**	55	79	15	21	70	**4**	46	63	27	37	73
5	51	91	5	9	56	**5**	60	90	7	10	67	**5**	58	87	9	13	67	**5**	40	56	31	44	71
Tot	396	91	40	9	436	**Tot**	362	88	49	12	411	**Tot**	296	73	110	27	406	**Tot**	238	58	173	42	411

Table #3: Enrollment Data—Magnet School - Continued

Magnet School: Rufus Payne Elementary School - International Baccalaureate (Primary Years Programme)

Actual Enrollment as of October 1, 2006 (Current School Year)						Projected Enrollment as of October 1, 2007 (Year 1 of Project)						Projected Enrollment as of October 1, 2008 (Year 2 of Project)						Projected Enrollment as of October 1, 2009 (Year 3 of Project)					
Grade Level	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**	**Grade Level**	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**	**Grade Level**	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**	**Grade Level**	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**
K	62	100	0	0	62	**K**	74	86	12	14	86	**K**	79	71	32	29	111	**K**	83	65	44	35	127
1	73	95	4	5	77	**1**	77	89	10	11	87	**1**	70	72	27	28	97	**1**	78	66	40	34	118
2	72	96	3	4	75	**2**	80	89	10	11	90	**2**	70	73	26	27	96	**2**	86	71	35	29	121
3	54	95	3	5	57	**3**	76	87	11	13	87	**3**	75	77	22	23	97	**3**	71	72	27	28	98
4	67	100	0	0	67	**4**	63	91	6	9	69	**4**	73	78	21	22	94	**4**	75	69	34	31	109
5	57	100	0	0	57	**5**	62	94	4	6	66	**5**	73	87	11	13	84	**5**	66	72	26	28	92
Tot	385	97	10	3	395	**Tot**	432	89	53	11	485	**Tot**	440	76	139	24	579	**Tot**	459	69	206	31	665

Table #3: Enrollment Data—Magnet School - Continued

Magnet School: Justina Road Elementary School – International Baccalaureate (Primary Years Programme)

Actual Enrollment as of October 1, 2006 (Current School Year)						Projected Enrollment as of October 1, 2007 (Year 1 of Project)						Projected Enrollment as of October 1, 2008 (Year 2 of Project)						Projected Enrollment as of October 1, 2009 (Year 3 of Project)					
Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Non-Minority Student Pct.	Total Students	**Grade Level**	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Non-Minority Student Pct.	Total Students	**Grade Level**	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Non-Minority Student Pct.	Total Students	**Grade Level**	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Non-Minority Student Pct.	Total Students
K	59	93	5	7	64	**K**	60	84	11	16	71	**K**	63	72	25	28	88	**K**	63	64	36	36	99
1	57	91	6	9	63	**1**	61	85	11	15	72	**1**	60	76	19	24	79	**1**	64	66	33	34	97
2	52	99	1	1	53	**2**	54	84	10	16	64	**2**	55	79	15	21	70	**2**	54	70	23	30	77
3	54	92	5	8	59	**3**	56	92	5	8	61	**3**	50	72	19	28	69	**3**	55	74	19	26	74
4	51	88	7	12	58	**4**	52	87	8	13	60	**4**	54	79	14	21	68	**4**	52	71	21	29	73
5	46	91	5	9	51	**5**	53	93	4	7	57	**5**	51	80	13	20	64	**5**	51	72	20	28	71
Tot	319	92	29	8	348	**Tot**	336	87	49	13	385	**Tot**	333	76	105	24	438	**Tot**	339	69	152	31	491

Table #3: Enrollment Data—Magnet School - Continued

Magnet School: Lake Shore Middle School - International Baccalaureate (Middle Years Programme)

Actual Enrollment as of October 1, 2006 **(Current School Year)**						Projected Enrollment as of October 1, 2007 **(Year 1 of Project)**						Projected Enrollment as of October 1, 2008 **(Year 2 of Project)**						Projected Enrollment as of October 1, 2009 **(Year 3 of Project)**					
Grade Level	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**	**Grade Level**	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**	**Grade Level**	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**	**Grade Level**	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**
6	244	64	142	36	386	**6**	253	63	149	37	402	**6**	255	62	156	38	411	**6**	260	62	159	38	419
7	217	66	113	34	330	**7**	239	65	130	35	369	**7**	232	61	154	39	386	**7**	249	62	152	38	401
8	229	65	123	35	353	**8**	212	64	120	36	332	**8**	223	64	126	36	349	**8**	241	64	135	36	376
Tot	690	65	378	35	1068	**Tot**	704	64	399	36	1103	**Tot**	710	62	436	38	1146	**Tot**	750	63	446	37	1196

Table #3: Enrollment Data—Magnet School - Continued

Magnet School: Fort Caroline Middle School - International Baccalaureate (Middle Years Programme)

Actual Enrollment as of October 1, 2006 **(Current School Year)**						Projected Enrollment as of October 1, 2007 **(Year 1 of Project)**						Projected Enrollment as of October 1, 2008 **(Year 2 of Project)**						Projected Enrollment as of October 1, 2009 **(Year 3 of Project)**					
GRADE LEVEL	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**	**GRADE LEVEL**	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**	**GRADE LEVEL**	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**	**GRADE LEVEL**	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**
6	237	75	81	25	318	**6**	230	72	90	28	320	**6**	235	69	106	31	341	**6**	177	50	174	50	351
7	199	73	75	27	274	**7**	232	73	86	27	318	**7**	224	68	105	32	329	**7**	218	65	116	35	334
8	197	67	100	33	297	**8**	199	71	81	29	280	**8**	209	66	108	34	317	**8**	221	68	103	32	324
Tot	633	71	256	29	889	**Tot**	661	72	257	28	918	**Tot**	668	68	319	32	987	**Tot**	616	61	393	39	1009

Table #3: Enrollment Data—Magnet School - Continued

Magnet School: Landon Middle School -College Preparatory Leadership School

Actual Enrollment as of October 1, 2006 (Current School Year)						Projected Enrollment as of October 1, 2007 (Year 1 of Project)						Projected Enrollment as of October 1, 2008 (Year 2 of Project)						Projected Enrollment as of October 1, 2009 (Year 3 of Project)					
Grade Level	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**	**Grade Level**	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**	**Grade Level**	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**	**Grade Level**	**Number of Minority Students**	**Minority Student Pct.**	**Number of Non-Minority Students**	**Non-Minority Student Pct.**	**Total Students**
6	163	74	57	26	220	**6**	160	76	50	24	210	**6**	133	51	127	49	260	**6**	127	49	133		260
7	135	75	45	25	180	**7**	127	72	49	28	176	**7**	123	52	112	48	235	**7**	127	51	123		250
8	133	76	43	24	176	**8**	132	79	35	21	167	**8**	102	50	104	50	206	**8**	99	44	126		225
Tot	431	75	145	25	576	**Tot**	419	76	134	24	553	**Tot**	358	51	343	49	701	**Tot**	353	48	382		735

Table #3: Enrollment Data—Magnet School - Continued

Magnet School: North Shore K-8 School - MicroSociety

Actual Enrollment as of October 1, 2006 (Current School Year)						Projected Enrollment as of October 1, 2007 (Year 1 of Project)						Projected Enrollment as of October 1, 2008 (Year 2 of Project)						Projected Enrollment as of October 1, 2009 (Year 3 of Project)					
Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Non-Minority Student Pct.	Total Students	Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Non-Minority Student Pct.	Total Students	Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Non-Minority Student Pct.	Total Students	Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Non-Minority Student Pct.	Total Students
K	63	95	3	5	66	**K**	61	87	9	13	70	**K**	108	77	32	23	140	**K**	79	69	36	31	115
1	65	94	4	6	69	**1**	65	96	3	4	68	**1**	119	85	21	15	140	**1**	97	71	40	29	137
2	68	99	1	1	69	**2**	66	96	3	4	69	**2**	122	87	18	13	140	**2**	108	78	31	22	139
3	75	97	2	3	77	**3**	68	97	2	3	70	**3**	127	74	45	26	172	**3**	103	72	40	28	143
4	50	96	2	4	52	**4**	72	96	3	4	75	**4**	91	84	17	16	108	**4**	112	70	48	30	160
5	44	88	6	12	50	**5**	46	92	4	8	50	**5**	81	82	18	18	99	**5**	83	71	34	29	117
6	0		0		0	**6**	0		0		0	**6**	85	86	14	14	99	**6**	83	73	30	27	113
7	0		0		0	**7**	0		0		0	**7**	0		0		0	**7**	73	72	28	28	101
8	0		0		0	**8**	0		0		0	**8**	0		0		0	**8**	0		0		0
Tot	365	95	18	5	383	**Tot**	378	94	24	6	402	**Tot**	733	82	165	18	898	**Tot**	738	72	287	28	1025

Table 4: Enrollment Data—Feeder Schools

Magnet Middle Schools (Zone A): Darnell-Cookman School of Medical Arts (6 - 12), Landon College Preparatory Leadership School, and Fort Caroline International Baccalaureate Middle Years Programme

	Actual Enrollment as of October 1, 2006 (Current School Year)					Projected Enrollment as of October 1, 2007 (Year 1 of Project)					Projected Enrollment as of October 1, 2008 (Year 2 of Project)					Projected Enrollment as of October 1, 2009 (Year 3 of Project)				
Feeder Schools	**Number of Minority Students**	**Minority Student Pct**	**Number of Non-Minority Students**	**Non-Minority Student Pct**	**Total Students**	**Number of Minority Students**	**Minority Student Pct**	**Number of Non-Minority Students**	**Non-Minority Student Pct**	**Total Students**	**Number of Minority Students**	**Minority Student Pct**	**Number of Non-Minority Students**	**Non-Minority Student Pct**	**Total Students**	**Number of Minority Students**	**Minority Student Pct**	**Number of Non-Minority Students**	**Non-Minority Student Pct**	**Total Students**
Arlington	632	68	304	32	936	580	65	313	35	893	656	65	353	35	1009	651	64	366	36	1017
Alfred duPont	556	57	412	43	968	652	56	513	44	1165	668	56	525	44	1193	673	56	529	44	1202
Duncan Fletcher	286	22	1044	78	1330	331	24	1047	76	1378	350	25	1049	75	1399	366	26	1041	74	1407
Matthew Gilbert	585	93	42	7	627	604	93	45	7	649	590	92	51	8	641	589	91	58	9	647
Kernan	566	46	654	54	1220	575	46	676	54	1251	611	48	661	52	1272	633	49	658	51	1291
Landmark	748	55	619	45	1367	782	55	639	45	1421	799	55	654	45	1453	799	55	653	45	1452
Mayport	362	48	390	52	752	375	48	406	52	781	379	49	394	51	773	393	50	395	50	788
Jean Ribault	683	98	12	2	695	669	97	21	3	690	659	97	20	3	679	660	96	27	4	687
Southside	566	56	446	44	1012	603	55	494	45	1097	722	56	568	44	1290	721	56	566	44	1287
Twin Lakes	653	48	720	52	1373	677	47	764	53	1441	721	48	780	52	1501	779	49	810	51	1589

Table 4: Enrollment Data—Feeder Schools - Continued

Magnet Middle Schools (Zone B): Darnell-Cookman School of Medical Arts (6 - 12), Landon College Preparatory Leadership School, and Lake Shore International Baccalaureate Middle Years Programme

	Actual Enrollment as of October 1, 2006 (Current School Year)					Projected Enrollment as of October 1, 2007 (Year 1 of Project)					Projected Enrollment as of October 1, 2008 (Year 2 of Project)					Projected Enrollment as of October 1, 2009 (Year 3 of Project)				
Feeder Schools	**Number of Minority Students**	**Minority Student Pct**	**Number of Non-Minority Students**	**Non-Minority Student Pct**	**Total Students**	**Number of Minority Students**	**Minority Student Pct**	**Number of Non-Minority Students**	**Non-Minority Student Pct**	**Total Students**	**Number of Minority Students**	**Minority Student Pct**	**Number of Non-Minority Students**	**Non-Minority Student Pct**	**Total Students**	**Number of Minority Students**	**Minority Student Pct**	**Number of Non-Minority Students**	**Non-Minority Student Pct**	**Total Students**
Baldwin	203	19	841	81	1044	210	20	842	80	1052	220	21	829	79	1049	239	23	799	77	1038
Eugene Butler	480	98	10	2	490	499	98	10	2	509	505	97	16	3	521	516	97	16	3	532
Jefferson Davis	983	63	574	37	1557	970	64	546	36	1516	976	63	573	37	1549	965	61	617	39	1582
Highlands	1021	88	141	12	1162	1026	87	153	13	1179	1024	88	140	12	1164	1036	88	141	12	1177
Mandarin	418	26	1168	74	1586	430	27	1163	73	1593	475	31	1057	69	1532	489	32	1038	68	1527
Northwestern	725	98	15	2	740	713	98	15	2	728	709	97	22	3	731	726	97	22	3	748
Oceanway	301	25	882	75	1183	304	27	822	73	1126	317	27	859	73	1176	345	28	886	72	1231
Paxon	698	84	139	17	837	715	84	136	16	851	690	82	152	18	842	688	82	151	18	839
Joseph Stilwell	602	51	579	49	1181	607	50	609	50	1216	611	49	636	51	1247	617	49	642	51	1259
J.E.B. Stuart	708	67	355	33	1063	725	67	357	33	1082	738	69	331	31	1069	740	69	333	31	1073

Table 4: Enrollment Data—Feeder Schools - Continued

Magnet Elementary Schools (Zone 2): Justina Road International Baccalaureate Primary Years Programme

	Actual Enrollment as of October 1, 2006 (Current School Year)					Projected Enrollment as of October 1, 2007 (Year 1 of Project)					Projected Enrollment as of October 1, 2008 (Year 2 of Project)					Projected Enrollment as of October 1, 2009 (Year 3 of Project)				
Feeder Schools	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students	Number of Minority Students	Minority Student Pct	Number of Non-Minority Students	Non-Minority Student Pct	Total Students
Abess Park	435	55	350	45	785	441	55	361	45	802	426	54	363	46	789	455	56	358	44	813
Arlington	215	74	74	26	289	211	72	82	28	293	215	74	76	26	291	218	74	76	26	294
Arlington Heights	404	71	164	29	568	410	73	152	27	562	411	72	160	28	571	396	72	155	28	551
Brentwood	272	85	47	15	319	266	83	55	17	321	269	82	60	18	329	267	80	67	20	334
Don Brewer	288	51	275	49	563	291	53	258	47	549	297	53	263	47	560	309	54	263	46	572
Brookview	433	56	347	44	780	437	56	344	44	781	440	56	345	44	785	441	56	348	44	789
R. L. Brown	590	87	89	13	679	575	84	109	16	684	575	84	110	16	685	560	83	115	17	675
Fort Caroline	534	70	224	30	758	544	72	211	28	755	526	70	225	30	751	520	69	233	31	753
Holiday Hill	223	36	394	64	617	204	33	416	67	620	209	34	408	66	617	216	36	385	64	601
Kernan Trail	364	49	377	51	741	388	50	390	50	778	346	45	425	55	771	379	49	394	51	773
Lake Lucina	325	63	189	37	514	309	60	206	40	515	332	64	187	36	519	338	64	190	36	528
Lone Star	442	56	350	44	792	462	55	379	45	841	453	55	370	45	823	441	53	391	47	832
Long Branch	296	98	6	2	302	297	99	3	1	300	302	97	9	3	311	307	97	10	3	317
Love Grove	293	61	184	39	477	298	61	193	39	491	299	60	202	40	501	293	58	212	42	505
John Love	234	89	28	11	262	244	87	37	13	281	248	88	34	12	282	237	86	39	14	276
Merrill Road	294	50	291	50	585	307	52	285	48	592	309	51	298	49	607	315	52	290	48	605
Parkwood Heights	350	66	179	34	529	361	66	186	34	547	352	65	189	35	541	353	66	182	34	535
Andrew Robinson	814	95	41	5	855	780	92	68	8	848	788	92	69	8	857	772	91	77	9	849
Sabal Palm	552	44	711	56	1263	581	46	682	54	1263	605	48	656	52	1261	623	50	624	50	1247
Southside Estates	317	52	298	48	615	308	50	309	50	617	308	51	298	49	606	315	51	304	49	619
Windy Hill	368	56	295	44	663	376	56	295	44	671	401	57	302	73	703	418	58	304	42	722
Woodland Acres	403	72	153	28	556	420	73	156	27	576	426	73	158	27	584	436	72	170	28	606

Table 4: Enrollment Data—Feeder Schools - Continued

Magnet Elementary Schools (Zone 3): Henry Kite International Baccalaureate Primary Years Programme, Lake Forest School of the Arts and North Shore K - 8 MicroSociety

	Actual Enrollment as of October 1, 2006 (Current School Year)					Projected Enrollment as of October 1, 2007 (Year 1 of Project)					Projected Enrollment as of October 1, 2008 (Year 2 of Project)					Projected Enrollment as of October 1, 2009 (Year 3 of Project)				
Feeder Schools	**Number of Minority Students**	**Minority Student Pct**	**Number of Non-Minority Students**	**Non-Minority Student Pct**	**Total Students**	**Number of Minority Students**	**Minority Student Pct**	**Number of Non-Minority Students**	**Non-Minority Student Pct**	**Total Students**	**Number of Minority Students**	**Minority Student Pct**	**Number of Non-Minority Students**	**Non-Minority Student Pct**	**Total Students**	**Number of Minority Students**	**Minority Student Pct**	**Number of Non-Minority Students**	**Non-Minority Student Pct**	**Total Students**
Biscayne	482	85	85	15	567	498	84	95	16	593	518	85	91	15	609	512	83	105	17	617
*Lola Culver	177	78	51	22	228	190	79	51	21	241	--	--	--	--	--	--	--	--	--	--
Dinsmore	241	43	324	57	565	255	44	324	56	579	264	44	337	56	601	269	45	328	55	597
Garden City	572	85	103	15	675	626	87	93	13	719	618	85	109	15	727	639	87	95	13	734
Highlands	411	91	42	9	453	421	91	42	9	463	431	91	43	9	474	435	91	43	9	478
S. A. Hull	317	97	11	3	328	308	98	6	2	314	308	98	6	2	314	308	97	10	3	318
Martin L. King, Jr.	484	99	3	1	487	475	99	5	1	480	476	99	5	1	481	483	99	5	1	488
New Berlin	194	29	473	71	667	220	31	491	69	711	218	30	510	70	728	221	30	514	70	735
*Norwood	186	97	6	3	192	186	98	4	2	190	--	--	--	--	--	--	--	--	--	--
Oceanway	116	18	522	82	638	159	24	503	76	662	164	25	493	75	657	161	25	485	75	646
Rutledge Pearson	249	98	6	2	255	244	98	5	2	249	243	97	7	3	250	243	97	8	3	251
Pine Estates	256	82	56	18	312	249	80	63	20	312	257	83	53	17	310	252	81	59	19	311
San Mateo	217	34	418	66	635	224	35	417	65	641	23	37	629	96	652	244	37	415	63	659
Louis Sheffield	220	31	481	69	701	235	33	478	67	713	237	33	480	67	717	246	34	478	66	724

***These two schools will close at the end of the 2007-2008 school year.**

Table 4: Enrollment Data—Feeder Schools - Continued

Magnet Elementary Schools (Zone 4): Sallye B. Mathis Math, Science and Pre-Engineering School and Rufus Payne International Baccalaureate Primary Years Programme

	Actual Enrollment as of October 1, 2006 (Current School Year)					Projected Enrollment as of October 1, 2007 (Year 1 of Project)					Projected Enrollment as of October 1, 2008 (Year 2 of Project)					Projected Enrollment as of October 1, 2009 (Year 3 of Project)				
Feeder Schools	**Number of Minority Students**	**Minority Student Pct**	**Number of Non-Minority Students**	**Non-Minority Student Pct**	**Total Students**	**Number of Minority Students**	**Minority Student Pct**	**Number of Non-Minority Students**	**Non-Minority Student Pct**	**Total Students**	**Number of Minority Students**	**Minority Student Pct**	**Number of Non-Minority Students**	**Non-Minority Student Pct**	**Total Students**	**Number of Minority Students**	**Minority Student Pct**	**Number of Non-Minority Students**	**Non-Minority Student Pct**	**Total Students**
George W. Carver	464	100	0	0	464	469	97	14	3	483	472	98	10	2	482	465	97	14	3	479
*Crystal Springs	582	45	721	55	1303	549	47	619	53	1168	561	48	609	52	1170	536	46	629	54	1165
*Thomas Jefferson	148	25	436	75	584	156	31	346	69	502	169	33	343	67	512	172	34	336	66	508
Pickett	122	44	156	56	278	118	43	156	57	274	120	45	147	55	267	116	44	147	56	263
Ramona Blvd.	352	63	206	37	558	357	64	201	36	558	366	65	197	35	563	358	64	201	36	559
Reynolds Lane	330	83	67	17	397	328	82	72	18	400	326	83	66	17	392	321	83	66	17	387
St. Clair Evans	541	100	1	0	542	559	100	2	0	561	557	99	6	1	563	559	99	6	1	565
*Whitehouse	178	23	603	77	781	137	26	389	74	526	135	26	384	74	519	141	27	383	73	524
Carter G. Woodson	475	98	11	2	486	484	97	15	3	499	514	97	16	3	530	524	97	17	3	541

*** These schools will experience a decrease in enrollment due to the opening of a new school in 2007-2008.**

DUVAL COUNTY PUBLIC SCHOOLS
POST UNITARY POLICY

School Board Policy Manual

Section F Facilities Development

FACILITIES PLANNING

File FB – Long Range Educational Facilities Planning 2-1

Section J Students

SCHOOL ATTENDANCE AREAS

File JC – Student Assignment and Transfers 2-5

ASSIGNMENT OF STUDENTS TO SCHOOLS

File JCA – Student Transfer Policy 2-6

SCHOOL DISTRICTING / REDISTRICTING PROCEDURES

File JCAA – Attendance Boundary Policy 2-9

MAGNET SCHOOL PROGRAMS

File JFBD—Magnet Schools and Programs 2-13

Desegregation Plan Information Form

Type of Desegregation Plan

(Check One & Attach the Appropriate Documents)

☐ A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies.

Attach the Following Documents

- ☐ A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan.
- ☐ Note: If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US DOE is identified in the closing date notice. Any desegregation plan modification should be mailed to:

  Steven L. Brockhouse
  US Department of Education
  Office of Innovation & Improvement
  400 Maryland Avenue SW, Rm 4W229
  Washington, DC 20202-5970

☑ A Voluntary Plan: A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964.

Attach the Following Documents

- ☐ A copy of the plan
- ☐ A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.

Erdine C. Johnson

(b)(6)

Educational Philosophy:

It is my belief that when home, school, and community work in cooperative and supportive roles children will be well educated and prepared to be productive citizens.

Education:

Florida A & M University, Tallahassee, Florida
Bachelor of Science in Education
December 1970

University of North Florida, Jacksonville, Florida
Master of Education, Minor in Reading
March 1977

Nova University, Fort Lauderdale, Florida
Educational Specialist
January 1989

Career Related Experiences:

Duval County School System, Jacksonville, Florida

Henry F. Kite Elementary School
Principal
June 2006-Present

Andrew Robinson Elementary School
Principal
June 2000-2006

Brentwood Elementary School
Principal
June 1992-2000

Brookview Elementary School
Vice Principal
August 1991-June1992

Lone Star Elementary School
Vice Principal
August 1989-June1990

Pine Forest Elementary School
TIS (Administrative Training Program)
August 1988-June 1989

Loretto Elementary School
Elementary Classroom Teacher (Grades 1, 4, 5, Primary Resource Teacher and Chapter I Reading Teacher
August 1974-July 1988

Holiday Hill Elementary
Elementary Teacher (Grade 4)
August 1973-September 1974

Florida Community College of Jacksonville
Adjunct GED Teacher
September 1994-1996

Hillsborough County School System, Tampa, Florida

Mango Elementary School, Tampa, Florida
Elementary School Teacher (Grade 4)
August 1972-June 1973

Marion County School System, Ocala, Florida

Dunnellon Elementary School, Dunnellon, Florida
Elementary School Teacher (Grade 5)
January 1970- June 1972

Professional Organizations and Community Affiliations:

Phi Delta Kappa
Member of Duval Elementary School Principals
Duval County Reading Council
Alpha Kappa Alpha Sorority, Inc.
Member of Northside Church of Christ
Member and Treasurer of Northside Church of Christ Bowling League

Special Recognition and Honors

Principalship at Andrew Robinson resulted in:

Increase of State Grading from a Letter Grade of "D" to "C" during first year of assignment which continued in learning gains that resulted in a letter grade of "B" in 2004, "A" in 2005, and "B" in 2006.
Increased Business Partners and Yearly Monetary Contributions
Increased parental Involvement and Mentoring Program Participants
2001 EVE Finalist in Education (Sponsored by Times Union)
Member of Principal Mentoring Program
Second School Recognition Visit from Governor Jeb Bush
Numerous Articles of Accomplishment Recognized by *Times Union* Newspaper
Recipient of Performance Pay mandated by State of Florida
Finalist for Onyx Award 2006

Principalship at Brentwood resulted in:

Increase of State Grading from a Letter Grade of "D" to "A"
Visit from Governor Jeb Bush and Education Commissioner Tom Gallagher
National Recognition of Title I Schools by the United States Department of Education
Presented at the International Reading Association Convention
Numerous Articles of Accomplishments Recognized by *Times Union* Newspaper
Special Guest on Local Television Talk Show
Presentation f Award as Duval County Magnet School of Creative Expression
Member of Principal Mentoring Program

Angela Maxey

Objective

To increase the academic achievement for all students by providing continual staff development targeted at best practice through instructional strategies that meet the needs of the twenty-first century students.

Summary of Qualifications

- Developed interpersonal skills, having dealt with a diversity of professionals, students, and community members.
- Self-motivated with the ability to set effective priorities to achieve immediate and long-term goals while meeting operation deadlines.
- Demonstrate understanding of vision, mission and goals of the school and district by increasing academic achievement.
- Establish and use a problem solving approach that encouraged teachers to become self-reflective in order to improve teaching abilities.

Education

1988–1993 Kent State University Kent, OH

- Bachelor of Science in Education

1999-2000 Akron University Akron, OH

- Master of Educational Administration

Experience

2004-Present Duval County Schools Jacksonville, FL

Principal, Elementary K-5

2002–2004 Zanesville City Schools Zanesville, OH

Principal, Elementary K-6

2000–2002 Columbus City Schools Columbus, OH

Principal, Elementary K-5

- Promoting the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision for learning that is shared and supported by the community.
- Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Acting with integrity, with fairness, and in an ethical manner.

- Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural contexts.

1997–2000 Akron City Schools Akron, OH

Teacher

- Developed, implemented and articulated unit and lessons for daily instruction.
- Aligned the written, taught and assessed curriculum to promote student achievement.
- Designed effective classroom management strategies for an effective classroom environment.
- Department chair for mathematics, Team leader, Advisor for Student Council, MathCounts, and The Mae Jemison Program

1993-1997 Arlington Christian Academy K-8 Akron, OH

Teacher/Dean of Students

- Same as above in addition to the following:
- Activities advisor
- Scheduling of athletic events

References:

Dr. Carolyn Rogers
Executive Director
320 Sharebrook Lane
Columbia, SC 29212
(803) 732-9708

Terry Martin
Superintendent
514 Prospect Ave
Zanesville, OH 43701
(740) 453-7742

Linda Green
Principal
175 West Crosier Street
Akron, OH 44311
(330) 761-1746

Dr. Diane Swoope
Director
539 S. Arlington Street
Akron, OH 44306
(330) 785-9116

Selinda Keyes
Cluster Chief
Jacksonville, Florida
(904) 858-6190

Pearl M. Roziers

(b)(6) (b)(6) (904) 924-3020 (Office); (b)(6)
roziersp@educationcentral.org

Personal Statement

A master educator with twenty-five years of experience with increasing responsibility and a proven record of instructional and professional achievement

EDUCATION

- Master of Education, Educational Leadership, University of North Florida, 8/03
- Bachelor of Arts, Communication Disorders, University of Central Florida, 5/80

PROFESSIONAL EXPERIENCE

January, 1982 – Present: **Duval County Public Schools**

• June, 2005 – Present	**Principal** Rufus E. Payne Elementary School
• April, 2005 – June, 2005	**Interim Principal** Rufus E. Payne Elementary School
• October, 2004 – April, 2005	**Teacher of Instructional Support** Rufus E. Payne Elementary School
• August, 2002 – October, 2005	**Reading Coach/Standards Coach** Rufus E. Payne Elementary School
• October, 1997- June, 2002	**Speech/Language Pathologist** District Operated Schools
• August, 1995- October, 1997	**1st and 2nd Grade ESE classroom teacher** Rufus E. Payne Elementary School
• January, 1982 – August, 1995	**Speech/Language Pathologist** Alimacani Elementary School Neptune Beach Elementary School Brookview Elementary School

PROFESSIONAL AFFILIATIONS/ACCOMPLISHMENTS

- Liaison to Superintendent of Schools for Cluster IV
- Instructional Improvement Team Member
- Reading Adoption Leadership Team Member
- Standards Based Report Card Leadership Team Member
- Finalist, 2005 Administrator of The Year, Florida Alliance of African American Educators
- Most Professional Employee of The Year, 2004 Rufus E. Payne Elementary
- Most Valuable Teacher of The Year, 2003, Rufus E. Payne Elementary
- Teacher of The Year, 2001, District Operated Schools
- Project Head Start Education Volunteer of The Year, 2001
- Duval Finalist, Teacher of The Year, 1992
- Florida Outstanding Young Educator of The Year, 1992

- Teacher of The Year, 1992, Alimacani Elementary School

CERTIFICATION/TRAINING

- Professional Educator's Certificate, Educational Leadership
- Professional Educator's Certificate, Speech Correction
- Leadership Development Program, Year 1
- Clinical Educator Training
- Facilitating Effective Teams
- Florida Performance Measurement System (FPMS)
- Fast ForWord National Training
- Just Read Florida District Facilitator

REFERENCES

- Will be furnished upon request

Mark E. Ertel
ertelm@educationcentral.org
(b)(6)

PROFESSIONAL EXPERIENCES:

Principal
Landon Middle School, Duval County Public Schools, Jacksonville, FL

Responsible for the leadership and management of all school operations including: budgeting, hiring of all faculty and staff, supervising the professional staff, monitoring student progress toward meeting or exceeding the FCAT standards, building and physical plant operations, building and maintaining the relationships with the volunteer groups, oversight of the instructional leadership teams and grade level teams, and all other roles and responsibilities of the position. Accountable for the school improvement plan and corresponding goals related to the Florida A++ program and its mandates and directives. Represent the school at all district functions and associated meetings. Function as an integral member of the district leadership team through various committees and task forces. Facilitate the successful remediation of parent and student concerns. Ensure that the school community is operating at its highest potential.

Director, Early College
Robert E. Lee High School, Duval County Public Schools, Jacksonville, FL

Provide instructional, strategic, and program leadership to ensure the effective operation of all areas related to the successful implementation and continuation of this unique academic opportunity. Responsibilities include effective communication with all stakeholders; faculty and staff hiring, supervision, certification, evaluation, and development; budgeting; curriculum development; course and program scheduling; recruiting, registering, advising and related academic services; facilities management; and student services. Build and maintain the academic bridges required for the success of the program with the Florida Community College of Jacksonville. Collaborate with FCCJ in the development of the articulation agreement for program students. Facilitate the collaborative and progressive relationship of instructors at the FCCJ Kent Campus and the program teachers. Create a progressive faculty development program focused on student learning, culture development, inquiry-based instruction, and rigorous curriculum.

Adjunct Professor in Educational Leadership
University of North Florida, Jacksonville, FL

Taught Masters Degree program courses in: Introduction to Educational Leadership and Educational Management Systems.

Mark E. Ertel
ertelm@educationcentral.org
(b)(6)

Dean of Students (Chief Student Affairs Officer) / Instructor
Jacksonville University, Jacksonville, FL

Responsible for providing all new students an effective orientation to the University. Coordinated with the Admissions Office on the integration and enrollment of all new students for course selection and degree requirements. Identified and trained academic advisors for all new students. Facilitated and was accountable for comprehensive student life program including teaching a course in leadership development, created and implemented leadership programs, co-curricular activities, student entertainment, counseling, health services, student government, discipline, orientation, international student services, recreation and wellness, residence life, Greek life, and the student media.

Consultant / Educator
Private, Jacksonville, FL

Private consultant facilitating training and development in education best practices, leadership styles and theory, group development, group dynamics, systems thinking, collaboration, team development, diversity in the workplace, strategic planning, and interpersonal issues. Developed career development and planning programs for individuals and businesses.

Assistant Principal
Mandarin Middle School, Duval County Public Schools, Jacksonville, FL

Provided educational and instructional leadership for the sixth grade (530 students and 24 teachers) at Mandarin Middle School. Served as the chair of the Foundations for Safe and Civil Schools working committee for the school; significant training and professional development in this area. Administered daily operations for the sixth grade school attendance and behavior. Worked with stakeholders on a daily basis to ensure the academic opportunity for success by the student. Participated in the school leadership team, school improvement team, and others as assigned.

Teacher

Paxon Middle School, Duval County Public Schools, Jacksonville, FL

Classroom teacher of middle school science in the 6th grade. Selected as a Teacher Leader by the Urban Systemic Initiative. Nominated as Teacher of the Year. Served as the Professional Development Facilitator. Served as Chair of the Shared Decision Making Committee. Chair of the grade-level team.

Mark E. Ertel
ertelm@educationcentral.org
(b)(6)

Program Director / Site Administrator
Nova Southeastern University, Jacksonville, FL

Administrator for the academic and curricular program for graduate and undergraduate studies in Education at the Jacksonville campus. Responsible for the hiring and retention of faculty and professional staff. Advised, registered, and counseled students on curriculum and program requirements. Mentored undergraduate students in the Education program.

Advisor, Student Activities and Housing
Massachusetts Institute of Technology, Cambridge, MA

Advised and supported the development of student activities and living for the non-resident, independently housed students in the immediate campus area. Facilitated the zoning and community related issues for these independent living units within Cambridge, Boston and Brookline.

Education and Professional:

- Doctor of Education candidate, Educational Leadership, University of North Florida (ABD).
- Master of Science, Education Personnel Services, Memphis State University.
- Bachelor of Science, Agriculture, Mississippi State University.
- National Association of Secondary School Principals (member)
- Training systems thinking and theory.
- Training and experience in the Safe and Civil Schools (Foundations) program and a team leader at the school level.
- Selected as an Urban Systemic Initiative Teacher Leader.

Iranetta Rayborn Wright

(b)(6)

OBJECTIVE

To obtain a position that will allow me to expand my impact on our students

WORK EXPERIENCE

2003 – Present **Principal, Lake Shore Middle School**

2002 – 2003 **Vice Principal, Fletcher Middle School**

1999 – 2002 **Assistant Principal of Student Services, Fletcher Middle School**

1997 – 1999 **Teacher, Lake Shore Middle School**

1994 – 1997 **Senior Sales Director, Mary Kay Cosmetics**
* Recruited, trained and motivated over 80 Sales Representatives
* Prepared weekly, monthly and quarterly sales reports
*Prepared performance and review plans for Sales Representatives
* Initiated changes in product promotion to increase sales
* Introduced and promoted new product lines
* Prestigious Car Driver, Pink Grand Prix

1993 – 1996 **Teacher, Douglas Anderson School of the Arts**

1989 – 1993 **Assistant Manager, Littman Jewelers**
* Trained store based sales representatives
* Led sales team in setting and meeting sales targets
* Managed major sales budget and inventory

EDUCATION

University of North Florida
1995 **M.A.E – Administration and Supervision,**
1993 **B.A.E. – Specific Learning Disabilities**

PROFESSIONAL AFFILIATIONS

National Association of Secondary School Principals (NASSP)
Association of Curriculum and Development (ASCD)
International Reading Association (IRA)

PROFESSIONAL ACTIVITIES/COMMITTEES

Pupil Progression Plan Committee
Middle School Redesign Committee

Applicant Screening Committee

CIVIC AND COMMUNITY ORGANIZATIONS

Alpha Kappa Alpha Sorority, Incorporated
Rive St. Johns' Homeowners Association

(b)(6)

(b)(6)
904 924-3092 Work
suttond@educationcentral.org

Deirdra L. McDowell - Sutton

Experience

2006- Present Duval County Public Schools Jacksonville, FL

Principal North Shore Elementary School

- Responsible for Staff Selection
- Oversee Curriculum and Instruction Issues
- Oversee School-Wide Professional Development
- Oversee All Educational/Instructional Programs
- Oversee the Management of School Facility
- Responsible for Overall Administrative Duties of the School

2005-2006 Duval County Public Schools Jacksonville, FL

Vice Principal Ribault High School

- Participate in staff selection
- Oversee Curriculum and Instruction Issues
- Provide Professional Development
- Oversee Exceptional Student Education Program
- Participate in the Overall Administrative Duties of the School

2003-2005 Duval County Public Schools Jacksonville, FL

Director Elementary Programs

- Oversee Instructional/Academic Programs for 106 Elementary Schools
- Managed a 5 year $2 million a year Grant
- Served on a Plethora of District Committees (Elementary Report-Chaired, Facilities, Instructional Improvement Team-Chaired, New and Innovative, Student Progression-Chaired)

2002-2003 Duval County Public Schools Jacksonville, FL

Vice Principal Kernan Middle School

- Participate in staff selection
- Oversee Curriculum and Instruction Issues
- Provide Professional Development
- Oversee Exceptional Student Education Program
- Participate in the Overall Administrative Duties of the School

2000-2002 Duval County Public Schools Jacksonville, FL

Cluster Leader

- Coach Principals in the leadership of a standards- based design.
- Train Design Coaches in the implementation of standards at the instructional level.
- Facilitate Literacy Coordinators in the implementation of Writer's And Reader's Workshop.

1998-2000 Duval County Public Schools Jacksonville, FL

Cadre/Teacher Trainer

- Train and Support Professional Development Facilitators
- Train and Mentor Teachers
- Assist Beginning Teachers through the Teacher Induction Program
- United Way Fundraising Committee
- Disney Dreamers and Doers Selection Committee

1997-1998 Duval County Public Schools Jacksonville, FL

Admissions Specialist Exceptional Student Education

- Direct Child Study Team Meetings for Five Elementary Schools And one High School
- Direct Child study Team Meetings for Child Find

1996-1997 Duval County Public Schools Jacksonville ,FL

Certified Teacher Ortega Elementary School

- Department Chair
- Special Education
- Curriculum Committee Chair
- Testing Coordinator

- School Coordinator for American Heart Association "Jump Rope for Heart" Program

1993-1996 Pinellas County School BoardSt. Petersburg,

Certified Teacher Azalea Middle School

- Master Scheduling
- Cheerleading Sponsor
- Program Developer
- Coordinator for Inclusion Model

1992-1993 University of North Florida Jacksonville, FL

Student Assistant College of Education

- Department of Special Education

Education

August 1993 University of North Florida Jacksonville,FL

- B.A.E in Special Education, Specific Learning Disabilities

August 1996 University of South Florida Jacksonville, FL

- M.A. in Special Education, Emotional / Behavioral Disorders

December 2000 University of North Florida Jacksonville, FL

- Doctoral Degree in Education Leadership

Honors

1993-1994

- Received Rookie Teacher of the Year Award, Azalea Middle School

1994-1995

- Nominated for CEC (Council for Exceptional Children)
- Member of Delta Kappa Gamma Society

Professional Development

- Understanding by Design
- Desensi
- FPMS
- CET
- Seven Habits
- CHAMP's
- Foundations
- Differentiated Instruction

Sally A. Hague
(b)(6)
hagues@educationcentral.org
(b)(6) 904-390-2082 (W)

CAREER OBJECTIVE
To work in education in the area of literacy, curriculum or special programs. Interests include teacher change and development, magnet schools, school improvement, content literacy, urban education, language acquisition

ACADEMIC PREPARATION
1988 Ph.D., Reading Education, University of Georgia

1984 Ed.S., Reading Education, University of Southern Mississippi

1982 MAT, Elementary Education, Jacksonville University

1968 BA, Spanish and French, West Virginia University

SPECIALIZED TRAINING
1997 Different Ways of Knowing, Galef Institute, Los Angeles, CA
1993-1995 Accelerated Schools Project Training, Stanford University
1993 Empowering ESOL Teachers: Training of Trainers
1988 Florida Performance Measurement System

EXPERIENCE DUVAL COUNTY PUBLIC SCHOOLS

2006-Present Director, School Choice/Pupil Assignment Operations

2003-2006 General Director, School Choice/Pupil Assignment Operations

1995-2003 Director, Magnet Programs

1992-1995 District Resource Teacher, Title I

1986-1992 Specialist, Foreign Languages

1985-1986 Sabbatical, University of Georgia

1984-1985 Reading Resource Specialist, Englewood High School

1971-1984 Spanish & French Teacher, Edward H. White High School

1968-1971 Spanish & French Teacher, N.B. Forrest High School

OTHER WORK EXPERIENCE
1990-1996 Adjunct, College of Education and College of Arts and Science
University of North Florida

1989-1993 Adjunct, School of Education, Jacksonville University

1985-1986 Graduate Teaching Assistant, College of Education, University of Georgia

1989-1991 Adjunct, Florida Community College at Jacksonville

FLORIDA DEPARTMENT OF EDUCATION CERTIFICATION AREAS
Educational Leadership
Reading K-12
Spanish K-12
French K-12
Elementary Education

HONORS/AWARDS
2005 EVE Award Finalist, Education
2005 Lifetime Achievement Award, Magnet Advisory Council SALLY Awad
2001 Women's Digest, Featured Educator
1996 Phi Delta Kappa Research Award
1991 Modern Language Association, Institute on Foreign Language Teaching, Middlebury College
1988 Dissertation of the Year Award, National Reading Conference

GRANTS
1995-1998 Magnet Schools Assistance Program Grant, $9 million, 21 schools
2004-2007 Magnet Schools Assistance Program Grant, $9.4 million , 7 schools
2002-2007 Voluntary Public Schools Mentor District Grant, $700,000

PUBLICATIONS
1997 Powerful Learning: The Impact of a Checklist, Partners, and Seminars in Two Urban School Districts. Urban Education, 32(4), 469-488

1994 Awareness of Text Structure: Is There a Match Between Readers and Authors of Second Language Texts? Foreign Language Annals, 27(3), 343-364

1990 What L2 Readers Remember: Is it Related to Their Awareness of Text Structure? In Literacy theory and research: Analyses form multiple paradigms. (409-417). Austin, TX: National Reading Conference

1989 Awareness of Text Structure: The Question of Transfer from L1 to L2. In Cognitive and social perspectives for literacy research and instruction. (55-64). Tuscon, AZ: National Reading Conference.

1989 Comprehension of Counter-Intuitive Science Text: The Effects of Prior Knowledge Activation and Text Structure. Journal of Educational Research, 82(4), 197-202.

1988 Micros and Reading: What Secondary Reading Teachers Say. Florida Reading Quarterly, 24(3), 5-10.

1987 Vocabulary Instruction: What L2 Can Learn from L1. Foreign Language Annals, 20(2), 217-224.

1986 Content Reading Instruction: Why Not? Florida Reading Quarterly, 23(2), 9-13

1986 The Microcomputer: Using Readability/Writeability to Enhance Structural Complexity. Journal of Reading, 30(1), 14-17.

1986 Learning to Read and Reading to Learn: Bridging the Gap in Second Language Instruction. Hispania, 69(2), 400-401.

Dawn B. Elkins
(b)(6)
(b)(6) W (904) 390-2986

Fourteen years of experience as an educator and a leader with expertise in:

Middle School Curriculum Development/Operations
High School Curriculum Development/Operations
International Baccalaureate Programs
College Preparatory Curriculum & Development

Data Compilation & Analysis
Vocational Curriculum & Development

School Improvement Planning
School and Community Relations
Magnet Programs: Development, Implementation, Marketing & Recruitment

PROFESSIONAL EXPERIENCE

Dec. 2004 – present	Supervisor I, Magnet Schools Grant Project/School Choice, DCPS
2004	Vice Principal, Landmark Middle School; Jacksonville, Florida
2003-2004	Vice Principal, Ribault High School; Jacksonville, Florida
2001–2003	Vice Principal, James Weldon Johnson College Preparatory Middle School; Jacksonville, Florida
1999–2001	Assistant Principal of Curriculum, A. Philip Randolph Academies of Technology, High School; Jacksonville, Florida
1999	Assistant Principal of Student Services, Southside Middle School; Jacksonville, Florida
1996-1999	Teacher, Paxon School for Advanced Studies, High School; Jacksonville, Florida
1995-1996	Teacher, Mandarin High School; Jacksonville, Florida
1992-1995	Teacher, Bartow High School; Bartow, Florida

EDUCATION

2001-2002	Principal Mentoring Program, Duval County Schools, Jacksonville, Florida
2000-2001	Principal Preparation Program II, Duval County Schools, Jacksonville, Florida
1999-2000	Principal Preparation Program I, Duval County Schools. Jacksonville, Florida
1997-1998	Administrative Training Program, Duval County Schools, Jacksonville, Florida
1996-1998	M.A.T. Educational Leadership, Jacksonville, University
1990-1992	B.A. Multilingual/Multicultural Education, Florida State University
1988-1990	Associate of Arts, Florida Community College at Jacksonville

CERTIFICATIONS

Educational Leadership Certification Pre-K – 12; Latin K – 12; History 6 – 12
Certified, Clinical Educator Training (CET)
Certified, Florida Performance Measurement Systems (FPMS)
Endorsement, English for Speakers of Other Languages (ESOL)

PROFESSIONAL AFFILIATIONS

Duval County Vice Principals, Chairperson (2001 – 2003), Member 2000-2004
Phi Delta Kappa, Member
Association for School Curriculum Development, Member
Florida Association of Secondary School Administrators, Member

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bryang@educationcentral.org

Gary S. Bryan

Objective

Work in the field of professional development or teacher education.

Professional experience

October 2004-Present Duval County Public SchoolsJacksonville, FL

Coordinator, Charter Schools

- Monitored each Charter School for contract compliance
- Managed Charter School application and renewal process
- Conducted site visits at each of the Charter Schools

July 2004-October 2004 Duval County Public Schools

Coordinator, Title I/NCLB Transfer Program

- Assisted in analyzing/presenting data of "possible" NAYP schools with regards to school choice option and transportation routes
- Assisted in the design of student application by serving as a contact to SIMS

August 2003-June 2004 Duval County Public Schools

Mathematics Resource Teacher

- Conducted in-service workshops on the *Connected Math* and *CPM Algebra* curriculum
- Facilitated and assisted secondary mathematics teachers in their classrooms

January 2003-June 2003Duval County Public SchoolsJacksonville, Fl

High School Mathematics Teacher

- Taught Algebra 1 at Frank H. Peterson Academies of Technology

1999-2003 PLATO Learning, Inc. Bloomington, MN

Director, Professional Services

- Developed Professional Services catalog
- Developed marketing collaterals for the Professional Services department
- Recruited, interviews and assisted in the hiring of new education consultants throughout the United Stated and Canada
- Developed and implemented a certification process for all education consultants throughout the United States and Canada
- Developed and published all training materials for PLATO Learning, Inc.
- Developed and delivered web casts to both internal personnel and clients regarding current trends in education as well as product

demonstrations

- Developed and conducted workshops related to data collection and disaggregation as pertaining to NCLB

1998-1999 PLATO Learning, Inc. Bloomington, MN

Manager, Professional Services Development

- Developed and published all training materials for PLATO Learning, Inc.
- Developed marketing collaterals for the Professional Services department
- Delivered Instructional Techniques Train-the-Trainer sessions to all education consultants throughout the United Stated, Canada, and the United Kingdom
- Conducted new hire trainings for education consultants and participated in new hire trainings for account managers throughout the United States and Canada
- Recruited, interviewed and assisted in the hiring of new education consultants throughout the United Stated and Canada
- Co-developed training outline and documentation for end-user technical training
- Implemented and coordinated CEUs through an association with IACET in Washington, DC
- Collaborated on alignment of courseware to state standards and ACT Work Keys™
- Provided assistance to purchasing entities regarding appropriateness of different funding sources and categories

1996-1998 PLATO Learning, Inc. Bloomington, MN

Regional Education Consultant – South Region

- Developed standardized training materials for the South Region
- Certified by Friesen, Kaye and Associates in Instruction Techniques
- Developed and implemented Instructional Techniques Train-the-Trainer sessions for education consultants throughout the United States and Canada
- Developed troubleshooting guides for client use
- Presented sales and product demonstrations at educational technology conferences throughout the South Region
- Received "1997 Education Consultant of the Year" award

1995-1996 PLATO Learning, Inc. Bloomington, MN

Senior Education Consultant – Southeast District

- Provided pre-sales support for account managers by assisting with formal presentation, product demos, product evaluations, site preparations and hardware analysis
- Developed training plans tailored to client needs and program goals as well as managed the program implementation process
- Provided training/mentoring to education consultants and account managers in the Southeast District
- Began an organized effort to standardize all training materials for the

Southeast District

- Received "1995 Education Consultant of the Year" award

1994-1995 PLATO Learning, Inc. Bloomington, MN

Education Consultant – Southeast District

- Trained new clients on the PLATO software system
- Maintained client contact database
- Supplied on-going support to clients in Florida and Georgia
- Provided assistance to account managers during pre-sales demonstrations
- Delivered training on curriculum implementation strategies for using the PLATO software in the classroom
- Trained new education consultants within the Southeast District

1994 Baker County High School Glen St. Mary, FL

Curriculum Coordinator

- Updated curriculum offerings for the school
- Coordinator curriculum changes from the Department of Education with individual department chairpersons
- Created and maintained master schedule for school of 1100 students

1993-1994 Baker County High School Glen St. Mary, FL

Coordinator, Academy of Business Administration

- In-serviced/trained all faculty on cooperative learning styles, facilitative leadership techniques, SCANS and "School-to-Work" competencies
- Managed staff of five academic/vocational teachers
- Served as an In-service Coordinator/Trainer for NEFEC

1988-1994 Baker County High School Glen St. Mary, FL

Chairperson, Business Technology Education Department

- Taught junior and senior level business education classes
- Taught dual-enrollment classes of Computer Applications, Word Processing and Introduction to Business for Lake City Community College
- Managed internal and county budget for department
- Recommended/coordinated all equipment and ancillary purchases
- Maintained equipment in five business technology labs
- In-serviced/trained all business technology teachers on new software products
- Served as an In-service Coordinator/Trainer for NEFEC

1986-1988 Baker County High School Glen St. Mary, FL

High School Mathematics Teacher

- Taught Algebra 2
- Taught computer programming classes – BASIC language

1984-1986 **Duval County Public SchoolsJacksonville, FL**

High School Mathematics Teacher

- Teacher at Edward H. White High School
  - Taught Algebra 2
  - Taught computer programming classes – BASIC language
  - Taught computer programming classes – Pascal language

1981-1986 **Florida Community College Jacksonville, FL**

Part-time Instructor

- Taught computer programming classes – BASIC language
- Taught Principles of Accounting

1982-1984 **Baker County High School Glen St. Mary, FL**

Coordinator, Charter Schools

- Taught Algebra 1

Education

August, 1984 **University of Southern Mississippi**

M.Ed., Business Education

August, 1981 **University of North Florida**

B.B.A., Business Administration – Accounting Major

December, 1979 **Florida Junior College**

A.A., Business Administration

Certification areas

Florida

- Mathematics (Grade 6-12)
- Middle Grades Endorsement
- Business Education (Grades 6-12)

Professional memberships

Phi Delta Kappa

KAREN ESTELLA SMITH

(b)(6)

PROFILE:

Experience in building public relations strategies and developing communications concepts in a diverse variety of atmospheres, environments, and industries

- Experience in Non Profit Organizations, Sports Marketing, Federal and State Government, Private Industry
- Planning of Special Events and Promotions
- Media and Public Relations Strategist
- Copy Editor, Writer, Designer

EXPERIENCE

Duval County Public Schools

Marketing & Recruitment Specialist – Magnet Programs Jacksonville, Fl *2006-2007*

Provide leadership for the district's Magnet Lead Teachers and other school personnel responsible for promoting Magnet School Programs including planning and executing monthly Magnet Lead Teacher Meetings, setting recruitment goals, publishing regular newsletter, and proving assistance and troubleshooting when necessary. Overseeing the staging of major events designed to acquaint parents and the community with Magnet Programs and School Choice options such as *Magnets & More: A School Choice Expo*, Magnet High School Showcase, Parent Information Sessions, District-Wide Open House Day, and Magnet WildFire. Interact with and conduct workshops for parents, outside agencies, businesses, community groups, civic organizations, and school system employees to enhance their understanding of Magnet Programs and School Choice options.

The Literacy Council of Central Alabama

Community Outreach & Special Events Manager *Birmingham, Al 2005-2006*

Responsible for creating and overseeing production of newsletters and other agency publications such as media releases, proposals, annual reports, invitations, brochures, mass mailing, website development, and maintenance. Responsibilities as manager of special events included, but were not limited to, planning logistics, managing budget, and all other components of The Literacy Council events, i.e. fundraisers (*Eat, Read, & Be Merry*, The Signature Series, Historic Downtown Loft Tours), public awareness promotions (The Literacy Summit, AdventuREAD, United We Read), and community programs (ALERT, Workforce Literacy, ESOL); also was responsible for the coordination, supervision, and recruitment of volunteers. In addition, was responsible for the development and execution of Strategic Communications Plan. Gave presentations, to various groups, organizations, and businesses, in order to raise money, recruit volunteers and promote the efforts offered to the five-county area in which The Literacy Council serves.

Florida Department of Education

Community Liaison *Tallahassee, Fl 2003-2005*

Duties included overseeing the development, implementation, submission, and acceptance of the application process for Supplemental Education Service providers (Inaugural Year 2004); provided communication resources for all school districts and selected providers for the state of Florida. As coordinator for Families Building Better Readers Workshops throughout the state of Florida responsibilities included, but not

limited to: supervision of (up to six) staff persons and volunteers for various stages of projects; coordination of logistics for all meetings and workshops and the balancing budgets. In addition, managed grants and fund development for the Florida Education Foundation.

U. S. House of Representatives-The Office of Congressman Albert R. Wynn

Press Secretary *Washington, D.C.* 2000-2003

Served as primary contact for the congressman in all communication, i.e.: local, national, regional, and weekly publications such as newspapers, newsletters, etc., also, coordinated press conferences, interviews, and all contact with the media. Developed internal and external communications on behalf of the congressman, including media strategies, creating messages, writing all press releases, advisories, speeches, talking points, distributing to reporters and responding to media inquiries. Assisted with the development of collateral for all initiatives and issues for the member, including working with various groups and departments to create industry and constituency updates. Organized town hall meetings, workshops, association events and seminars in the constituency.

World Golf Hall of Fame-World Golf Village (PGA TOUR)

Marketing and Promotions Coordinator *St. Augustine, Fl* *1999 - 2000*

Developed promotional campaigns and special events such as concerts in the park; IMAX films premiers; arts, food and other festivals to increase awareness and attendance. Designed welcome publications such as flyers, surveys, etc. Edited weekly ads appearing in local and regional publications. Wrote scripts and directed celebrities in their promotional roles.

The Cummer Museum of Art & Gardens

Marketing & Development Internship *Jacksonville, Fl*
January - May 1999

Assisted with media contacts and press conferences for major exhibitions. Tracked issues while maintaining clip library. Participated in production of press releases, kits and other museum literature to support fundraising efforts. Assisted with promotional campaign for the annual Very Special Arts festival and other events.

Public Radio of Tallahassee

Assistant to the Director of Public Relations **Tallahassee, Fl**
1997 -1998

Responsible for monthly program guide layout including: scanning and cropping of photographs, the writing of descriptions for programming, and determination of landscape. Wrote press releases, scripts, and Public Service Announcements. Edited and distributed Radio Reading Manual.

COMPUTER SKILLS AND KNOWLEDGE
Adobe, Excel, Illustrator, Microsoft Office, PageMaker, Photoshop, QuarkXpress, Raiser's Edge

EDUCATION
The Florida State University Post-Graduate – London, England

The Florida State University B S in English Literature-National
Dean's List

COMMUNITY INVOLVEMENT

The Junior League *Glenn Middle School Partnership Co-Chair (2004-2005)*

Membership Development Chair (2003-2004)

Provisional Advisor (2002-2005)

National Center for Therapeutic Riding (2002-2003)

The Links Incorporated *Co-Chair of Civic Event (2004-2005)*

Holiday Gala Committee Co-Chair (2002-2003)

Corresponding Secretary (2002-2003)

Arts Committee Chair (1999-2000; 2005-2006)

Alpha Kappa Alpha Sorority, Inc. (Graduate Chapter)	Active Member-Phi Iota Omega
Blueprint for Leadership Class of 2000	January – September, 2000
The Webb Center - Board of Directors	2000-2001
For The Cause – Advisory Board	2005

M. Carolyn Lee Girardeau, Ed.D.

(b)(6)
Bus:Duval County Public Schools, 1701 Prudential Dr. Jacksonville, FL, 32207 • *Ph:* 904-390-2670• *Fax:* 904-390-2614
Email:
girardeauc@educationcentral.org

CAREER PROFILE

Science educator with extensive leadership and management experience in academic affairs, program planning and resource development. Accomplished at consensus building, uniting diverse groups to reach common goals, and leading reform agendas. Experienced at building collaborative partnerships with K-12, two-year and four-year institutions, business and industry, and local, state and federal governmental agencies. Commands excellent listening, writing, and speaking skills. Approaches issues with energy, is values-oriented, thinks systemically, and collaborates effectively with colleagues.

SUPPORTING SKILLS

Knowledge and proficiency necessary to implement a wide range of educational policy and practice including:

- Building coalitions and support.
- Directing strategic planning and fiscal management processes.
- Managing change.
- Designing student recruitment and retention programs.
- Facilitating institutional/program/individual licensing, certification, and accreditation.
- Leading professional development.
- Developing teacher leadership.
- Managing sponsored program research and resource development.

EDUCATION

1975-1978 **Ed.D. Community College/Higher Education**, Nova University, Fort Lauderdale, FL

1966-1967 **MAT Biology/Education,** University of North Carolina at Chapel Hill, Chapel Hill, NC

1959-1963 **B.S. Biology/Education, cum laude,** North Carolina Central University, Durham, NC

PROFESSIONAL EXPERIENCES

2000-Present Duval County Public Schools, Jacksonville, Florida
Director, Jacksonville Urban Systemic Initiative

Provides leadership for $15 million, 5-year comprehensive science and mathematics reform initiative funded by the National Science Foundation. Responsible for programmatic and fiscal compliance at both the federal and district levels.

- Serves as Superintendent's representative to the National Science Foundation.
- Serves as member of the Superintendent's leadership team.
- Supervises and trains staff of science and mathematics teachers on special assignment identified to support the transformation of science, mathematics and technology (SMT) education.
- Advocates for increased student achievement and closing the achievement gap.

- Uses research to inform and support the design and implementation of unitary, standards-based SMT programs.
- Supports curriculum development, professional development, safety-net interventions, instructional materials selection and alignment of assessment based on research and best practices.
- Facilitates interaction, ongoing dialogue, and relationships among district leaders to maintain a shared vision, beliefs, and practices in SMT reform.
- Collaborates across divisions and departments to leverage and align personnel and financial resources in support of SMT reform.
- Builds broad-based partnerships with 2-year and 4-year institutions, community based organizations, governmental agencies, national experts and professional organizations.
- Facilitates partnership with the Jacksonville Housing Authority to train parents as advocates and leaders for quality science and mathematics teaching and learning.

1996-2000 **North Carolina Community College System, Raleigh, NC**
Director, Proprietary Schools, Sponsored Program Administration and Southern Association of Colleges and Schools (SACS) Liaison

Established a new section within the Division of Academic and Student Services to administer four specialized, yet unrelated, statewide programs to better utilize existing resources. Restructured three existing programs and developed the Sponsored Program initiative.

Proprietary Business, Technical, Trade and Correspondence School Licensing and Services

- Analyzed policies and practices of 35 licensed schools to ensure compliance with North Carolina General Statutes and the program regulations and standards of the North Carolina Community College System.
- Investigated consumer and student complaints.
- Coordinated with legal counsel, program auditors, curriculum specialists, Attorney General's Office, U.S. Department of Education and accrediting bodies to resolve conflicts and critical issues.
- Responded to inquiries from individuals interested in operating a proprietary school regarding licensing requirements and the application process.
- Responded to requests from committee members of the North Carolina General Assembly on legislation impacting proprietary schools.

SACS Liaison between the State Board of Community Colleges, System Office and the 58 Community Colleges regarding requirements for re-certification of accreditation

- Assisted the colleges as they planned and conducted a self-study in preparation for the accreditation and evaluation process.
- Worked with System Office personnel and representatives from the colleges to review, synthesize, and analyze findings of reports and assess system-wide impact.
- Organized and facilitated "Information updates" at professional meetings.
- Researched and developed the system's reaction to proposed rule revisions, additions and deletions.

Sponsored Program Administration

- Collected, synthesized and analyzed information about grant funding resources, and encouraged colleges or coalition of colleges to develop exemplary programs.
- Brokered partnerships with state and national professional organizations and demonstration projects to advance quality teaching and learning.
- Designed, developed and coordinated proposal development workshops for faculty and administrators emphasizing project design, evaluation methodologies and knowledge transfer.

State Board Reserve ($1,500,000) Award Program for Feasibility Studies, Pilot Projects, Innovative Ideas and Start-up Program

- Developed request for proposal announcement and guidelines defining institutional eligibility, program type, funding limits, review criteria, and allowable costs.
- Organized and managed the proposal review process.
- Prepared recommendations for State Board.
- Responded to inquires concerning programmatic and budget revisions.
- Prepared technical reports summarizing project outcomes for State Board of Community Colleges and the N.C. General Assembly.

1994-1996 **North Carolina Community College System, Raleigh, NC**
Associate Vice President Program Development Services

Supervised and motivated staff of educational consultants charged with providing consultation, leadership and technical assistance to 58 community colleges and the N.C. Center for Textiles. Duties and responsibilities included developing technical reports for the State Board and General Assembly, maintaining liaison with accrediting bodies and governmental agencies, writing competency-based curricula, conducting workshops and training in curriculum development and reviewing proposed degree and non-degree programs for statewide approval in the following program areas:

- A.A., A.S., A.A.S. (240 programs system-wide)
- Adult Basic Education, Adult High School, GED, ESL
- Developmental Education
- Workforce Development: School-to-Work, Tech/Prep, Carl Perkins funded programs
  Economic Development: New and Expanding Industry, Focused Industry Training

1993-1994 **National Science Foundation, Washington, D.C.**
Program Director, Education and Human Resources Directorate/Division of Research, Evaluation and Dissemination ***(July-December)***

Directed Dissemination Program (continuation of work initiated as NSF/ACCC Fellow).

- Analyzed and summarized proposals submitted for funding.
- Provided responses to research scientists and educators regarding proposals submitted for funding.
- Coordinated national workshop on **Education and the Workplace.**

- Managed contract for coordinating exhibit programs at 20 national professional conferences.
- Studied with national and international experts in the areas of program evaluation and assessment, accountability measures, program improvement, curriculum development, faculty enhancement, knowledge transfer and organizational change.

1992-1993 **National Science Foundation, Washington, D.C.**
National Science Foundation/American Association of Community Colleges (NSF/AACC) Fellow,
Education and Human Resources Directorate/Division of Research, Evaluation and Dissemination

Selected as *one* of *seven* community college scholars nationally to participate in the first leadership institute. The primary objective of the institute was to provide an opportunity for community college leaders to learn first hand of program initiatives at NSF and other federal agencies and for NSF to learn about the uniqueness of two-year colleges. *Outcome: Assignment of Community College faculty as permanent Program Directors and increased funding to two-year colleges nationally.*

- Conducted dissemination study resulting in four publications for national distribution.
- Managed contract for coordinating exhibit programs at 20 national professional conferences.
- Collaborated with program directors to plan and conduct workshops for national project leaders.
- Coordinated the planning and sponsorship of live interactive video conference with Uri Treisman for representatives of professional organizations, federal agencies, teachers, and administrators of mathematics, science and engineering at the University of the District of Columbia, Washington, D.C.
- Conference Session recorder: *The Successful Transition of Minorities from Two-Year to Four-Year Institutions*

1986-1991 **Florida Community College at Jacksonville, Jacksonville, FL**
Assistant Dean for Natural Sciences

Responsible for Natural Sciences program improvement, faculty development and student success college- wide. Managerial duties included preparing and managing budgets, providing for overall maintenance of instructional equipment, inventories, and safety procedures, reviewing and recommending course offerings to advance teaching and learning, recruiting, interviewing, recommending and evaluating faculty, coordinating course scheduling and registration and preparing technical reports. Pioneered many innovative programs with the primary objective of building a scholarly learning environment.

- Developed and directed Analytical Reasoning Skills Project funded by Program for Excellence in Mathematics, Science and Computer Education Grant/State of Florida. Recruited and trained a five- member faculty steering committee from Natural Sciences and Mathematics and motivated them to study current learning and memory research findings. Reviewed national programs and conducted classrooms research to improve instructional delivery.

- Organized workshops designed to disseminate project findings to over 125 administrators, counselors and faculty college-wide.
- Arranged for seven faculty members to receive training at the Learning to Learn Thinking Improvement Institute sponsored by the Center for Learning and Retention at Syracuse University.
- Planned a three-day workshop at FCCJ with Lawrence Martel, Syracuse University, on **Balancing Equity and Excellence.**
- Researched and presented to the college president a five-year curriculum-restructuring model, **3c's of Change: Choice, Conviction, Commitment,** designed to increase student retention in natural science courses.
- Coordinated with Georgetown University (NSF funded) "Hands-on" Biotechnology/two-day Workshop for Undergraduate College Biology and Chemistry Faculty and Advanced Placement Biology Teachers. Negotiated with FCCJ President and Finance, Staff and Organizational Development units to fund faculty participants. Negotiated with Duval County Public School officials to fund Advanced Placement Teachers and to award re-certification credit.
- Designed and directed SCHOLARS in Residence Project, a Mathematics and Science Articulation Model for middle school faculty.
- Collaborated with Student Affairs to administer Supplemental Instruction as an academic intervention strategy.
- Collaborated with Valencia Community College, Orlando, Florida, to implement *Used Oil Recycling Education Project.*
- Arranged for across the disciplines (Social Sciences, English, Mathematics, Science) demonstration instruction in **Learning to Learn** program by Lesola Morgan, Roxbury Community College, Boston, Massachusetts.

1969-1986 **Florida Community College at Jacksonville, Jacksonville, FL**
Professor Biological Sciences

Taught Biology and Human Anatomy and Physiology.

- Developed educational goals and objectives.
- Lectured, prepared and conducted experiments, maintained records and interacted with professional education associations.
- Pioneered supplemental instructional program to support student retention in Human Anatomy and Physiology.
- Modeled classroom instruction integrating learning theory and memory research findings.

1963-1966 **J.W. Ligon High School, Raleigh, NC**
Biology Instructor
Taught tenth grade biology and algebra.

PROFESSIONAL HIGHLIGHTS

- Collaborated with Wake Technical Community College, NC State University and the National Science Foundation to sponsor **Shaping the Future: New Expectations for Undergraduate Science, Mathematics, Engineering and Technology Education**

conference. Over 200 participants representing K-12, two-year and four-year colleges, governmental officials, and business and industry met to develop an emerging model of academic training and workforce preparation in North Carolina.

- Conceptualized **Programs Reengineering** framework and management strategy for the North Carolina Community College System that resulted in conversion from the quarter system to the semester system, curriculum pathways for lifelong learners, termination of programs which were outdated or unnecessary and the development of a common course numbering system. Identified resources, organized and facilitated professional development opportunities emphasizing **transformation leadership, collaborative learning, systemic reform and learning organizations.** Organized and facilitated **Decision (Team) Focus** workshop for Instructional Administrators to identify anticipated impact of programs restructuring and conversion from the quarter to semester system concerning *SACS accreditation, faculty workloads/contracts, academic calendar, program audit procedures, student transition/financial aid eligibility, FTE funding impact, developmental education and catalog printing.*
- Collaborated with the United States Department of Education, Office of Vocational and Adult Education, Community College Liaison Office to organize and co-sponsor southeastern regional workshop, **Leading the Nation/Opportunities for Two-Year Colleges.** The *first* federal multi-agency outreach activity organized by the liaison office to inform teams of community college faculty and administrators of current and potential funding opportunities for program improvement, curriculum development and faculty enhancement. *(Co-Principal Investigator and Project Director)*
- Served as *Principal Investigator* of the **Mathematics Applications from Industry to the Classroom Project,** an action research project funded by the National Science Foundation Advanced Technology Education (ATE) Program involving three community colleges, high school and middle school teachers, North Carolina State University, and local business and industry partners. The primary objectives of the project were to identify examples of mathematical applications found in the local workplace and develop instructional materials that demonstrate mathematics concepts within their contextual framework.
- Collaborated with the University of North Carolina - General Administration to write a proposal and secure funding from the National Institutes of Health for a 5-year/$845,000 "Bridge" project, **The North Carolina Transition Program in the Biomedical Sciences,** *a joint minority presence venture between the North Carolina Community College System and the University of North Carolina* involving 10 community colleges and seven four-year colleges. The purpose of the project is to provide academic enrichment activities to support the transfer of minority students from two-year to four-year colleges to obtain a baccalaureate degree in the biomedical sciences and related fields.
- Selected as **AACC/NSF Fellow** assigned to the Division of Research, Evaluation and Dissemination. Conducted dissemination study for Education and Human Resources Directorate resulting in four publications for national distribution.
- Appointed Assistant Dean/Natural Sciences and Florida Community College at Jacksonville. Collaborated with colleagues across administrative units, employing a networking and capacity-building approach, to cultivate a teaching/learning environment supportive *of faculty scholarship, classroom research, innovative programs and student success.*

SCHOLARLY PROFESSIONAL ACTIVITIES

- Graduate course Co-facilitator: *Teacher Leadership for Science and Mathematics K-12 Teachers* (2002).
- Paper presented (co-presenter) at the National Association for Research in Science Teaching Annual Meeting, New Orleans, LA., April 9, 2001. *Policy Challenges in an Urban Systemic Initiative Context Involving Multiple Partnerships.*
- American Association for the Advancement of Science (AAAS) Technical Assistance Think
  Tank (2002).
- Quality Education for Minorities (QEM) NC Technical Assistance Project Steering Committee(1997)
- Governor's School-to-Work Task Force, North Carolina Community College Representative (1995)
- Proposal Reviewer, Rural Systemic Initiative-Directorate for Education and Human Resources/Office of Systemic Reform, National Science Foundation, Washington, DC (1994)
- Proposal Reviewer, Teacher Enhancement Program-Directorate for Education and Human Resources/Division of Elementary and Secondary Education (1991)
- Editing Assistance, Regaining the Edge in Urban Education: Mathematics and Sciences (1990-91) *AACJC Publication*
- Studied with Dr. Leon M. Lessinger, Andrew A. Robinson Chair and Educational Policy and Economic Development, College of Education and Human Services, University of North Florida (1990)
- Management Development Program participant, Harvard University, Cambridge, Massachusetts (1988)
- Studied with Thomas A. Angelo, Director of the University of California, Berkeley Classroom Research Project, directed by K. Patricia Cross (1987)
- Visiting Scholar University of North Florida College of Education/Curriculum and Instruction (1985)

Ruth B. Senftleber
(b)(6)

(b)(6)
Office phone (904) 390-2129
(b)(6)
Email:
Senftleber@educationcentral.org

Professional Preparation

The Florida State University	Home Economics Education	B.A., 1970
University of North Florida	Science Education	M.Ed., 1985
University of North Florida	Educational Leadership	Ed.D., 1999

Graduate advisors (doctoral committee):
Dr. Paul Eggen, University of North Florida
Dr. Marianne Barnes, University of North Florida
Dr. Joan Bray, University of North Florida (retired)
Dr. Charles M. Galloway, University of North Florida

Professional Experience

Duval County Public Schools, Jacksonville, Florida:

July 2001-date	Science Supervisor
July 1999-June 2001	Science Coordinator
July 1998-June 1999	Jacksonville Urban Systemic Initiative Science Team Leader
Aug. 1992-June1998	Title II district-level science resource teacher
Aug. 1987-June 1992	Chemistry teacher, Terry Parker High School
Aug. 1978-June 1987	Science teacher, Northwestern Junior High School

Tallahassee, Florida:

August 1974-June 1977	Science teacher, Blessed Sacrament School
August 1971-March 1973	Science teacher, Godby High School, Leon County Public Schools

Publications

Doctoral Dissertation "A Comparison of Achievement in Science Content and Process Skills in a Three year Integrated Versus Traditional Middle School Science Program," June 1999

Master's Thesis "The Effect of the Teams-Games-Tournament Strategy on Academic Achievement and Attitude toward Science in Eighth Grade Physical Science Students," July 1985

Fred Senftleber and Ruth Stuver. "Teaching Science for the 21st Century: An Approach for Middle Schools," Florida Science Teacher, **8**(3), 16 (1993).

Fred Senftleber and Ruth Stuver. "Density is a Crime," Florida Science Teacher, **8**(2), 13 (1992).

Synergistic Activities

2005-date Led application process as DCPS applied as sole partner with SRI International, an educational research group in Menlo Park, California, for a four-year U.S. Department of Education grant to study various approaches to professional development in middle school earth science; upon receipt of award, planning for implementation began in school year 2005-06; currently in first year of implementation following professional development in June 2006.

2003-2005 With Margaret Hayden, district science resource teacher, applied for Earth Science by Design field test grant for middle school science from TERC, a non-profit educational research group in Cambridge, Massachusetts; when awarded, Duval County Public Schools became one of eight sites nationally to participate in this field test (2003-04); applied for and was awarded second-year continuation of grant for high school teachers.

2001-date Participated in Understanding by Design (UbD) training in Washington, DC provided by the Association for Supervision and Curriculum Development to improve understanding of the philosophy and knowledge base of UbD; continue to train teachers and administrators in UbD; supervised revision of science curriculum for middle and high school along UbD guidelines; in process of revising K-5 science curricula to same format.

1999-date Initiated research-based inquiry science programs in district high schools, including ***Chemistry in the Community*** (ChemCom), ***Biology: A Community Context*** (BACC), ***Active Physics***, ***Earth System Science in the Community*** (EarthComm), and an inquiry-based science course (Integrated Science) for ninth graders; with Instructional Materials Supervisor, led science instructional materials adoption process for the district; participated on State High School Instructional Materials Committee for Physical Sciences in 2005-06; continue to oversee expansion, monitoring, and evaluation of inquiry programs.

1999-2006 Led development of new curricula based on Sunshine State Standards for Science for grades K-8 and high school biology, earth/space science, chemistry, and biology; participated in dialog with Dr. William Schmidt, U.S. Director of the Third International Mathematics and Science Study (now Trends in International Mathematics and Science Study) during his visit to the district; continue to lead refinement of K-12 science curricula based on evolving knowledge of the Florida Comprehensive Assessment Test for Science and teachers' needs.

1999-2003 Developed district Comprehensive Educational Plan for Science, which included curriculum, instruction, use of inquiry-based instructional materials, and professional development for teachers; plan included a

science instructional materials center for K-8 science modeled on Atlanta, GA, school district plan; unable to implement due to budget constraints.

1998-2005 Completed requirements to become a certified trainer for Project CRISS (Creating Independence through Student-owned Strategies), a national program that provides professional development for teachers in teaching and learning with a focus on reading strategies; served as CRISS trainer; participated in national and state CRISS conferences.

April 1999 Presented paper on doctoral research at American Educational Research Association Annual Meeting, Montreal, Canada.

1997-2006 Assisted in writing National Science Foundation Urban Systemic Initiative (USI) competitive grant; accepted position as science team leader upon award of USI grant to school district in May 1998; directed work of USI science resource teachers August 1998 through end of grant, August 2003; continued to work with General Director of USI during no-cost extension years (September 2003-August 2006) on sustained objectives of USI grant, including improvement of student achievement in science and establishment of science teacher leader cohort.

1997-date Member of Florida Association of Science Supervisors (FASS); participate regularly in FASS conferences.

1993-94 With Fred Senftleber, Jacksonville University, wrote and implemented Florida Department of Education, Eisenhower Title II Program, "Teaching Science for the Twenty-First Century: An Alternate Approach for Middle School Teacher Education," funded for $117,518

1992-93 With Fred Senftleber, Jacksonville University, wrote and implemented Florida Department of Education, Eisenhower Title II Program, "Teaching Science for the Twenty-First Century: An Approach for Middle Schools," funded for $99,993

1991-92 Florida Department of Education, Eisenhower Title II Program, "Teaching Science for the Twenty-First Century - A Program to Restructure Teacher Preparation and Postsecondary Science Education Through the Development of Model Teaching Strategies," funded 1991-92, $62,965

1992-date Member of Association for Supervision and Curriculum Development.

1980-date Member of National Science Teachers Association (NSTA) and Florida Association of Science Teachers (FAST); participate regularly in Florida Association of Science Teachers state conferences.

Adora L. Davis
davisd13@educationcentral.org

PRESENT ADDRESS:
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Duval County Public Schools
A.P. Randolph, Suite 104
1157 Golfair Boulevard
Jacksonville, FL 32209
904-924-3470 ext. 235

PERMANENT

(b)(6)

Education:

Master of Science, July 1985. Nova University, Fort Lauderdale, Florida,
Computer Education
*Practicum published in *Outstanding Educational Improvement Projects,* 1987

Bachelor of Arts, May 1976. William Penn College, Oskaloosa, Iowa,
Elementary Education and Recreation
**Graduated with Honors*

Industrial Arts / Technology Education Certification, June 1999

ESOL (English as a Second Language) Endorsement, December 1998

Vocational Director Endorsement (expected summer 2007)

Administrative and Teaching Experience:

2004 – 2007	Director, Career and Technical Education A. P. Randolph Regional Office, Jacksonville, FL
2003 – 2004	Supervisor, Applied Technology and Career Development A. P. Randolph Regional Office, Jacksonville, FL
2001 – 2003	Tech Prep Coordinator, First Coast Consortium, DCPS A.P. Randolph Regional Office, Jacksonville, FL
1996 – 2001	Technology Education and Introduction to Astronomy teacher Kirby-Smith Middle School, *A Math, Science and Engineering Magnet School,* Jacksonville, FL
1999 – 2002	Adjunct Instructor, University of North Florida Vocational Education Courses
1976 – 1996	Science, reading, and math instructor Science Department Chairperson, Science Fair Coordinator Co-sponsor of National Junior BETA

Various elementary and middle schools in Nebraska, Florida, Israel, and Jordan

Professional Activities:

Regional Training Council II CTE
First Coast Tech Prep Consortium
First Jobs / First Wages (WorkSource)
High School Leadership Team (Duval County Public Schools)
Florida Department of Education sub committee member for Perkins IV Reauthorization

Reviewing committee member for:
The new Florida Technology Education State Teacher's exam

Professional Memberships:

Florida Association of Career and Technical Education
National Career Academy Coalition (district membership)
Florida Tech Prep Network

References:

Elaine Mann, Chief Officer
High School Education
4037 Boulevard Center Drive
Jacksonville, FL 32207

Dr Tiscornia, Principal
A. Philip Randolph Academies of Technology, #285
1157 Golfair Boulevard, Suie 104
Jacksonville, FL 32209

Deborah Berbig, Project Coordinator and Program Development
Florida Community College at Jacksonville
Main Street Building, 205
940 North Main Street
Jacksonville, FL 32202

COMMITTEES:

TRANSPORTATION & INFRASTRUCTURE
Railroad Pipelines, and Hazardous Material, Chairwoman
Coast Guard and Maritime Transportation
Aviation

VETERANS' AFFAIRS
Health

MEMBERSHIPS:

Congressional Black Caucus
Congressional Caucus For Women's Issues
Congressional Human Rights Caucus
Congressional Missing and Exploited Children's Caucus
Congressional Diabetes Caucus
Older Americans Caucus
Progressive Caucus
The Dana Congress Study Group

Congress of the United States
House of Representatives
Washington, DC 20515

CORRINE BROWN
3D DISTRICT, FLORIDA

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☐ 219 Lake Avenue
Orlando, Florida 32802
(407) 872-0050
Fax: (407) 872-5763

Gainesville, Florida
(352) 376-6476

April 2nd, 2007

The Honorable Margaret Spellings
Secretary, United States Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-6200

Dear Secretary Spellings:

I am proud to have as constituents, the Duval County Public School District (DCPS), which serves 124,945 students with 8,744 teachers in more than 160 kindergarten-12 schools. I am writing in strong support of their grant application for the Magnet Schools Assistance Program in order that they may expand their magnet school program, which has in the past shown great success in creating diverse, challenging schools and eliminating the achievement gap between minority and non-minority students. This new initiative will create 10 new magnet school programs in existing schools.

I believe that providing equal access to quality education is essential to establishing a firm foundation for our children's futures. This program aims to achieve precisely this objective by expanding the Duval County Public School District's magnet school system, which has a track record of diversifying schools and improving performance levels. By creating magnet programs in schools located both within and outside the urban core of Jacksonville, the County will encourage students who study in racially isolated schools to travel to other schools that match their interests and skills. Students studying outside the urban core will have the incentive to travel to the inner city to pursue magnet programs offered by those schools. This will not only mix the complex demographics of the City of Jacksonville but will also elevate the rigor and caliber of education provided within the schools, thereby not only eliminating the achievement gap but also increasing overall achievement.

The success of these magnet programs is evident in the fact that last year, over 7,000 students remained on the waiting list for admission to a magnet school in Duval County. This figure further illustrates that these programs, which focus on the arts, business, medicine, engineering, the International Baccalaureate, and various other academic fields, have students excited about their education to the point that they are competing fiercely for the chance to participate in the program. By serving this exploding demand, the Duval County Public School District will build on its past successes and position its students to take full advantage of an excellent education that they desire and deserve.

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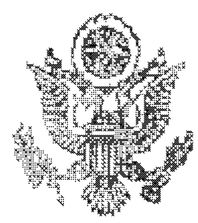
I wholeheartedly appreciate your full and fair consideration of the Duval County Public Schools Magnet Schools Assistance Program application, and thank you in advance for your time. Please feel free to contact me in my Washington D.C. office at: (202) 225-0123.

Sincerely,

Corrine Brown
Member of Congress

TOTAL P.03

ANDER CRENSHAW
4TH DISTRICT, FLORIDA
DEPUTY MAJORITY WHIP
REPUBLICAN POLICY COMMITTEE



COMMITTEE ON APPROPRIATIONS
SUBCOMMITTEE ON
MILITARY QUALITY OF LIFE AND
VETERANS AFFAIRS, AND RELATED AGENCIES
SUBCOMMITTEE ON HOMELAND SECURITY
SUBCOMMITTEE ON
FOREIGN OPERATIONS, EXPORT FINANCING
AND RELATED PROGRAMS
COMMITTEE ON THE BUDGET

UNITED STATES
HOUSE OF REPRESENTATIVES

April 6, 2007

Mr. Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW, Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse:

It is my understanding that the Duval County Public Schools is a candidate for CFDA 84.165 under the Magnet Schools Assistance Program (MSAP) from the U.S. Department of Education, and I would like to lend my support to their application.

Duval County Public Schools in Jacksonville, Florida, has been a leader in the school choice movement for many years. Its magnet programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than places.

In its MSAP grant application, the district is including ten schools which will have new or significantly revised magnet programs. The federal government assistance would provide the necessary start-up funds in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make *adequate yearly progress* under No Child Left Behind legislation.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program. I am in full support of Duval County Public School's application to the Magnet Schools Assistance Program grant process.

Thank you,

Ander Crenshaw
Member of Congress

AC:nr

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SUITE 209
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(386) 365-3316

OFFICE OF THE MAYOR

John Peyton, Mayor

April 9, 2007

Mr. Steven L. Brockhouse
Office of Innovation and Improvement
United States Department of Education
400 Maryland Avenue, Southwest
Room 4W229
Washington, D.C. 20202-5970

Re: Landon College Preparatory Leadership School

Dear Mr. Brockhouse:

As mayor of the City of Jacksonville, I am pleased to submit this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its magnet programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs.

In its MSAP grant application, the school district is including ten schools that will have new or significantly revised magnet programs. One important change allows for the gifted and academically talented program at Darnell Cookman Middle School to be transferred to Landon Middle School, creating the Landon College Preparatory Leadership School. This adjustment would provide the community surrounding Landon Middle with the first gifted and academically talented program in the area, allowing students to receive advanced coursework within their own neighborhood. Additionally, in place of the gifted program, Darnell Cookman Middle School would become a new Medical School of the Arts for grades 6-12 and would include a partnership with Shands Jacksonville. If granted, the federal government assistance will provide funding for the necessary start-up costs for professional development, curriculum writing, supplies and equipment to implement these worthwhile and much needed programs.

As Jacksonville continues to undergo a renaissance downtown and in its surrounding areas, the time is right to expand Duval County Public Schools' highly successful magnet program and I urge your favorable consideration of this funding request. Please feel free to contact me if I can provide additional information.

Sincerely,

John Peyton
Mayor

JP/hw

Jacksonville
Where Florida Begins

117 West Duval Street, Suite 400 | Jacksonville FL, 32202 | Phone: 904 630-4747 | Fax: 904 630-2391 | www.coj.net

OFFICE OF THE CITY COUNCIL

ARTHUR H. SHAD JR.
COUNCILMAN, DISTRICT 5
OFFICE (904) 630-1382
FAX (904) 630-2906
TDD (904) 630-1580

117 WEST DUVAL STREET
SUITE 425
JACKSONVILLE, FLORIDA
32202

April 10, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Dept. of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Re: Landon College Preparatory Leadership School

Dear Mr. Brockhouse,

In its Magnet Schools Assistance Program, the district is including ten schools which will have new or significantly revised Magnet programs. One of those schools, Landon Middle, is located in District 5, of which district I represent as a Jacksonville City Council Member.

As the City Council representative for this area, I am especially interested in seeking opportunities in which all neighborhoods and constituents in my district thrive. A Magnet School located in this neighborhood, which is in close proximity to a major arterial roadway, will allow students to receive advanced coursework within their own neighborhood/community. Landon Middle is a historically significant school that is currently struggling to retain their neighborhood students. Designating this school as a Gifted and Academically Talented School will attract students from throughout the city, as well as attracting back those students who live within the school's community. The existing Magnet Schools are currently located a great distance from this neighborhood and require students to be on buses for a significant portion of their week day. Additionally, the locations of the Magnet programs make it very difficult for students to actively participate in afternoon sports, clubs, or tutoring opportunities.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program. I encourage your consideration of this funding request.

Thank you,

Art Shad

Art Shad
Council Member, District 5

OFFICE OF THE CITY COUNCIL

RONNIE FUSSELL
COUNCILMAN, AT LARGE, GROUP 1
OFFICE (904) 630-1393
FAX (904) 630-2906
E-MAIL: Ronnief@coj.net

117 WEST DUVAL STREET
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JACKSONVILLE, FLORIDA
32202

April 9, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Dept. of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Re: Landon College Preparatory Leadership School

Dear Mr. Brockhouse,

I am writing in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MASP).

For many years, here in Jacksonville, Florida, the Duval County Public Schools have been a leader in the school choice movement and its Magnet Programs are highly sought after by the local community. Landon is a historically significant school that is currently struggling to retain their neighborhood students. Designating this school as a Gifted and Academically Talented School will attract students from throughout the district, as well as attracting back those students who live within the school's community.

The district is including ten schools which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing supplies, and equipment that will allow the schools to attract a diverse student population to the area. As an At-Large Councilmember, I am excited about the possible addition to the Duval County Public School Magnet Program. As Jacksonville continues to grow, I feel that this change is a win win situation for both the city as well as the district.

Thank you for consideration of this request.

Sincerely,

Ronnie Fussell

Ronnie Fussell

OFFICE OF THE CITY COUNCIL

LAD DANIELS
COUNCILMAN AT-LARGE, GROUP 3
PRESIDENT 2003-2004
OFFICE (904) 630-1396
FAX (904) 630-2906
E-MAIL: ldaniels@coj.net

117 WEST DUVAL STREET
SUITE 425
JACKSONVILLE, FLORIDA
32202

April 5, 2007

Mr. Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW, Room 4W229
Washington, D. C. 20202-5970

RE: Landon College Preparatory Leadership School

Dear Mr. Brockhouse:

I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP). I serve as President of the First Coast Manufacturers Association and fully understand the need to develop our future workforce.

Duval County Public Schools in Jacksonville, Florida, has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applications each year than can be placed.

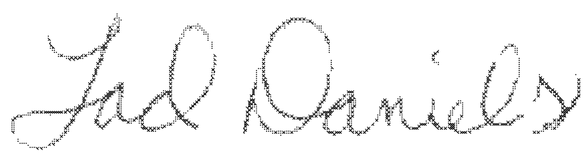
In its MSAP grant application, the district is including ten schools which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make adequate yearly progress under the No Child Left Behind legislation.

As Jacksonville continues to undergo a renaissance downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program. The Gifted

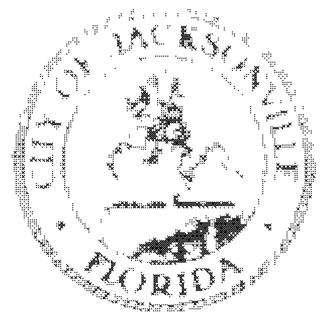
and Academically Talented Program at Landon would guarantee "program continuity" to Paxon School for Advanced Studies and Stanton College Preparatory School. Thus, allowing students who attend the magnet program at Landon to continue to pursue high level academics throughout their middle and high school experience.

Thank you for your consideration of this proposal.

Sincerely,



Lad Daniels
Councilman At-Large, Group 3



OFFICE OF THE CITY COUNCIL

ELAINE E. BROWN
COUNCILWOMAN AT LARGE, GROUP 2
PRESIDENT 2004-2005
OFFICE (904) 630-1381
FAX (904) 630-0314
E-MAIL: Elaineb@coj.net

117 WEST DUVAL STREET
SUITE 425
JACKSONVILLE, FLORIDA
32202

April 5, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Dept. of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Re: Landon College Preparatory Leadership School

Dear Mr. Brockhouse:

I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applications each year than can be placed.

In its MSAP grant application, the district is including ten schools which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make adequate yearly progress under the No Child Left Behind legislation.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program, and I encourage your support of this application.

Sincerely,

Elaine Brown,
Councilwoman At Large, Group 2

OFFICE OF THE CITY COUNCIL

SUZANNE S. JENKINS
COUNCILWOMAN, DISTRICT FOUR
OFFICE (904) 630-1394
FAX (904) 630-2906
E-MAIL: SUZANNE_@coj.net

117 WEST DUVAL STREET
SUITE 425
JACKSONVILLE, FLORIDA
32202

April 5, 2007

Steven L. Brockhouse
Office of Innovations and Improvement
U.S. Dept. of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Re: Landon College Preparatory Leadership School

Dear Mr. Brockhouse:

I am pleased to submit this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

The Duval County Public Schools in Jacksonville have been a leader in the school choice movement for years. Our Magnet Programs are recognized nationally and locally as model educational programs. My own children attended the Magnet Program. Each year enrollment to our Magnet Program increases as more and more citizens see the enormous value they offer to our children and many communities.

The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make adequate yearly progress under the *No Child Left Behind* legislation.

I thank you for the opportunity to express my opinion. If you have any questions, please do not hesitate to contact me.

Sincerely,

Suzanne S. Jenkins
City Council Representative
District 4

OFFICE OF THE CITY COUNCIL

KEVIN E. HYDE
COUNCILMAN AT LARGE, GROUP 4
PHONE (904) 630-1398
FAX (904) 630-2906

SUITE 425, CITY HALL
117 WEST DUVAL STREET
JACKSONVILLE, FL 32202
E-MAIL: KHYDE@COJ.NET

April 9, 2007

Mr. Steven L. Brockhouse
Office of Innovation and Improvement
US Department of Education
400 Maryland Avenue, Southwest, Rom 4W229
Washington, DC 20202-5970

Dear Mr. Brockhouse,

As an At-Large Council Member who represents the entire constituency of the consolidated City of Jacksonville and Duval County, I write to you today to express my strong support for the Duval County School System's application for federal assistance under the Magnet Schools Assistance Program. With these federal funds, the Duval County School System will create a new medical school of the arts for grades six through twelve at Darnell-Cookman Middle School in partnership with the City's public hospital, the University of Florida and Shands Hospital, located across the street from Darnell-Cookman. The School System will also create a new gifted and college preparatory program at Landon Middle School.

Both of these changes will have a significant and long-lasting impact on the students that attend these schools. The entire City of Jacksonville will also benefit substantially from the creation of a new medical school of the arts and gifted program. The opportunity to partner with the University of Florida and Shands is historic. The medical school of the arts will add a new dimension to workforce development in Duval County. The creation of a gifted program at Landon Middle School will renew the mission and purpose of an historically significant school that is currently struggling to retain its neighborhood students. The creation of a Landon College Preparatory Leadership School will complement the School System's existing magnet elementary, middle and high school programs.

Thank you in advance for your thoughtful consideration of the Duval County School System's Magnet Schools Assistance Program application. I encourage your support of this application.

Sincerely,

Kevin E. Hyde

UF | UNIVERSITY of FLORIDA

HEALTH SCIENCE CENTER · JACKSONVILLE
Department of Emergency Medicine

655 West 8th Street
Jacksonville, FL 32209-6511
904-244-5044 Phone
904-244-4508 Fax

April 9, 2007

Dr. Joseph Wise
Superintendent of Schools
Duval County Public Schools
1701 Prudential Drive
Jacksonville, FL 32207

Dear Dr. Wise:

I am pleased to write this letter in support of the Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

We are pleased to offer our support, partnership and collaboration as this proposal for The School for the Medical Art moves forward. The vision of this school accents the community goal of increasing practicing medical professionals in our city and surrounding area. The federal government assistance will provide the necessary start–up costs in professional development, curriculum writing supplies, and equipment that will allow the school to attract a diverse student population and to offer increased choice to students in school that do not make adequate yearly progress under the "No Child Left Behind" legislation.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful medical magnet program in the existing Darnell-Cookman Middle School and to add a new high school to this facility. The new School of the Medical Arts at Darnell-Cookman will increase the opportunity for our students to engage with the medical community and to one day practice medicine in Jacksonville.

Sincerely,

David J. Vukich, M.D., F.A.C.E.P.
Professor & Chairman

SAG/sb

CC: The Honorable Martha Barrett, District 1
The Honorable Nancy Broner, District 2
The Honorable Kris Barnes, District 3
The Honorable Brenda A. Priestly Jackson, District 4
The Honorable Betty Burney, District 5
The Honorable Vicki Drake, District 6

UF | UNIVERSITY of FLORIDA

HEALTH SCIENCE CENTER JACKSONVILLE
Department of Emergency Medicine

655 West 8th Street
Jacksonville, FL 32209-6511
904-244-5044 Phone
904-244-4508 Fax

April 9, 2007

Dr. Joseph Wise
Superintendent of Schools
Duval County Public Schools
1701 Prudential Drive
Jacksonville, FL 32207

Dear Dr. Wise:

I am pleased to write this letter in support of the Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

We are pleased to offer our support, partnership and collaboration as this proposal for The School for the Medical Art moves forward. The vision of this school accents the community goal of increasing practicing medical professionals in our city and surrounding area. The federal government assistance will provide the necessary start–up costs in professional development, curriculum writing supplies, and equipment that will allow the school to attract a diverse student population and to offer increased choice to students in school that do not make adequate yearly progress under the "No Child Left Behind" legislation.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful medical magnet program in the existing Darnell-Cookman Middle School and to add a new high school to this facility. The new School of the Medical Arts at Darnell-Cookman will increase the opportunity for our students to engage with the medical community and to one day practice medicine in Jacksonville.

Sincerely,

Steven A. Godwin, M.D., F.A.C.E.P.
Emergency Medicine Residency Director
Associate Professor

SAG/sb

CC: The Honorable Martha Barrett, District 1
The Honorable Nancy Broner, District 2
The Honorable Kris Barnes, District 3
The Honorable Brenda A. Priestly Jackson, District 4
The Honorable Betty Burney, District 5
The Honorable Vicki Drake, District 6

UF | UNIVERSITY of FLORIDA

University of Florida Jacksonville Healthcare, Inc.
Family Medicine Residency Program

1255 Lila Street
Jacksonville, Fl 32208
904-244-5840
904-244-5825 Fax

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

In its MSAP grant application, the district is including ten schools which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make *adequate yearly progress* under the No Child Left Behind legislation.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program.

Sincerely,

Liane Hannah, B.S.H.
Community Health & Research Associate

UNF UNIVERSITY of NORTH FLORIDA

April 9, 2007

To whom it may concern:

This letter serves to confirm the support of the University of North Florida School of Engineering in the effort at Sallye B. Mathis Elementary School to establish a Mathematics, Science, and Engineering magnet program. We can offer the following assistance to the program:

1. We have expertise in civil, electrical, and mechanical engineering (the three largest engineering disciplines in the US) and can provide consultation in setting up the content of the magnet program.
2. We can accommodate field trips up to 40 students to our building. UNF Engineering students are very good at giving demonstrations and they work well with young kids. We have interesting lab facilities for energy, structures, robotics, electronics and soils, among several others.
3. Our students and faculty can coach, mentor, advise, and assist Mathis faculty with in-class demonstrations or class projects. We can also bring demonstrations to Mathis Elementary.
4. We would be happy to conduct meetings, seminars, or workshops for parents in order to help them better understand engineering and the opportunities for their children in engineering.
5. We would also be happy to conduct seminars and workshops for teachers at Mathis Elementary.
6. We would invite collaboration on possible summer institutes for teachers to learn more about engineering.

This list is not meant to be exhaustive and is best developed in consultation with the Mathis Elementary faculty. However, it does give a good indication of the kinds of support we can provide.

Partnerships with K-12 schools in Northeast Florida are a key part of the mission of the UNF School of Engineering. We are happy to assist the effort at Sallye B. Mathis Elementary School in any way that we can. We look forward to a long and fruitful partnership.

Sincerely,

Stephan J. Nix, Ph.D.
Director
UNF School of Engineering

UNF UNIVERSITY of NORTH FLORIDA

April 9, 2007

To whom it may concern:

This letter serves to confirm the support of the University of North Florida School of Engineering in the effort at Sallye B. Mathis Elementary School to establish a Mathematics, Science, and Engineering magnet program. We can offer the following assistance to the program:

1. We have expertise in civil, electrical, and mechanical engineering (the three largest engineering disciplines in the US) and can provide consultation in setting up the content of the magnet program.
2. We can accommodate field trips up to 40 students to our building. UNF Engineering students are very good at giving demonstrations and they work well with young kids. We have interesting lab facilities for energy, structures, robotics, electronics and soils, among several others.
3. Our students and faculty can coach, mentor, advise, and assist Mathis faculty with in-class demonstrations or class projects. We can also bring demonstrations to Mathis Elementary.
4. We would be happy to conduct meetings, seminars, or workshops for parents in order to help them better understand engineering and the opportunities for their children in engineering.
5. We would also be happy to conduct seminars and workshops for teachers at Mathis Elementary.
6. We would invite collaboration on possible summer institutes for teachers to learn more about engineering.

This list is not meant to be exhaustive and is best developed in consultation with the Mathis Elementary faculty. However, it does give a good indication of the kinds of support we can provide.

Partnerships with K-12 schools in Northeast Florida are a key part of the mission of the UNF School of Engineering. We are happy to assist the effort at Sallye B. Mathis Elementary School in any way that we can. We look forward to a long and fruitful partnership.

Sincerely,

Stephan J. Nix, Ph.D.
Director
UNF School of Engineering

Winn-Dixie

Greg Brock
Store Director

6060-10 Fort Caroline Road • Jacksonville, FL 32277
Phone: (904) 743-0251
www.winn-dixie.com

April 9, 2007

Steven L.Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

In its MSAP grant application, the district is including ten schools which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make *adequate yearly progress* under the No Child Left Behind legislation.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program.

Sincerely,

Greg Brock,
Winn Dixie Store Director

2973 West Edgewood Avenue
Jacksonville, Florida 32209
Office (904) 766-8611
Fax (904) 766-5656

Bodie Electrical Contractors, Inc.

April 3, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202

Dear Mr. Brockhouse,

I am please to write this letter in support of Sallye B. Mathis application to become a Mathematics, Science and Pre-Engineering Magnet under the Magnet Schools Assistance Program (MSAP). The federal assistance provides the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the school to attract a diverse student population. We pledge to support them any way we can. Their efforts to increase students' achievement and to stimulate interest in career opportunities in science, mathematics and engineering will benefit the city of Jacksonville and our nation as a whole.

Sincerely,

W. R. Bodie

William R. Bodie

*License & Insured * Service Calls * Residential * Commercial*
EC0001383

Steven D. Apple
1015 Rio Lindo Drive
Jacksonville, Florida 32207

April 10, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue SW, Room 4W229
Washington, DC 20202-5970

Dear Mr. Brockhouse,

I am please to write this letter in support of Duval County Public School's application for federal assistance under the Magnet Schools Assistance Program (MSAP), especially as it relates to my neighborhood school **Landon College Preparatory Leadership School.** I attended Landon almost 40 years ago as a junior high school. Over the years, the school has declined significantly in its academic progress and, as such, in its ability to consistently draw students from the surrounding neighborhood. It is my desire to have my daughter attend Landon in the near future, to know the school I knew, and to challenge her academically as she prepares for high school and beyond. Without the federal assistance to **Landon College Preparatory Leadership School,** I fear this will not occur.

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

In it MSAP grant application, the district is including ten schools, which will have new or significantly revised magnet programs. As I previously mentioned, one school in particular **Landon College Preparatory Leadership School,** happens to also be my neighborhood school. Having **Landon College Preparatory Leadership School** a Gifted and Academically Talented Program located in close proximity to the neighborhood elementary school (Hendricks Avenue) will allow students to receive advanced coursework within their own neighborhood / community. The existing Gifted and Academically Talented Magnet Schools are currently located a great distance from the Hendricks Avenue Elementary attendance zone and require students to be on buses for a significant portion of their week day. Additionally, the location of the magnet programs makes it difficult for students to actively participate in afternoon sports, clubs and tutoring opportunities. The Gifted and Academically Talented Program at **Landon College Preparatory Leadership School** would guarantee program continuity to Paxon School for Advanced Studies and Stanton College Preparatory School. This will allow students who attend the magnet program at **Landon College Preparatory Leadership School** to continue to pursue high-level academics throughout middle and high school.

The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow schools such as **Landon College Preparatory Leadership School** to attract a diverse student population and to offer increased choice to students in schools that do not make adequate yearly progress under the No Child Left Behind legislation.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program. **Landon College Preparatory Leadership School** will be an excellent addition to this program. Thank you for considering this request.

Sincerely,

Steven Apple

Theresa Childs Photography

904-737-4473 theresa@theresachilds.com 1421 Jean Court Jacksonville, FL 32207

April 8, 2007

To whom it may concern,

I am writing this letter in support of a new magnet middle school in Duval County. The middle school that I am supporting for this program is Landon Middle School.

I am very familiar with the magnet program, having a daughter currently an IB student at Stanton College Preparatory School who is graduating this year. Being in the magnet program has opened up a tremendous opportunity for my daughter, which is apparent in the numerous colleges that she is now in the position to choose from and the many scholarships that she has been offered. I am a working parent, who owns my own business, and unfortunately I have not been able to be as active in her middle school and high school as I was when she attended Hendricks Avenue Elementary. The reason for this is a practical one; with the current magnet school locations being downtown and not easily accessible it has made it very difficult to volunteer at the schools when I would have short periods of time between business appointments to be available to help out at the school.

I truly wish that I had easier access to a middle school in my own area so that when my children attend and remain in the magnet program, I can be available on a regular basis. I am familiar with Landon, because it was renovated the year my daughter was going into 6th grade and decide to attend James Weldon Johnson. Had Landon been a magnet school at that time, she would have definitely chosen it as her first priority to attend. She has two younger brothers who could greatly benefit from Landon becoming a magnet middle school, and as a local business owner and business partner of Hendricks Avenue Elementary I would very much favor using my business and my spare time to support Landon Middle School as a magnet school with my remaining children attending there.

I do hope that you place the proper importance on this, though very practical matter, still in fact an important one. I could personally guarantee a considerable increase on my part in parent involvement at the school if the school in my own neighborhood, Landon, is awarded the magnet program for future students.

Sincerely,

Theresa Childs
Theresa Childs Photography
904-994-4288
Theresa@theresachilds.com

Mrs. Sara Coker
1629 Kingswood Rd
Jacksonville, FL 32207

April 9, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, S.W.
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse:

I am writing to you as a concerned parent and citizen of Jacksonville, FL. I am here to support Duval County Public School's application for federal assistance under the Magnet Schools Assistance Program.

Magnet schools in Duval County are a vital part of our public school system and a needed program to promote strong education in our community. With so many professional parents taking their children out of the public school system and placing them in private schools to obtain a "good" education, we are very much in need of an academically strong public school, especially at the middle school level.

I am asking you to support the Duval County Public School's application for federal assistance under the Magnet Schools Assistance Program (MSAP) as it relates to Landon Middle School making it Landon College Preparatory and Leadership School.

Thank you for your time and consideration.

Sincerely,

Sara Coker

Sara Coker

Carolyn Cordek
1636 Kingswood Road
Jacksonville, FL 32207
April 4, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse:

I am pleased to write this letter in support of Landon College Preparatory Leadership School's application for federal assistance under the Magnet Schools Assistance Program (MSAP). Landon is a historically significant school that is currently struggling to retain their neighborhood students. Designating this school as a Gifted and Academically Talented School will attract students from throughout the district, as well as attracting back students like my children, who live within the school's community.

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

In its MSAP grant application, the district is including Landon College Preparatory Leadership School, along with nine other schools which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make adequate yearly progress under the No Child Left Behind legislation.

Thank you for your support.

Sincerely,

Carolyn S. Cordek

April 11, 2007

Steven L.Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

The members of the Darnell-Cookman Middle School, School Advisory Council (SAC) are pleased to show our support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

In its MSAP grant application, the district is including a move of the Gifted and Academically Talented program from Darnell-Cookman Middle School to Landon Middle School. In addition to the move, a Leadership curriculum will be added to the already exceptional program. The portion of the funds that will be available from the grant will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make *adequate yearly progress* under the No Child Left Behind legislation.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program.

Sincerely,
Darnell-Cookman Middle School SAC

April 9, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington DC 20202-5970

Dear Mr. Brockhouse:

I am so excited to have the opportunity to write you in support of Duval County Public School's application for federal assistance under the Magnet Schools Assistance Program (MSAP).

I currently have two daughters enrolled in the Duval County Public School System. We have been fortunate to have participated in the magnet school program for the past three years. The magnet school positions throughout the county have become very sought after, evidenced by the number of students who apply and the number of students who are put on waiting lists each year.

I have heard about the proposed changes to create a leadership program at Landon College Preparatory Leadership School. This would take the excellent academic program that has been so successful in the current academic middle school magnet program, and add a much needed leadership component. The students who are currently enrolled at this school will be our future leaders of tomorrow. By having the additional funding to add this component to this already successful program, these students will be very well qualified to become our leaders of tomorrow.

Sincerely,

Judy Davis

Judy Davis
1250 Ardsley Road
Jacksonville, FL 32207

Troy G. Weber
1050 Tolkien Lane
Jacksonville, FL 32225

10 April 2007

Steven L.Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

As the current School Advisory Council Chairperson (SAC) at Darnell-Cookman Middle School, I am pleased to show our support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

In its MSAP grant application, the district is including ten schools which will have new and significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make *adequate yearly progress* under the No Child Left Behind legislation.

The proposed move of the Gifted and Academically Talented Magnet program from Darnell-Cookman Middle School to Landon Middle School is a move in the right direction for Duval County Public Schools. This move will provide the current students at Darnell-Cookman Middle School with an updated facility that will only foster more learning out of the students. With the addition of the Leadership program, this will not only grow a good student, but a good future leader. This proposed move has provided additional motivation for me to continue to volunteer and to continue to extend my expertise in Computer Information in the in anyway possible during my daughters stay in middle school and beyond.

Sincerely,

Troy G. Weber

Mrs. Merry-Carol Duce
920 Waterman Road, South
Jacksonville, FL 32207

April 9, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, S.W.
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse:

I am writing to you as a concerned parent and citizen of Jacksonville, FL. I am here to support Duval County Public School's application for federal assistance under the Magnet Schools Assistance Program.

Magnet schools in Duval County are a vital part of our public school system and a needed program to promote strong education in our community. With so many professional parents taking their children out of the public school system and placing them in private schools to obtain a "good" education, we are very much in need of an academically strong public school, especially at the middle school level.

I am asking you to support the Duval County Public School's application for federal assistance under the Magnet Schools Assistance Program (MSAP) as it relates to Landon Middle School making it Landon College Preparatory and Leadership School.

Thank you for your time and consideration.

Sincerely,

Merry-Carol Duce

Merry-Carol Duce

09 April 2007

Steven L.Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

As a past School Advisory Council Chairperson (SAC), and current SAC Community Member, I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

In its MSAP grant application, the district is including ten schools which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make *adequate yearly progress* under the No Child Left Behind legislation.

The existing Gifted and Academically Talented Magnet Schools are currently located a great distance from the neighborhoods of those students they serve. As a result, students are required to be on buses for a significant portion of their week day. Additionally, the location of the magnet programs makes it very difficult for students to actively participate in afternoon sports, clubs, or tutoring opportunities. The Landon Campus is more conveniently located to many students who utilize the magnet program system. I am also a strong believer that incorporating the "Leadership" program into the advanced and gifted program coursework would allow for students to receive a more well rounded middle school experience.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program.

Sincerely,

Shirley K. Deese

Shirley K. Deese

Winn-Dixie

Greg Brock
Store Director

6060-10 Fort Caroline Road • Jacksonville, FL 32277
Phone. (904) 743-0251
www.winn-dixie.com

April 9, 2007

Steven L.Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

In its MSAP grant application, the district is including ten schools which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make *adequate yearly progress* under the No Child Left Behind legislation.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program.

Sincerely,

Greg Brock,
Winn Dixie Store Director

2973 West Edgewood Avenue
Jacksonville, Florida 32209
Office (904) 766-8611
Fax (904) 766-5656

Bodie Electrical Contractors, Inc.

April 3, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202

Dear Mr. Brockhouse,

I am please to write this letter in support of Sallye B. Mathis application to become a Mathematics, Science and Pre-Engineering Magnet under the Magnet Schools Assistance Program (MSAP). The federal assistance provides the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the school to attract a diverse student population. We pledge to support them any way we can. Their efforts to increase students' achievement and to stimulate interest in career opportunities in science, mathematics and engineering will benefit the city of Jacksonville and our nation as a whole.

Sincerely,

W. R. Bodie

William R. Bodie

*License & Insured * Service Calls * Residential * Commercial*
EC0001383

Steven D. Apple
1015 Rio Lindo Drive
Jacksonville, Florida 32207

April 10, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue SW, Room 4W229
Washington, DC 20202-5970

Dear Mr. Brockhouse,

I am please to write this letter in support of Duval County Public School's application for federal assistance under the Magnet Schools Assistance Program (MSAP), especially as it relates to my neighborhood school **Landon College Preparatory Leadership School.** I attended Landon almost 40 years ago as a junior high school. Over the years, the school has declined significantly in its academic progress and, as such, in its ability to consistently draw students from the surrounding neighborhood. It is my desire to have my daughter attend Landon in the near future, to know the school I knew, and to challenge her academically as she prepares for high school and beyond. Without the federal assistance to **Landon College Preparatory Leadership School,** I fear this will not occur.

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

In it MSAP grant application, the district is including ten schools, which will have new or significantly revised magnet programs. As I previously mentioned, one school in particular **Landon College Preparatory Leadership School,** happens to also be my neighborhood school. Having **Landon College Preparatory Leadership School** a Gifted and Academically Talented Program located in close proximity to the neighborhood elementary school (Hendricks Avenue) will allow students to receive advanced coursework within their own neighborhood / community. The existing Gifted and Academically Talented Magnet Schools are currently located a great distance from the Hendricks Avenue Elementary attendance zone and require students to be on buses for a significant portion of their week day. Additionally, the location of the magnet programs makes it difficult for students to actively participate in afternoon sports, clubs and tutoring opportunities. The Gifted and Academically Talented Program at **Landon College Preparatory Leadership School** would guarantee program continuity to Paxon School for Advanced Studies and Stanton College Preparatory School. This will allow students who attend the magnet program at **Landon College Preparatory Leadership School** to continue to pursue high-level academics throughout middle and high school.

The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow schools such as **Landon College Preparatory Leadership School** to attract a diverse student population and to offer increased choice to students in schools that do not make adequate yearly progress under the No Child Left Behind legislation.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program. **Landon College Preparatory Leadership School** will be an excellent addition to this program. Thank you for considering this request.

Sincerely,

Steven Apple

Theresa Childs Photography

904-737-4473 theresa@theresachilds.com 1421 Jean Court Jacksonville, FL 32207

April 8, 2007

To whom it may concern,

I am writing this letter in support of a new magnet middle school in Duval County. The middle school that I am supporting for this program is Landon Middle School.

I am very familiar with the magnet program, having a daughter currently an IB student at Stanton College Preparatory School who is graduating this year. Being in the magnet program has opened up a tremendous opportunity for my daughter, which is apparent in the numerous colleges that she is now in the position to choose from and the many scholarships that she has been offered. I am a working parent, who owns my own business, and unfortunately I have not been able to be as active in her middle school and high school as I was when she attended Hendricks Avenue Elementary. The reason for this is a practical one; with the current magnet school locations being downtown and not easily accessible it has made it very difficult to volunteer at the schools when I would have short periods of time between business appointments to be available to help out at the school.

I truly wish that I had easier access to a middle school in my own area so that when my children attend and remain in the magnet program, I can be available on a regular basis. I am familiar with Landon, because it was renovated the year my daughter was going into 6th grade and decide to attend James Weldon Johnson. Had Landon been a magnet school at that time, she would have definitely chosen it as her first priority to attend. She has two younger brothers who could greatly benefit from Landon becoming a magnet middle school, and as a local business owner and business partner of Hendricks Avenue Elementary I would very much favor using my business and my spare time to support Landon Middle School as a magnet school with my remaining children attending there.

I do hope that you place the proper importance on this, though very practical matter, still in fact an important one. I could personally guarantee a considerable increase on my part in parent involvement at the school if the school in my own neighborhood, Landon, is awarded the magnet program for future students.

Sincerely,

Theresa Childs
Theresa Childs Photography
904-994-4288
Theresa@theresachilds.com

Mrs. Sara Coker
1629 Kingswood Rd
Jacksonville, FL 32207

April 9, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, S.W.
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse:

I am writing to you as a concerned parent and citizen of Jacksonville, FL. I am here to support Duval County Public School's application for federal assistance under the Magnet Schools Assistance Program.

Magnet schools in Duval County are a vital part of our public school system and a needed program to promote strong education in our community. With so many professional parents taking their children out of the public school system and placing them in private schools to obtain a "good" education, we are very much in need of an academically strong public school, especially at the middle school level.

I am asking you to support the Duval County Public School's application for federal assistance under the Magnet Schools Assistance Program (MSAP) as it relates to Landon Middle School making it Landon College Preparatory and Leadership School.

Thank you for your time and consideration.

Sincerely,

Sara Coker

Sara Coker

Carolyn Cordek
1636 Kingswood Road
Jacksonville, FL 32207
April 4, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse:

I am pleased to write this letter in support of Landon College Preparatory Leadership School's application for federal assistance under the Magnet Schools Assistance Program (MSAP). Landon is a historically significant school that is currently struggling to retain their neighborhood students. Designating this school as a Gifted and Academically Talented School will attract students from throughout the district, as well as attracting back students like my children, who live within the school's community.

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

In its MSAP grant application, the district is including Landon College Preparatory Leadership School, along with nine other schools which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make adequate yearly progress under the No Child Left Behind legislation.

Thank you for your support.

Sincerely,

Carolyn S. Cordek

April 11, 2007

Steven L.Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

The members of the Darnell-Cookman Middle School, School Advisory Council (SAC) are pleased to show our support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

In its MSAP grant application, the district is including a move of the Gifted and Academically Talented program from Darnell-Cookman Middle School to Landon Middle School. In addition to the move, a Leadership curriculum will be added to the already exceptional program. The portion of the funds that will be available from the grant will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make *adequate yearly progress* under the No Child Left Behind legislation.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program.

Sincerely,
Darnell-Cookman Middle School SAC

April 9, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington DC 20202-5970

Dear Mr. Brockhouse.

I am so excited to have the opportunity to write you in support of Duval County Public School's application for federal assistance under the Magnet Schools Assistance Program (MSAP).

I currently have two daughters enrolled in the Duval County Public School System. We have been fortunate to have participated in the magnet school program for the past three years. The magnet school positions throughout the county have become very sought after, evidenced by the number of students who apply and the number of students who are put on waiting lists each year.

I have heard about the proposed changes to create a leadership program at Landon College Preparatory Leadership School. This would take the excellent academic program that has been so successful in the current academic middle school magnet program, and add a much needed leadership component. The students who are currently enrolled at this school will be our future leaders of tomorrow. By having the additional funding to add this component to this already successful program, these students will be very well qualified to become our leaders of tomorrow.

Sincerely,

Judy Davis

Judy Davis
1250 Ardsley Road
Jacksonville, FL 32207

Troy G. Weber
1050 Tolkien Lane
Jacksonville, FL 32225

10 April 2007

Steven L.Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

As the current School Advisory Council Chairperson (SAC) at Darnell-Cookman Middle School, I am pleased to show our support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

In its MSAP grant application, the district is including ten schools which will have new and significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make *adequate yearly progress* under the No Child Left Behind legislation.

The proposed move of the Gifted and Academically Talented Magnet program from Darnell-Cookman Middle School to Landon Middle School is a move in the right direction for Duval County Public Schools. This move will provide the current students at Darnell-Cookman Middle School with an updated facility that will only foster more learning out of the students. With the addition of the Leadership program, this will not only grow a good student, but a good future leader. This proposed move has provided additional motivation for me to continue to volunteer and to continue to extend my expertise in Computer Information in the in anyway possible during my daughters stay in middle school and beyond.

Sincerely,

Troy G. Weber

Mrs. Merry-Carol Duce
920 Waterman Road, South
Jacksonville, FL 32207

April 9, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, S.W.
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse:

I am writing to you as a concerned parent and citizen of Jacksonville, FL. I am here to support Duval County Public School's application for federal assistance under the Magnet Schools Assistance Program.

Magnet schools in Duval County are a vital part of our public school system and a needed program to promote strong education in our community. With so many professional parents taking their children out of the public school system and placing them in private schools to obtain a "good" education, we are very much in need of an academically strong public school, especially at the middle school level.

I am asking you to support the Duval County Public School's application for federal assistance under the Magnet Schools Assistance Program (MSAP) as it relates to Landon Middle School making it Landon College Preparatory and Leadership School.

Thank you for your time and consideration.

Sincerely,

Merry-Carol Duce

Merry-Carol Duce

09 April 2007

Steven L.Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

As a past School Advisory Council Chairperson (SAC), and current SAC Community Member, I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

In its MSAP grant application, the district is including ten schools which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make *adequate yearly progress* under the No Child Left Behind legislation.

The existing Gifted and Academically Talented Magnet Schools are currently located a great distance from the neighborhoods of those students they serve. As a result, students are required to be on buses for a significant portion of their week day. Additionally, the location of the magnet programs makes it very difficult for students to actively participate in afternoon sports, clubs, or tutoring opportunities. The Landon Campus is more conveniently located to many students who utilize the magnet program system. I am also a strong believer that incorporating the "Leadership" program into the advanced and gifted program coursework would allow for students to receive a more well rounded middle school experience.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program.

Sincerely,

Shirley K. Deese

Shirley K. Deese

Scott and Suzanne Emery
956 Waterman Road, North
Jacksonville, Florida 32207

April 9, 2007

Steven Brockhouse
Officer of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,
I am pleased to write this letter in support of Duval County Public School's application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

In its MSAP grant application, the district is including ten schools which will have new or significantly revised magnet programs. One school that would fit this template is Landon College Preparatory Leadership School. Landon is a historically significant school that is struggling to retain their neighborhood students. Designating this school as a Gifted and Academically Talented School will attract students throughout the district, as well as attracting back those students who live within the school's community.

The federal government assistance will provide the necessary start up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make adequate yearly progress under the No Child Left Behind legislation.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet programs.

Sincerely,
Scott + Suzanne Emery
Scott and Suzanne Emery

Valerie Feinberg Evans, AICP
4237 Great Oaks Lane
Jacksonville, FL 32207
904-398-0326

April 6, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

I have two elementary school children who attend Hendricks Avenue Elementary School. The reason we purchased a home in this school district was due to the quality of the public school in a genuine neighborhood where we have the option of walking or riding our bicycles to school and where we do not have to ride a bus or drive a long distance. It is unfortunate that we do not currently have this option for a public middle school in our neighborhood. The Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP) will aid in improving the underutilized program at Landon Middle School. The proposed magnet program, as outlined in the grant application, will provide the residents of the neighborhood with a quality education option for their children.

Although, I have a few years before I need to make a decision for middle school. I feel frustrated that my choices for a quality public education in Duval County are limited due our current options. I am not inclined to drive long distances or have my child spend significant part of their week on a bus to attend Gifted and Academically Talented Magnet School. This adds to further congestion on our roadways and it becomes difficult for children to participate in extracurricular activities. It is for this reason that I have begun to look outside my local public school district to private schools.

Having a premier magnet program at an underutilized facility in our neighborhood would be a wonderful asset for the community and Duval County. I strongly support The Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program.

Sincerely,

Valerie F. Evans, AICP

George Foote
1605 Berwick Road
Jacksonville, FL 32207

April 10, 2007

Re: Magnet School Programs – Duval County, Florida

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Dept. of Education
400 Maryland Ave. SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Specifically, I am encouraged that Landon Middle School, soon to be **"Landon College Preparatory Leadership School"** is being formed in our neighborhood. It will provide a gifted and academically talented program in close proximity to our neighborhood elementary school (Hendricks Ave Elem.) and will allow students to receive advanced coursework within their own community. Previously, our students have had to leave the community to seek this kind of educational opportunity.

The federal assistance for this program will be a much needed catalyst to revitalizing this school and I feel that the community will embrace and further enhance the programs and activities that **"Landon College Preparatory Leadership School"** will be able to provide.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program.

Sincerely,

George Foote

George Foote

Paul L. Freeman
Senior Systems Application Manager
City of Jacksonville
214 North Hogan Street
Jacksonville, Florida 32202

April 9, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP), which will allow schools to attract a diverse student population and to offer increased school choice to students in schools that do not make *adequate yearly progress* under the No Child Left Behind legislation.

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

Currently, the existing Gifted and Academically Talented Magnet Schools are located a great distance from Hendricks Avenue Elementary attendance zone and require students to be on buses for a significant portion of their week. In addition, the location of magnet programs make it very difficult for students to actively participate in afternoon sports, clubs, or tutoring opportunities.

The aforementioned information coupled with the fact that Landon is a historically significant school that is currently struggling to retain neighborhood students; makes Landon Middle School an ideal candidate for becoming "***Landon College Preparatory Leadership School,***" a designated Gifted and Academically Talented School.

Many of the students at Hendricks Avenue Elementary attend magnet programs for their middle school experience. As such, ***Landon College Preparatory Leadership School*** will allow students to receive advanced coursework within their own community due to close proximity of Hendricks Avenue. In addition, it will attract students from

throughout the district, as well as attracting back those students who live within the school's community.

In summary, the Gifted and Talented Program at ***Landon College Preparatory Leadership School*** would guarantee "program continuity" to Paxon School for Advanced Studies and Stanton College Preparatory School. Thus, allowing students who attend the magnet program at ***Landon College Preparatory Leadership School*** to continue to pursue high level academics throughout their middle and high school experience.

Simply stated, as Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program.

Sincerely,

Paul Freeman

Amber Gilliland
3126 Laurel Grove N.
Jacksonville, FL 32223

April 10, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

As a parent of a Duval County magnet student, I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP). The magnet program has been invaluable for my student and our family.

One of the programs I am especially interested in supporting is the proposed Landon College Preparatory Leadership School. Landon is a historically significant school that is currently struggling to retain their neighborhood students. Designating this school as a Gifted and Academically Talented School will attract students from throughout the district, as well as those students who live within the school's community and have opted for other educational avenues such as private schooling.

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

In its MSAP grant application, the district is including ten schools which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make *adequate yearly progress* under the No Child Left Behind legislation.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program.

Sincerely,

Amber Gilliland

Amber Gilliland
3126 Laurel Grove N.
Jacksonville, FL 32223

April 10, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

As a parent of a Duval County magnet student, I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP). The magnet program has been invaluable for my student and our family.

One of the programs I am especially interested in supporting is the proposed Medical School of the Arts at Darnell-Cookman. A medical magnet of this depth and caliber is lacking and much needed in the Duval County Public School system. The beauty of having this program located at the Darnell-Cookman facility is that it places students directly across the street from Jacksonville's premier teaching hospital facility, Shands Jacksonville. Students and educators will benefit from this close access to the hospitals facilities and staff.

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

In its MSAP grant application, the district is including ten schools which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make *adequate yearly progress* under the No Child Left Behind legislation.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program.

Sincerely,

OfficeSitters
1713 River Oaks Road
Jacksonville, Floria 32207

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington , D. C. 20202-5970

Dear Mr. Brockhouse:

I am writing in enthusiastic support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP). I am both an educator and a nurse practitioner with two children who have attended Hendricks Avenue Elementary School and the local arts magnet middle school. I always thought it was a shame that Hendricks Avenue Elementary, an excellent academic institution in our neighborhood had no where to send its graduates but outside our zip code district. Developing Landon Middle School as Landon College Preparatory Leadership School will solve this problem. Landon will also become more culturally diverse as the English as a Second Language magnet elementary will also feed into this middle school.

I have been an active parent involved in my children's education. I developed the Super Science Spectacular, with displays and nearly 100 grade-level appropriate hands-on science experiments to help children learn science concepts at Hendricks Avenue Elementary School. A magnet school at Landon would draw similar parent volunteerism and active involvement. Moreover, I am excited about the potential Medical Magnet at Darnell-Cookman which promises to teach life sciences essential for medical careers. Jacksonville is a medical Mecca with five major research medical centers which are huge employers in the community. Funding will help develop and expand magnet programs and assure preparation of high quality citizens.

Sincerely,

Carol Murphey Garner, ARNP, Ed.D.
OfficeSitters
1713 River Oaks Road
Jacksonville, FL 32207

Nemours
CHILDREN'S CLINIC

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

I am writing to you as a parent of a fourth-grader as well as a local clinical child psychologist. This letter is in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program.

I am offering my full and unqualified support for the proposal to form Landon College Preparatory Leadership School. The advantages for children in this community are numerous and include the opportunity to attend a magnet school with a specialized leadership focus, within their own neighborhood, leading to continuity of friendships and a significantly shortened commute. Advantages also expand to most other communities in Jacksonville whose commute to the nearest magnet school would be shortened considerably. I am also writing to you in my capacity as a clinical child psychologist. Unfortunately, at times I am referred magnet students who are experiencing mood or behavior disorders as a result of the considerable stress that they are under. This proposal may result in less stress for some students who would no longer be uprooted from their communities and supportive friendships.

I am also in support of the proposal to expand Darnell-Cookman's Medical Magnet to include students 6th thru 12th grades and become The Medical School of the Arts at Darnell-Cookman. The expansion of this program is an outstanding opportunity for students. Supported by Shands and ultimately the University of Florida, the long-term benefits for students and this community are significant. Ideally this program must remain in its current location, which is directly across the street from UF & Shands Hospital in Jacksonville; it would be disruptive to the working relationship between the hospitals professionals and DCMS students to move this program to another location.

In conclusion, I am very excited about these proposed changes and **offer my full support**. Landon College Preparatory Leadership School will result in a program that solves the problem of a historically-significant school struggling to retain neighborhood students. Instead, children of this community will be able to attend a neighborhood magnet school without the stress of disrupted friendships, long commutes, and difficulty participating in after-school activities. Thank you for your consideration of Duval County Schools' application for federal assistance for its growing and highly sought-after magnet programs and for your support.

Sincerely,

Peggy Greco, Ph.D.
Nemours Children's Clinic
Division of Psychology and Psychiatry
807 Children's Way
Jacksonville, Florida 32207
(904)390-3451
pgreco@nemours.org

The NEMOURS FOUNDATION

Julie Hash
1300 Jean Court
Jacksonville, Florida 32207

April 9, 2007

Steven L. Brockhouse
Office of Innovations and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

I completely support the Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP), specifically the move of Darnell-Cookman Middle School's Academically Gifted and Talented program to Landon Middle School, creating the Landon College Preparatory Leadership School, while simultaneously creating a unique, top-quality medical magnet school at Darnell.

When our twin boys were in 5th grade, we were forced to leave our nationally-recognized, A+ local elementary school (2.5 miles away from our home) to a feeder elementary (approximately 25 miles away!) in order to increase their chances of being selected for the Academically Talented program at Darnell-Cookman Middle School. By luck of the draw, my boys landed at Darnell. By luck, many, many did not.

Our family cares intensely about the children in this county: we volunteer our time and resources through our church to children's programs throughout the county, my husband is a Boy Scout leader and youth sports coach, I have been an active PTA chairperson for seven years, and am a volunteer tutor/mentor for at-risk elementary students in an at-risk elementary school. I have seen both ends of the educational spectrum. I believe unconditionally in learning to love to learn, and as you are well aware, Duval County is currently not providing adequate, let alone superior, education for all of its children. The proposal would expand the impact of our proven, successful flagship magnet programs. It should be noted that we have no personal, vested interest in the passage of this proposal; my sons would attend Landon for only one year in 8th grade. It is for the sake of every child in Duval County that I recognize this proposal as a win-win-win, because:

- Duval County does not provide enough seats for its children in learning institutions that are of high quality and character. Opening Landon while simultaneously growing Darnell's excellent learning environment would allow an additional 1200 children to avail themselves of a quality education.

- University of Florida & Shands Hospital – Jacksonville, a world- renowned teaching hospital, is situated 200 yards from Darnell; they are poised and willing to partner with the School Board to provide a unique opportunity for the children of our county. No transportation issues, no logistical barriers, access to an extremely innovative teaching hospital - what a prospect for our children!
- The students currently at Landon will not be "displaced." They will no longer be required to commute. They may return to their local schools or may exercise the option of applying to one of ***four*** excellent middle school tracks, versus the existing three.

Jacksonville's current education machine is broken, and I so heartily applaud the hard work of so many here in Jacksonville to fix it, permanently and for the long-haul, on behalf of every child in this county. This proposal is an extremely positive step in the right direction.

Respectfully,

Julie Hash

N. ANTA JAMES CONSULTING

Strategic Planning – Program Design, Implementation Plans and Monitoring

"A Common Vision for a Better World"

Friday, April 6, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

It is with much pleasure that I offer this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed. In its MSAP grant application, the district is including ten schools which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make adequate yearly progress under the No Child Left Behind legislation.

Our world has undergone globalization at quite an important scale in the recent past. Our children, once they complete their education, do not only compete with each other for work, but with individuals from across the seas, in continents as far away as Asia and Africa, but yet made close in competition by employment outsourcing. Magnet program curriculums are standard in many of these countries where jobs are outsourced due to cheaper labor, but also comparable, if not superior, educational competitiveness. Therefore, it is time we broaden our children's horizons by offering all of them an all-encompassing magnet school curriculum as early as possible.

I urge you to approve Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Sincerely,

Anta James

N. Anta James – Program Management Consultant
3770 Culp Drive, Jacksonville FL 32277
904-504-1375
Anta.James@gmail.com

Mary Kay Kenney
872 Waterman Rd. S
Jacksonville, FL 32207

April 10, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Ave. SW
Room 4W229
Washington D.C. 20202-5970

Dear Mr. Brockhouse,

I am pleased to write this letter in support of the proposed Landon College Preparatory Leadership School in Jacksonville, FL. This proposed magnet school provides a needed link for academically talented and gifted children in the Hendricks Avenue neighborhood and makes use of a nearby facility which is currently struggling to retain its neighborhood students.

The Hendricks Avenue Elementary School is actively supported by the local community. It is a very well regarded school with many students involved in the gifted or academically talented programs but there is no middle school nearby with a magnet program which requires students to travel a significant distance away from their neighborhood to maintain program continuity. I am certain the local community would be pleased to support a school which would allow the children from the Hendricks Avenue neighborhood to continue to pursue high level academics throughout their academic careers without sacrificing time to commuting and the chance for participation in local sports, clubs, etc. The close proximity of the Hendricks Elementary and the Landon Middle school would provide opportunity for partnership between the students and faculty further enhancing student experience as they transition between programs.

The Duval County Public Schools have had nationally recognized Magnet Programs in place for many years and placements in the programs are highly desirable. The new magnet program for Landon College Preparatory Leadership School will offer increased choice in this area of Jacksonville underserved by the middle school magnet offerings. This would be an excellent addition to the community.

Sincerely, Mary Kay Kenney

Mary Kay Kenney
Hendricks Avenue Elementary School Parent

Judy Kilgore
271 Sweetbrier Branch Lane
Jacksonville, Florida 32259

April 10th, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

I am writing this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

In its MSAP grant application, the district is including ten schools which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make adequate yearly progress under the No Child Left Behind Legislation.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program.

One area of major concern has to do with Hendricks Avenue Elementary School, Landon Middle School, and Darnell Cookman Middle School. At the present time, Darnell Cookman is a Gifted and Academically Talented Magnet School located in downtown Jacksonville across the street from the UF and Shands Jacksonville Medical Center. Darnell Cookman, because of its location, will become The Medical School of the Arts at Darnell Cookman, and will have a close working relationship with UF and Shands Jacksonville. Since the existing Gifted and Academically Talented Magnet Schools are currently located a great distance from the Hendricks attendance zone and require students to be on buses for significant portion of their week day, we would benefit greatly if Landon could become "Landon College Preparatory Leadership School" designated as a Gifted and Academically Talented School. Landon is a historically significant school that is currently struggling to retain their neighborhood students. Its location is within two miles of Hendricks Avenue Elementary. Designating this school as a Gifted and Academically Talented School will attract students from throughout the district, as well as attracting back those students who live within the school's community.

Many of the students at Hendricks Avenue Elementary attend magnet programs for their middle school experience. Due to the close proximity between these two schools, there is an opportunity for articulation between these two faculties which would provide support to students as they transition from elementary to middle school. The Gifted and Academically Talented Program at Landon College Preparatory Leadership School would guarantee "program continuity" to Paxon School for Advanced Studies and Stanton College Preparatory School. This would allow students who attend the magnet program at Landon College Preparatory Leadership

School to continue to pursue high level academics throughout their middle and high school experience.

Your consideration of our special needs would be greatly appreciated.

Sincerely,

Judy Kilgore
Third Grade Teacher
Hendricks Avenue Elementary

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

As a parent, and Duval County School Board employee, I am extremely excited about the possibility of expanding our award winning magnet program through the Magnet Schools Assistance Program (MSAP). Both of my children attended a magnet program for their middle school years and my husband and I feel that the education they received has been exemplary.

I also serve as the Magnet Lead teacher for my elementary school. Every year I am amazed by the numbers of parents that tour my school in hopes of being accepted into our program. During the question and answer period of each tour, parents of pre-kindergarteners ask about where their children will go to middle school after leaving fifth grade. There are groans and disappointment when I explain the options our students have for their sixth, seventh and eighth grade years. Our existing neighborhood school is not an option for most of our families. Our current choices are applying to a magnet across town or going to private school. For many parents the drive downtown is a hardship. It often limits the amount of volunteering possible. After school sporting activities, clubs, and tutoring, while available, force the students to ride a late bus through after work traffic. Often the children don't get back to the bus stop until after 6:00pm. Many families that believe in public education end up opting out and sending their children to private school located close to our neighborhood I know that if we had a viable option for middle school, we would retain many of these children! Establishing **Landon College Preparatory Leadership School** will keep children in the Duval County Public Schools.

Duval County Public Schools have done a wonderful job promoting magnet opportunities. We are recognized throughout the state and nation as a model of "how to do magnet programs and do them right". What we need are some additional choices for our students. The ten new or significantly revised programs would allow more students to participate in school choice There is no valid reason for hundreds of children to be on waiting lists for middle school because we do not have enough seats. The MSAP grant would provide the start-up costs that are always incurred when a program begins. Staffs must be trained, equipment bought and curriculum written. Our magnet programs have accomplished their goal. They are culturally diverse and students are making adequate yearly progress as defined under No Child Left Behind. Please give more children this opportunity by funding the grant to create **Landon College Preparatory Leadership School.** You won't be sorry!

Sincerely,

Tracy Langley
Standards Coach
Magnet Lead Teacher
Hendricks Avenue Elementary

Angela and Jorge Lopez
3934 Cordova Avenue
Jacksonville, Florida 32207

April 10, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Landon is a historically significant school that is currently struggling to retain their neighborhood students. Designating this school as a Gifted and Academically Talented School will attract students from throughout the district, as well as attracting back those students who live within the school's community.

We have 3 children and would love to be able to send them to our neighborhood school for middle school and be assured of a good education.

Please consider changing Landon to be Landon College Preparatory Leadership School.

Sincerely,

1221 Ardsley Rd.
Jacksonville, FL 32207
April 17, 2007

Dear Mr. Brockhouse

We are parents of three children who attend Hendricks Elementary School. Our twins are in kindergarten and our eldest is in second grade. While we have been overwhelmingly pleased with the care and education they are now receiving, we have as much concern about what will happen once they enter middle school.

We have spent many hours contemplating what to do, and the options have come down to sending them to private school or trying to get them into a magnet program. Our greatest feeling of loss has been our reluctance to send them to our neighborhood middle school, namely Landon. As you may know by now, this opinion is shared by many parents at Hendricks, and has been the topic of many discussions, both public and around the dinner table. Most of these discussions end with the statement, "I wish we could feel more comfortable sending our kids to Landon."

The quandary wherein we now find ourselves, is that we cannot afford private school, but also are reluctant to abandon our neighborhood school. You can only imagine our joy and hope at hearing that Landon now has the possibility of changing into a more academically rigorous school, one that we could feel excited about. I would also like you to understand that this line of thought is not motivated from concerns of Landon's structure regarding race or ethnicity, especially as both of us have grown up happily attending public schools of high diversity. It is about the quality of education and desire that our children will be safe, happy and challenged.

In conclusion, we strongly support the change that is being considered for Landon. As parents we have been dedicated in many ways to our children's elementary school, and would continue to be so wherever they end up attending. That is to say, rest assured that we would do our utmost to support Landon, its programs, and the many children who would be there. We consider this both our responsibility and greatest joy, as we watch our children and their classmates grow and learn. I feel it is all our duty to enhance public schools to the highest level possible, as they offer each child the possibility of a promising future and a meaningful contribution to society.

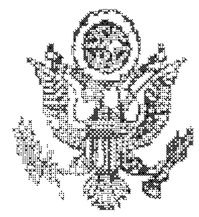
Most sincerely,

Rev. Bernard C. Jorn

Dr. Keels S. Jorn

Cc. Mrs. Jayne Owens-Thompson, Hendricks Ave. Principal

ANDER CRENSHAW
4TH DISTRICT, FLORIDA
DEPUTY MAJORITY WHIP
REPUBLICAN POLICY COMMITTEE



COMMITTEE ON APPROPRIATIONS
SUBCOMMITTEE ON
MILITARY QUALITY OF LIFE AND
VETERANS AFFAIRS, AND RELATED AGENCIES
SUBCOMMITTEE ON HOMELAND SECURITY
SUBCOMMITTEE ON
FOREIGN OPERATIONS, EXPORT FINANCING
AND RELATED PROGRAMS
COMMITTEE ON THE BUDGET

UNITED STATES
HOUSE OF REPRESENTATIVES
April 6, 2007

Mr. Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW, Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse:

It is my understanding that the Duval County Public Schools is a candidate for CFDA 84.165 under the Magnet Schools Assistance Program (MSAP) from the U.S. Department of Education, and I would like to lend my support to their application.

Duval County Public Schools in Jacksonville, Florida, has been a leader in the school choice movement for many years. Its magnet programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than places.

In its MSAP grant application, the district is including ten schools which will have new or significantly revised magnet programs. The federal government assistance would provide the necessary start-up funds in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make *adequate yearly progress* under No Child Left Behind legislation.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program. I am in full support of Duval County Public School's application to the Magnet Schools Assistance Program grant process.

Thank you,

Ander Crenshaw
Member of Congress

AC:nr

127 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-2501

1031 RIVERSIDE AVENUE
SUITE 100
JACKSONVILLE, FL 32204
(904) 598-0481

212 NORTH MARION AVENUE
SUITE 209
LAKE CITY, FL 32055
(386) 365-3316

Brian and Dawn Babcock
4329 Worth Drive East
Jacksonville, FL 32207

April 10, 2007

Mr. Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W 229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse:

The purpose of this letter is to express support of Duval County, Florida Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized as model educational programs that are highly sought after by the local community. These programs have many more applicants each year than can be placed in specific magnet programs.

In its MSAP grant application, the district is including ten schools which will have new or significantly revised magnet programs. Federal assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make adequately yearly progress under the No Child Left Behind legislation.

As Jacksonville continues to undergo a renewal in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program. Your consideration would be greatly appreciated.

Sincerely,

Brian A. Babcock Dawn M. Babcock

Kathleen E. Flynn, M.Ed.
Hendricks Avenue Elementary
3400 Hendricks Avenue
Jacksonville, FL 32207

April 6, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. As a current second grade teacher and a former Teacher of the Gifted, the Landon College Preparatory Leadership School will serve to stand as a Gifted and Talented Program that is located in close proximity to my school; Hendricks Avenue Elementary. As I see it, this would be a phenomenal opportunity for our students to receive advanced coursework within our own community. Most of our students after leaving Hendricks attend magnet programs for their middle school experience. Due to the close proximity between Hendricks Avenue and the proposed Landon College Preparatory Leadership School, there stands a great opportunity for articulation between these two facilities and would provide support for the transition from elementary to middle schools. The proposed Landon College Preparatory Leadership School will guarantee "program continuity" to two outstanding magnet high schools, Paxon School for Advanced Studies and Stanton College Preparatory School. This proposed opportunity would allow students who attend the magnet at Landon to continue pursuing higher level academics throughout their middle and high school experience. This is a win-win situation.

Speaking as a parent of four children, all of whom attend magnet schools throughout the Duval County Public School system, I have spent a significant portion of my day traveling great distances from the Hendricks attendance zone to allow my children the opportunities to actively participate in their magnet schools' after-school sports clubs and tutoring opportunities. If there is an emergency, the magnet schools are not located within a reasonable distance to attend to any crisis that may arise. If the proposed Landon College Preparatory Leadership School comes to fruition, it is a win-win situation for our family.

Speaking from a chronicled point, Landon is a historically significant school that is currently struggling to retain their neighborhood students. For two generations, Hendricks Avenue Elementary has fed the Landon Middle School with many of its students. Many of these parents, who attended Hendricks Avenue Elementary and transitioned themselves to Landon Middle School, are currently pulling their children out of Hendricks in third and fourth grades to place them in private schools because they feel that their children do not have the same opportunities and continuity that they themselves experienced as students. Designating Landon as a Gifted and Academically Talented School will not only attract students from throughout the district, it will bring back those students who live within the school's community. This would be a win-win situation for this community and its future generations.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program in the right direction. I appreciate your time in this matter.

Regards,

Kathleen E. Flynn, M.Ed.
Hendricks Avenue Elementary
3400 Hendricks Avenue
Jacksonville, FL 32207

Saint Mark's Ark

3976 Hendricks Avenue
Jacksonville, Florida 32207
(904) 346-0404
(904) 425-3516

April 11, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5970

This letter is in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program.

As a former teacher, a preschool director, and parent, I have a unique perspective. I hear the needs of parents of infants to high school age children. There in a need for more magnet schools throughout the city. In the past few days two parents have discussed having to drive long distances to get to a magnet school. As a single, working mother, I would have a very difficult time driving the distances mentioned by those parents.

The need is present; help put Jacksonville's plans into place.

Respectfully,

Patrice Roux-Neal
Director

Great Harvest Missionary Baptist Church

2611 Palmdale Street
Jacksonville, Florida 32208
Phone: (904) 924-0113
E-mail: greatharvestmbc@bellsouth.net
George B. T. Lowe, Pastor

Bro. Willie Sanders, Trustee Sis. Shireen Lowe, Admin. Asst.

April 5, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202

Dear Mr. Brockhouse,

It is our pleasure to write this letter in support of Duval County Public Schools application for Federal Assistance under the Magnet Schools Assistance Program (MSAP), on behalf of Sallye B. Mathis Elementary School.

We believe that the Duval County Public School System in Jacksonville, Florida is a leader in the "School Choice Movement" and has been for many years. From personal experience, we've found that the Magnet Program in Jacksonville, Florida offers a great opportunity for learning in areas of special interest while providing diversity in its culture and strengthens the Community at the same time.

We understand that the Magnet Schools Assistance Program grant application will be including ten schools in this District. We feel that a Magnet Program at Sallye B. Mathis Elementary School is greatly needed to enhance the curriculum and training for the children that attend this school, and the Federal Government Assistance will provide the initial "Start Up Funds" for professional development equipment, supplies, and curriculum writing.

Great Harvest Missionary Baptist Church, Inc. of Jacksonville, Florida has pledged our support to the success of this School's effort to attract a more diverse population, and to make choices available to students at an early age in order to help better equip them for future job opportunities and careers. And to make sure that no child is left behind we feel that the Community must lend support to our Institutions of Learning. Listed below are areas in which we are pledging support:

- Mentoring for Children and Youth
- Provisions for School Supplies and Clothing

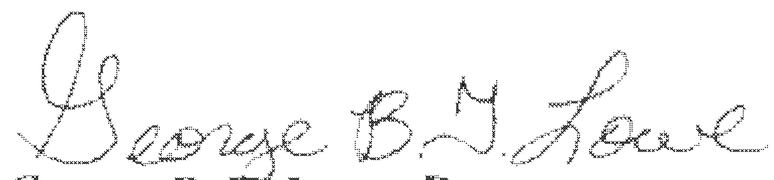
- *Facilitate a "Career Day Exihibit"*
- *Furnish Adults to Read to the Children*
- *To Help Provide for "Emergency Needs" such as:*
    - *Death in the Family*
    - *Accidents*
    - *Other Unfortunate Circumstances*
- *Recognization/Appreciation for Teachers*
- *Support Special Events Sponsored by the School*
- *Provide Lunch from Time-to-Time for the Faculty & Staff or during Teachers Planning or In-Service Days*

In "Adopting the 3rd Grade Level" here at Sallye B. Mathis Elementary School this would require a 3 – Year obligation from Great Harvest Missionary Baptist Church in order to follow the Student through their Tenure at this School.

We look forward to lending support to the Leadership of this School as well as the Students that together we may be able to produce a Student that is prepared to face the World, and it's Challenges; whether it's in the Field of Education – the Work Place – the Family or Society.

Since, Children are our "FUTURE" it's in the best interest of everyone that we make an investment in them, NOW!

Sincerely,



George B. T. Lowe, Pastor
& the Great Harvest Missionary Baptist Church Family

GBTL/sl

"The Harvest Truly is Great, but the Laborers are Few"

H. TRENT Elson Underground Sprinkler and Landscaping, Inc.
435 Clark Road
Jacksonville, Florida 32218
(904) 768-2263 (office)
(904) 768-1470 (fax)

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202

Dear Mr. Brockhouse,

I consider myself to be a true stakeholder with Sallye B. Mathis Elementary School since my business is located directly across the street from the school and because my mother volunteers there. The faculty's efforts to increase students' achievement and to stimulate interest in career opportunities in science, mathematics and engineering are commendable. More minorities need to exposed to these fields.

I am pleased to write this letter in support of Sallye B. Mathis application to become a Mathematics, Science and Pre-Engineering Magnet under the Magnet Schools Assistance Program (MSAP). The federal assistance provides the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the school to attract a diverse student population. We pledge our support to help them anyway we can.

Sincerely,

PTA
3400 Hendricks Avenue Elementary School
3400 Hendricks Avenue
Jacksonville, Florida 32207
(904) 398-9951

April 8, 2007

Steven L. Brockhouse
Office of Innovations and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

Hendricks Avenue Elementary PTA is pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP). Hendricks Avenue has a rich history of volunteerism and a very strong PTA. Our PTA is award winning and holds the Florida state record for 35 years of consecutive 100% membership. This means we have membership equal to our schools enrollment. The staff and faculty are also supportive of the many enrichment programs PTA sponsors for Hendricks' students.

Each year our 5th grade students and their parents have stress over where their children will attend middle school. This is due to the fact that Landon is lacking community support. Its facility is currently underutilized. Many families choose to participate in the magnet lottery and if they do not receive a seat then private schools are plan B. This needs to change and I believe that it can. Its time and our community will embrace Landon College Preparatory Leadership School.

Each year have many more applicants each year than can be placed. In its MSAP grant application, the district is including ten schools, which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make adequate yearly progress under the no child left behind legislation. As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program. The PTA board of Hendricks will gladly work with the staff and parents of Landon to provide a partnership for strong community involvement.

Sincerely,

Kellen Kiss Dyke
PTA President

April 5, 2007

Steven L. Brockhouse
Office of Innovations and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP). As parents we are thrilled at the possibilities that the gifted and academically talented schools hold, especially the proposal of Landon College Preparatory Leadership School. Our neighborhood school, Hendricks Avenue Elementary is a jewel but our feeder school, Landon Middle, is not. Landon is a historically significant school that is currently struggling to retain their neighborhood students. Designating this school, as a Gifted and Academically Talented School will attract students from throughout the district, as well as attracting back those students who live within the school's community. We have chosen to send our oldest son miles away to a current magnet program because Landon was sorely lacking. How wonderful it will be for our younger son to have the opportunity to attend a thriving neighborhood middle school!!!

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally ands locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed. The current locations of the magnet programs make it very difficult for students to actively participate in afternoon sports, clubs, or tutoring opportunities.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program.

Sincerely,

J. Ellen Luis-Jorge

J. Ellen Luis-Jorge

April 5, 2007

Steven L. Brockhouse
Office of Innovations and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

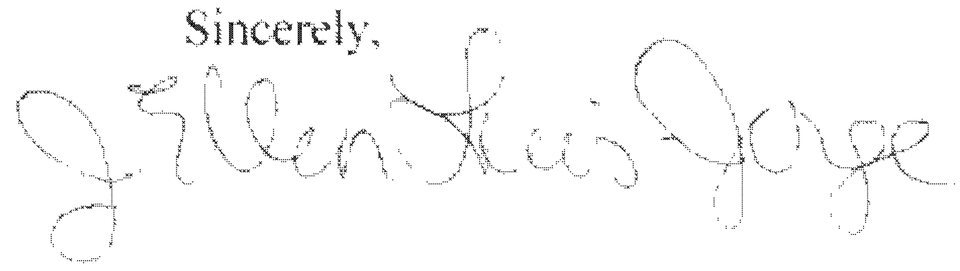
I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP). The current program at Darnell-Cookman is wonderful but the possibility of it becoming a Doctors Academy is exciting. Its location across from Shands Jacksonville is ideal. This is an opportunity to expand upon an already great program.

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally ands locally as model educational programs. They are highly sought after by the local community. Each year have many more applicants each year than can be placed. My older son attends Darnell-Cookman Medical Magnet. And as a parent I have been impressed by the quality of instruction my son is receiving. It is wonderful that by opening more seats within the program that more of Jacksonville's students will have the opportunity to attend such a quality program.

In its MSAP grant application, the district is including ten schools, which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make adequate yearly progress under the no child left behind legislation

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program. The proposal of the Medical School of the Arts at Darnell-Cookman is very exciting for the city and students of Jacksonville, Florida.

Sincerely,



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April 5, 2007

Steven L. Brockhouse
Office of Innovations and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP). As a Physician practicing in Jacksonville for 19 years I am very pleased with the proposal for a Medical School of the Arts at Darnell-Cookman. This is a wonderful opportunity for our community. The school is located across the street from Shands Medical Center, which is perfect for partnership efforts with the teaching facility.

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally ands locally as model educational programs. They are highly sought after by the local community. Each year have many more applicants each year than can be placed.

In its MSAP grant application, the district is including ten schools, which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make adequate yearly progress under the no child left behind legislation

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program. I support the magnet programs and feel Jacksonville is ready for expansion.

Sincerely,

Juan Carlos Luis-Jorge, M.D.

1201 Monument Road Suite 101 - Jacksonville, FL 32225 - Scheduling (904) 855-0700 Fax (904) 855-0739
Toll Free 1 (866) 855-0700

Ms. Maria Luis-Jorge
10374 Weldon Glen Court
Jacksonville, Florida 32256
(904) 363-3986

April 9, 2007

Steven L. Brockhouse
Office of Innovations and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP). As parents we are thrilled at the possibilities that the gifted and academically talented schools hold, especially the proposal of Landon College Preparatory Leadership School. Landon is a historically significant school that is currently struggling to retain their neighborhood students. Designating this school, as a Gifted and Academically Talented School will attract students from throughout the district, as well as attracting back those students who live within the school's community. My nephew currently attends Darnell-Cookman and is very happy but would rather attend a neighborhood school that is thriving.

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally ands locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed. The current locations of the magnet programs make it very difficult for students to actively participate in afternoon sports, clubs, or tutoring opportunities.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program. Darnell is ideally located across the street from Shands and need to remain there in order for the medical magnet program to be successful. Landon and the community are ready for a change let that change be Landon College Preparatory Leadership School.

Sincerely,

Maria Luis-Jorge

Mirta Luis-Jorge
10374 Walden Glen Court
Jacksonville, Florida 32256
(904) 363-3986
April 9, 2007

Steven L. Brockhouse
Office of Innovations and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP). As a grandparent I me thrilled at the possibilities that the gifted and academically talented schools hold, especially the proposal of Landon College Preparatory Leadership School. The neighborhood school, Hendricks Avenue Elementary is a jewel but the feeder school, Landon Middle, is not. Landon is a historically significant school that is currently struggling to retain their neighborhood students. Designating this school, as a Gifted and Academically Talented School will attract students from throughout the district, as well as attracting back those students who live within the school's community. My oldest grandson attends middle school miles away at a current magnet program because Landon was sorely lacking. I volunteer on many of the field trips that Hendricks takes with my younger grandson but have not been able to accompany my 6th grade grandson on any this year mainly because of the distance. I would love to continue my volunteerism at Landon.

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally ands locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program. Darnell-Cookman is ideally located across the street from Shands Jacksonville and its medical magnet is great. Landon is ideal for the expansion of the Magnet program since its facility is under utilized. The community is very excited about the proposal.

Sincerely,

Mirta Luis-Jorge

MOTOROLA

April 11, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

In its MSAP grant application, the district is including ten schools that will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make *adequate yearly progress* under the No Child Left Behind legislation.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program.

Sincerely,

Kelly B. Madden
North Florida Regional President

KBM:hkc

Mark B. and Alicia M. MacLean
1710 Moro Street
Jacksonville, FL 32207

April 4, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5970

Dear Mr. Brockhouse:

We are writing this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

In its MSAP grant application, the district is including ten schools which will have new or significantly revised magnet programs. Specifically, we are in support of the use of the federal government assistance to establish Landon College Preparatory Leadership School Landon is a historically significant school that is currently struggling to retain its neighborhood students. Designating this school as a Gifted and Academically Talented School will attract a diversity of students from throughout the district, as well as attract back those students who live within the school's community.

In our particular situation, our daughter is in the Gifted program in her elementary school and we live a mere four blocks from Landon. Due to the current low performance of Landon (i.e., test scores below state and district levels), we would not choose to send our daughter there and instead would have to apply for magnet status at the Darnell Cookman Gifted/Academic program, with the disadvantage of living outside that school's district boundaries. ***If selected*** via the lottery, we would then have to travel a long distance to and from school each day and/or have our daughter spend numerous hours each week on a bus. Additionally, if our other children do not test into the Gifted program, having a quality local public middle school, versus having to seek private education, would be a distinct advantage. Therefore, if Landon is converted via the grant into a Gifted and Academic Talented school and Darnell Cookman is converted into a Medical School of the Arts, it is a win-win situation in that two magnet programs would exist, opening advantages for numerous additional children, in two diverse areas of Jacksonville and significantly contributing to the revitalization of Landon as a viable, successful academic institution.

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are recognized nationally and locally as model educational programs. Approval of this grant would allow the continuation/expansion of this successful program and offer increased choices to students in schools that do not make adequate yearly progress under the No Child Left Behind legislation!

Respectfully Submitted,

Mark B. MacLean and Alicia M. MacLean

Christopher C. McMorrow
4333 Point La Vista Road South
Jacksonville, FL 32207

April 9, 2007

Steven L. Brockhouse
Office of Innovations and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

Please consider this letter a testimony of my strong support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP). As parents we are thrilled at the possibilities that the gifted and academically talented schools hold, especially the proposal of Landon College Preparatory Leadership School. Designating this school, as a Gifted and Academically Talented School will attract students from throughout the district, as well as attracting back those students who live within the school's community. All three of our boys have attended our neighborhood elementary school with great pride and great results. Our oldest son is now enrolled in the Magnet program and attending a school located downtown, far from our home. It would be a thrill for our other two boys to attend a thriving neighborhood middle school.

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally ands locally as model educational programs. They are highly sought after by the local community. Each year have many more applicants each year than can be placed. The current locations of the magnet programs make it very difficult for students to actively participate in afternoon sports, clubs, or tutoring opportunities. Our family is very active as community volunteers and wish to put energy and hard work into Landon.

In its MSAP grant application, the district is including ten schools, which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make adequate yearly progress under the no child left behind legislation.

I hope you will consider my support of this incredible opportunity and share in my enthusiastic endorsement of the proposal.

Respectfully,

Chris McMorrow

Barbara D. McMorrow
4333 Point La Vista Road South
Jacksonville, FL 32207

April 9, 2007

Steven L. Brockhouse
Office of Innovations and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

Please consider this letter a testimony of my strong support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP). As parents we are thrilled at the possibilities that the gifted and academically talented schools hold, especially the proposal of Landon College Preparatory Leadership School. Designating this school, as a Gifted and Academically Talented School will attract students from throughout the district, as well as attracting back those students who live within the school's community. All three of our boys have attended our neighborhood elementary school with great pride and great results. Our oldest son is now enrolled in the Magnet program and attending a school located downtown, far from our home. It would be a thrill for our other two boys to attend a thriving neighborhood middle school.

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally ands locally as model educational programs. They are highly sought after by the local community. Each year have many more applicants each year than can be placed. The current locations of the magnet programs make it very difficult for students to actively participate in afternoon sports, clubs, or tutoring opportunities. Our family is very active as community volunteers and wish to put energy and hard work into Landon.

In its MSAP grant application, the district is including ten schools, which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make adequate yearly progress under the no child left behind legislation.

I hope you will consider my support of this incredible opportunity and share in my enthusiastic endorsement of the proposal.

Respectfully,

Barbara McMorrow

4/10/07

Steven L. Brockhouse
Office of Innovation and Information
U. S. Dept. of Education
400 Maryland Ave SW
Room 4W229
Washington, DC 20202

Subject: Landon College Preparatory and Leadership School

Dear Mr. Brockhouse,

I am writing to you in support of the proposed plan for Landon Middle School in Jacksonville, FL to become a Gifted/Academically Talented Magnet School . I have 2 children who are in elementary school in the zip code 32207 and the option of the choice of a Gifted/Academically Talent School in our neighborhood is currently unavailable. We are strong supporters of the public school system and have family who have retired from this school board district. As a parent, I am looking for the best education available offering quality curriculum as well as public school safety.

The current Gifted/Academic Magnet is outside my neighborhood and located in the heart of Jacksonville which would be a difficult commute with downtown traffic. The utilization of the busing system would add a significant amount of time to our children's school day. In addition, we are looking for a middle school which offer team sports and tutoring programs if needed and the current location of the Gifted Magnet School would prohibit these activities.

The Landon Middle School location is a historic building in our community. It is near my workplace making access to the school in case of sickness/meetings/school functions possible. The community would welcome such a program in our area to support and be the future educators of our children who will one day be working citizens of this same community.

The development of Landon Middle School into Landon College Preparatory and Leadership School would allow for the early planning and smooth transition of many Hendricks Avenue Elementary Gifted/Academically Talented students into a new school setting which would decrease the anxiety of school change for students as well as parents.

As I mentioned, we are strong supporters of the City of Jacksonville and the Duval County School Board. Our goal is to have a Gifted/Academically Talented Neighborhood School which our children can attend as the feeder school to the Nationally recognized Stanton High School. Thank you for the opportunity to share my thoughts about this very important program grant being considered.

Sincerely,

Susan C. Meyer

Susan C. Meyer

RCM | RICHARD C. MULLENS, DDS
DEDICATED TO EXCELLENCE IN DENTISTRY

April 4, 2007

Mr. Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse:

I am pleased to write this letter in support of Duval County, Florida Public School's application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

In its MSAP grant application, the district is including ten schools which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make adequate yearly progress under the No Child Left Behind legislation.

As a family, we are especially supportive of the plans for revisions to our Magnet Programs. Our two elementary age children now attend an exceptional school located right here in our own community. They are both fortunate enough to participate in the advanced programs offered at our school. Our community middle school, the next stop in their academic career, is one of those in our County that has not demonstrated adequate yearly progress. In addition, no magnet programs exist at that school that would offer continuity for our children from the environment they now

9215 Hendricks Avenue, Suite 1 • Jacksonville, Florida 32207
904.399.3162 • www.rcmdds.com

enjoy. Although there are advanced programs at other schools in our County that are available, as stated previously, there are not enough spaces for all children seeking these spaces, so we have no assurances that our children will be able to attend a Magnet School.

The proposed revisions to our Magnet Programs in Duval County includes improvements to our community middle school that would enable the establishment of a College Preparatory Leadership School there. Landon Middle School is a historically significant school that is struggling to retain neighborhood students. A Preparatory and Leadership program would not only offer coursework for Gifted and Academically Talented students in our community, but with said improvements would attract back local students that have for years abandoned the school. It would provide continuity for students matriculating from our community elementary school.

As a result of its location geographically in Duval County, designated as Landon College Preparatory Leadership School, Landon would serve additional children from throughout the district. Many students now travel much greater distances to other current Magnet Schools because such programs are not offered in their community schools either. Cohesion between Landon and a number of area elementary schools would result in tremendous support for the students making the transition from elementary to middle school.

The Magnet Programs revision plans also call for the establishment of The Medical School of the Arts at Darnell Cookman Middle School. Darnell is strategically located in a disadvantaged neighborhood, yet at the same time, positioned directly across the street from the University of Florida at Shands Medical Center, a major teaching hospital for the University of Florida. This program would offer a continuous six through twelfth grade program for students seeking a career in the medical field. The opportunity exists for a high level relationship between the school and the medical center, equating to an incredible teaching and grooming experience for the students of the Medical School of the Arts.

Jacksonville is experiencing dramatic revitalization and growth of its downtown areas, along with growth of its suburbs. We are in need of growth and revision of our quality magnet programs. Thank you for your consideration of our district for federal assistance.

Sincerely,

Richard C. Mullens, DDS

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse, April 9, 2007

I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP). In this application, the district is proposing to form a Medical School of the Arts at Darnell-Cookman and move the current Darnell program to Landon College Preparatory Leadership School.

As a resident living just one half mile from the current Landon facility I am writing to express my overwhelming support of this move for many reasons. It would be a tremendous asset to our St. Nicholas neighborhood, bordering San Marco, by attracting neighborhood children who have not had access to such a good program this close to home before.

We currently have a huge gap in the education system for our neighborhood children. After leaving such an outstanding elementary school as Hendricks Avenue, children going to middle school are forced into being bussed across town or attend public middle schools which are not as academically challenging as their elementary school was. Creating the Landon College Preparatory Leadership School to the magnet system would give them a tremendous opportunity that does not currently exist.

Adding an instructional Leadership component to the current Darnell gifted and accelerated programs would also give students a unique opportunity to become leaders at a young age and to prepare for similar programs at continuing magnet high schools, such as Stanton and Paxon.

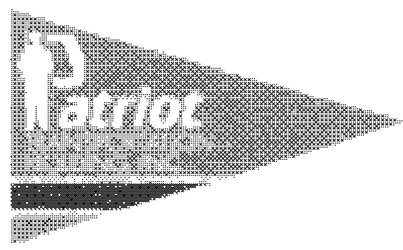
My personal reasons for supporting this program begin with our 13 year-old daughter who was not selected in the lottery for Darnell-Cookman. Had she been a neighborhood child she would have been given priority in the lottery. The current Landon middle school is considered academically substandard and a dangerous place with unruly children. We were left with no other choice but to pay private school tuition for her.

With the new Landon Leadership program our 9 year-old son will have the opportunity to attend the gifted program close to home and with many of the students who are also in the Hendricks gifted program now. He will have the opportunity to learn leadership

skills, go to school with neighboring children, and be prepared for the high school magnet programs.

I strongly urge you to approve of this move, which will benefit the local community, and most importantly the students who will have access to an invaluable education much closer to home.

Felicia



Felicia Otterbourg, PHR, MHRMG
Director, Human Resources
PATRIOT TRANSPORTATION HOLDING, INC.
1801 Art Museum Dr., STE. 300
Jacksonville, FL 32207
Tel: (904) 858-9141 / Fax: (904) 396-0258
Email: fotterbourg@patriottrans.com

Apr 11, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202

Dear Mr. Brockhouse,

As Chair of the Duval County Magnet Advisory Council and a local magnet graduate I am delighted to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools have fostered choice for children in Jacksonville, Florida and built exemplary programs recognized nationwide. They have consistently been at the forefront of the school choice movement for many years. Its Magnet Programs are recognized nationally and coveted locally as model educational programs. Designed for the future and responsive to local changes, they are highly sought after by the local community and continuously have more applicants than can be accommodated.

In its MSAP grant application, the district is including ten schools which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make *adequate yearly progress* under the No Child Left Behind legislation. When they choose a program of interest, school becomes more interesting too and success isn't someone else's dream anymore.

As Jacksonville continues its metamorphosis into an avant-garde coastal Florida city, the time is right now for the district to grow its highly successful magnet program to ensure the leadership tomorrow gets the education for tomorrow.

Sincerely,

Staci Parnes
Magnet Advisory Council Chair
Duval County, FL

4/10/07

Steven L. Brockhouse
Office of Innovation and Information
U. S. Dept. of Education
400 Maryland Ave SW
Room 4W229
Washington, DC 20202

Subject: Landon College Preparatory and Leadership School

Dear Mr. Brockhouse,

I am writing to you in support of the proposed plan for Landon Middle School in Jacksonville, FL to become a Gifted/Academically Talented Magnet School . I have 2 children who are in elementary school in the zip code 32207 and the option of the choice of a Gifted/Academically Talent School in our neighborhood is currently unavailable. We are strong supporters of the public school system and have family who have retired from this school board district. As a parent, I am looking for the best education available offering quality curriculum as well as public school safety.

The current Gifted/Academic Magnet is outside my neighborhood and located in the heart of Jacksonville which would be a difficult commute with downtown traffic. The utilization of the busing system would add a significant amount of time to our children's school day. In addition, we are looking for a middle school which offer team sports and tutoring programs if needed and the current location of the Gifted Magnet School would prohibit these activities.

The Landon Middle School location is a historic building in our community. It is near my workplace making access to the school in case of sickness/meetings/school functions possible. The community would welcome such a program in our area to support and be the future educators of our children who will one day be working citizens of this same community.

The development of Landon Middle School into Landon College Preparatory and Leadership School would allow for the early planning and smooth transition of many Hendricks Avenue Elementary Gifted/Academically Talented students into a new school setting which would decrease the anxiety of school change for students as well as parents.

As I mentioned, we are strong supporters of the City of Jacksonville and the Duval County School Board. Our goal is to have a Gifted/Academically Talented Neighborhood School which our children can attend as the feeder school to the Nationally recognized Stanton High School. Thank you for the opportunity to share my thoughts about this very important program grant being considered.

Sincerely,

Susan C. Meyer

Susan C. Meyer

RCM | RICHARD C. MULLENS, DDS
DEDICATED TO EXCELLENCE IN DENTISTRY

April 4, 2007

Mr. Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse:

I am pleased to write this letter in support of Duval County, Florida Public School's application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

In its MSAP grant application, the district is including ten schools which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make adequate yearly progress under the No Child Left Behind legislation.

As a family, we are especially supportive of the plans for revisions to our Magnet Programs. Our two elementary age children now attend an exceptional school located right here in our own community. They are both fortunate enough to participate in the advanced programs offered at our school. Our community middle school, the next stop in their academic career, is one of those in our County that has not demonstrated adequate yearly progress. In addition, no magnet programs exist at that school that would offer continuity for our children from the environment they now

8215 Hendricks Avenue, Suite 1 • Jacksonville, Florida 32207
904/399-1163 • www.rcmdds.com

enjoy. Although there are advanced programs at other schools in our County that are available, as stated previously, there are not enough spaces for all children seeking these spaces, so we have no assurances that our children will be able to attend a Magnet School.

The proposed revisions to our Magnet Programs in Duval County includes improvements to our community middle school that would enable the establishment of a College Preparatory Leadership School there. Landon Middle School is a historically significant school that is struggling to retain neighborhood students. A Preparatory and Leadership program would not only offer coursework for Gifted and Academically Talented students in our community, but with said improvements would attract back local students that have for years abandoned the school. It would provide continuity for students matriculating from our community elementary school.

As a result of its location geographically in Duval County, designated as Landon College Preparatory Leadership School, Landon would serve additional children from throughout the district. Many students now travel much greater distances to other current Magnet Schools because such programs are not offered in their community schools either. Cohesion between Landon and a number of area elementary schools would result in tremendous support for the students making the transition from elementary to middle school.

The Magnet Programs revision plans also call for the establishment of The Medical School of the Arts at Darnell Cookman Middle School. Darnell is strategically located in a disadvantaged neighborhood, yet at the same time, positioned directly across the street from the University of Florida at Shands Medical Center, a major teaching hospital for the University of Florida. This program would offer a continuous six through twelfth grade program for students seeking a career in the medical field. The opportunity exists for a high level relationship between the school and the medical center, equating to an incredible teaching and grooming experience for the students of the Medical School of the Arts.

Jacksonville is experiencing dramatic revitalization and growth of its downtown areas, along with growth of its suburbs. We are in need of growth and revision of our quality magnet programs. Thank you for your consideration of our district for federal assistance.

Sincerely,

Richard C. Mullens, DDS

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse, April 9, 2007

I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP). In this application, the district is proposing to form a Medical School of the Arts at Darnell-Cookman and move the current Darnell program to Landon College Preparatory Leadership School.

As a resident living just one half mile from the current Landon facility I am writing to express my overwhelming support of this move for many reasons. It would be a tremendous asset to our St. Nicholas neighborhood, bordering San Marco, by attracting neighborhood children who have not had access to such a good program this close to home before.

We currently have a huge gap in the education system for our neighborhood children. After leaving such an outstanding elementary school as Hendricks Avenue, children going to middle school are forced into being bussed across town or attend public middle schools which are not as academically challenging as their elementary school was. Creating the Landon College Preparatory Leadership School to the magnet system would give them a tremendous opportunity that does not currently exist.

Adding an instructional Leadership component to the current Darnell gifted and accelerated programs would also give students a unique opportunity to become leaders at a young age and to prepare for similar programs at continuing magnet high schools, such as Stanton and Paxon.

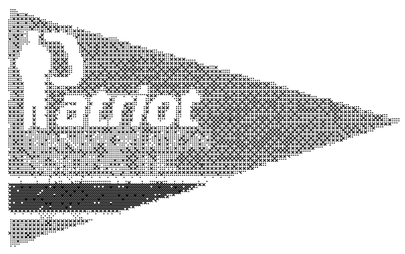
My personal reasons for supporting this program begin with our 13 year-old daughter who was not selected in the lottery for Darnell-Cookman. Had she been a neighborhood child she would have been given priority in the lottery. The current Landon middle school is considered academically substandard and a dangerous place with unruly children. We were left with no other choice but to pay private school tuition for her.

With the new Landon Leadership program our 9 year-old son will have the opportunity to attend the gifted program close to home and with many of the students who are also in the Hendricks gifted program now. He will have the opportunity to learn leadership

skills, go to school with neighboring children, and be prepared for the high school magnet programs.

I strongly urge you to approve of this move, which will benefit the local community, and most importantly the students who will have access to an invaluable education much closer to home.

Felicia



Felicia Otterbourg, PHR, MHRMG
Director, Human Resources
PATRIOT TRANSPORTATION HOLDING, INC.
1801 Art Museum Dr., STE. 300
Jacksonville, FL 32207
Tel: (904) 858-9141 / Fax: (904) 396-0258
Email: fotterbourg@patriottrans.com

Apr 11, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202

Dear Mr. Brockhouse,

As Chair of the Duval County Magnet Advisory Council and a local magnet graduate I am delighted to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools have fostered choice for children in Jacksonville, Florida and built exemplary programs recognized nationwide. They have consistently been at the forefront of the school choice movement for many years. Its Magnet Programs are recognized nationally and coveted locally as model educational programs. Designed for the future and responsive to local changes, they are highly sought after by the local community and continuously have more applicants than can be accommodated.

In its MSAP grant application, the district is including ten schools which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make *adequate yearly progress* under the No Child Left Behind legislation. When they choose a program of interest, school becomes more interesting too and success isn't someone else's dream anymore.

As Jacksonville continues its metamorphosis into an avant-garde coastal Florida city, the time is right now for the district to grow its highly successful magnet program to ensure the leadership tomorrow gets the education for tomorrow.

Sincerely,

Staci Parnes
Magnet Advisory Council Chair
Duval County, FL

STAND FOR CHILDREN

CHILD WATCH
Partnership
of
Jacksonville, FL, Inc.

POST OFFICE BOX 2583
JACKSONVILLE, FL 32203-2583
933 WEST BEAVER STREET
JACKSONVILLE, FL 32204

April 4, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
US Department of Education
400 Maryland Avenue, SW
Rom 4W229
Washington, D.C. 20202

Dear Mr. Brockhouse,

The National Council of Negro Women, Inc, (NCNW) Florida Community Based Sections have had a long tradition of supporting educational achievements in the State of Florida. The efforts of Sally B. Mathis Elementary School to increase student's awareness of career opportunities in science, mathematics and engineering are both timely and timeless. NCNW, Jacksonville, Florida Section has maintained a continuous partnership with Sally B. Mathis Elementary School for many years. As NCNW'S State Convener Florida Community Based Sections, I am pleased to write this letter in support of Sallye B. Mathis Elementary School's application to become a Mathematic, Science and Pre-Engineering Magnet under the Magnet School Assistance Program (MSAP). We pledge our full support behind this worthy endeavor.

Sincerely,

Gertrude H. Peele, State Convener
National Council of Negro Women, Inc
Florida Community Based Sections

Administered by:
The National Council of Negro Women, Inc. Jacksonville, Florida
Community Based Section/Child Watch Partnership of Jacksonville, Inc.
Telephone: (904) 634-0367 • FAX: (904) 358-0167 • EMAIL: ghpeele@aol.com
OFFICE LOCATED IN:
The Center of Achievement 933 West Beaver Street • Jacksonville, FL 32204
"A copy of the official registration and financial information may be obtained from the divison of consumer services by calling toll free 1-800-HELP-FL"

Cecile Evans Rider
1121 Morvenwood Road
Jacksonville, Florida 32207

April 10, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse:

I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

In its MSAP grant application, the district is including ten schools, including, Landon College Preparatory Leadership School and The Medical School of the Arts at Darnell Cookman, which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make adequate yearly progress under the No Child Left Behind legislation.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program. Your support is vital to our success in providing these expanded educational opportunities.

Sincerely,

Cecile Evans Rider

Robert Rider
1121 Morvenwood Road
Jacksonville, Florida 32207

April 10, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse:

I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

In its MSAP grant application, the district is including ten schools, including, Landon College Preparatory Leadership School and The Medical School of the Arts at Darnell Cookman, which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make adequate yearly progress under the No Child Left Behind legislation.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program. Your support is vital to our success in providing these expanded educational opportunities.

Sincerely,

Robert Rider

BOYD JENERETTE

THE LEVY BUILDING | 201 NORTH HOGAN STREET, SUITE 400 JACKSONVILLE, FLORIDA 32202

(P) (904) 353-6241 (F) (904) 353-2863 (W) BOYDJENERETTE.COM

BENFORD L. SAMUELS, JR.
BSAMUELS@BOYD-JENERETTE.COM
DIRECT FAX: 904-493-3734

APRIL 10, 2007

Steven L. Brockhouse
Office on Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, DC 20202-5970

Dear Mr. Brockhouse:

As parents of three children who have, and currently are, going through the elementary and middle school magnets of Duval County Schools I am writing this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Overall we have been very pleased with the Duval County Public Schools in Jacksonville, Florida and its magnet programs which are recognized nationally (as well as locally) for their extensive educational offerings. Spots in these magnet programs are harder and harder to obtain with each passing year and are currently unable to accommodate all applicants.

Under the MSAP grant application Duval County Public Schools would be able to add 10 schools which would create a wider range of magnet programs. It is our feeling that a school should be able to attract a diverse student population and offer increased choices to students in each magnet school including, the ability to accommodate those students under the No Child Left Behind legislation.

My family has had the pleasure of living within walking distance of Hendricks Avenue Elementary. We currently have one child still at Hendricks, one at Lavilla Middle School which is the Arts magnet and our oldest just finished last year at Darnell Cookman Middle School. Both of these are fine middle schools but are located some distance from our home and has created logistical problems in getting students to and from these schools and also allowing them to participate in after

school activities. These logistical problems are shared by all in the community that wish to have their child attend a middle school magnet program.

It has been proposed that Landon be granted magnet status under the gifted and academically talented program. Landon has a long history of supporting the area students which is located in very close proximity to Hendricks Avenue Elementary. However, Landon is currently struggling to retain their neighborhood students. If Landon was designated as a magnet school specifically under the gifted and academically talented, it would attract students from throughout the district as well as bringing back those students who live within the school's community. Such a designation would also give the students a much better opportunity to participate in after school activities which would only increase interaction between students and faculty. Such a situation would surely be seen as a win-win proposal.

Jacksonville, Duval County is continuing to grow exponentially and because of this I see a strong need to return to a more neighborhood associated school system while still being allowed to bring in students from throughout the district who choose to attend these magnets with their diverse offerings of educational experiences. Not only would this be beneficial to the students and their parents but would also be a fiscally responsible decision on behalf of the Duval County Public Schools.

Thank you very much for your attention to this matter. If you have any questions please do not hesitate to call.

Yours very sincerely,

Benford L. Samuels, Jr.

BLSJr/keh

Virginia L. Smith
4291 Morena Lane
Jacksonville, Florida 32207
904-346-3785

April 9, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Dept. of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Re: Landon College Preparatory Leadership School

Dear Mr. Brockhouse,

It is with great pleasure that I write this letter of support for the Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

I have three young sons who will attend Landon if this grant is successful. I am an extremely involved parent at my children's elementary school, volunteering hundreds of hours each year. I am currently facing tough decisions regarding my children's middle school choices. My husband and I attended public school and I have always wished that for my children, however, private school has been a serious option prior to the notice of this grant. If the grant is successful, my three sons will all attend Landon and I will eagerly focus my volunteer hours towards making it the best middle school in Jacksonville. Our neighborhood is truly starving for a middle school where our neighborhood children can attend together.

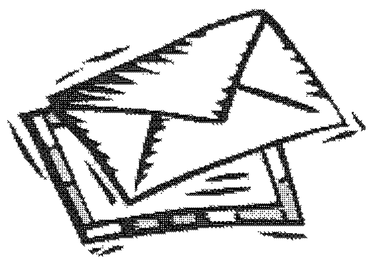
The success of Hendricks Elementary speaks volumes as to the dedication of the parental and community support for public schools in our area. Currently the graduating children from Hendricks scatter to the winds upon graduation with many families choosing private or home schooling as a solution to the perceived deficiency at the middle school level in our neighborhood. This grant can serve as the spark needed for the children, parents, businesses, and the community as a whole to take back their middle school. There is no doubt in my mind that, with the approval of this grant, Landon can be as fine a middle school as Hendricks is an elementary school.

I simply cannot express enough how excited and supportive my family, my neighborhood, and my community are for the potential grant and corresponding positive change to Landon Middle School.

Respectfully submitted,

Virginia Shad

Virginia Shad



Sarah P. Singer 883 Mapleton Terrace Jacksonville, FL 32207

April 9, 2007

Steven L. Brockhouse
Office of Innovations and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP). As parents we are thrilled at the possibilities that the gifted and academically talented schools hold, especially the proposal of Landon College Preparatory Leadership School. Designating this school, as a Gifted and Academically Talented School will attract students from throughout the district, as well as attracting back those students who live within the school's community.!!! Our daugher two years ago applied to the magnet program but did not get in. We sent her to du Pont Middle on special assignment. We have been very pleased with du Pont and believe strongly in public schools. Because we believe in Public Schools in Duval County, private school was not a consideration. I being a Landon alumnus myself would be very pleased to send my son to Landon if this proposal is approved.

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally ands locally as model educational programs. They are highly sought after by the local community. Each year have many more applicants each year than can be placed.

In its MSAP grant application, the district is including ten schools, which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make adequate yearly progress under the no child left behind legislation

Sincerely,

San Marco Preservation Society

1652 ATLANTIC BOULEVARD JACKSONVILLE, FLORIDA 32207 (904) 396-4734

April 3, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington. D.C. 20202-5970

Dear Mr. Brockhouse:

The San Marco Preservation Society supports Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP). Duval County Public Schools in Jacksonville, Florida continues to be a leader in the school choice movement. The district is including ten schools in its MSAP grant application that will have new or significantly revised magnet programs. One of the schools, Landon Middle School, is located in the San Marco neighborhood. It has great historic significance and value to our community and is presently underutilized by neighborhood children.

Currently, families with middle aged school children must travel a significant distance outside the neighborhood to attend a Gifted and Academically Talented Magnet School. Children are spending a significant part of their week on school buses or in cars that add to congestion on our roadways. Also, because of the distance, it becomes difficult for children to participate in extracurricular activities.

Because of the limited choices for neighborhood children, after leaving the neighborhood elementary school at Hendricks Avenue, many families opt for private school or relocate to neighboring counties. The San Marco Preservation Society is concerned with improving and retaining the quality of life for all residents in the San Marco neighborhood. Having a premier magnet program at an under utilized facility in our neighborhood would be a wonderful asset for our neighborhood, the community and Duval County.

Sincerely,

Rob Smith
President, SMPS

San Marco Preservation Society
Supporters of Landon College Preparatory Leadership School

Below are members of San Marco Preservation Society in Jacksonville, Florida who support development of Landon College Preparatory Leadership School in our neighborhood. We recognize Landon School as a historical building and a significant institution in San Marco. Yet, Landon is struggling to keep neighborhood students because families who attended Hendricks must commute long distances to attend magnet schools outside our neighborhood. We believe Landon College Preparatory Leadership School will be an asset to our neighborhood.

Name	Address	e-mail or contact number
Pam Rush	2344 Laurel Rd	904-396-4106
John Rush	2344 Laurel Rd	904-396-4106
Barbara Hoff	942 Watonwan Rd N	904-396-3355
[illegible]	1702 [illegible] Road	904 318 7640
Cynthia [illegible]	1816 River Road	[illegible]
[illegible]	[illegible]	[illegible]
Forlest Bowen	1010 Lakis Pl.	904-395-0922
[illegible]	[illegible]	[illegible]
[illegible]	435 [illegible]	733.7952
Karl [illegible]	3451 Randolph St.	396 6513
Virginia Norton	1066 Sorrento Rd, #7	904.333.2444
Gray [illegible]	1137 Greenridge Rd	904 399 0495
George Foote	1605 Berwick Rd	904-396-5420
[illegible]	[illegible]	[illegible]
Eileen Raymer	1031 River Oaks Rd.	904 396-6734
Dewey Raymer	1031 River Oaks Rd	904 396 6734
Valerie Evans	4737 Great Oaks Ln	904-398-6326
Diane Norton	1018 Sorrento Rd	904-396-9050
Barbara S Puckett	947 Sorrento Rd	904-398-4989
Mitchell Weiss	936 Holly Lane	904-346-0683
Richard Moore	3427 Randolph St.	904-398-5843

Allison Turknett
4380 Worth Drive East
Jacksonville, Florida 32207
April 9,2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

In its MSAP grant application, the district is including ten schools which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make *adequate yearly progress* under the No Child Left Behind legislation.

I am personally supportive of a new medical magnet school that would be entitled Medical School of the Arts at Darnell Cookman. The school would serve grades sixth through twelfth. I believe it would be an ideal location due to the close proximity of Shands Hospital to the Medical School of the Arts at Darnell Cookman. Students would be close enough to the hospital to experience many hands-on learning opportunities.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program. Thank you for your consideration of this letter.

Sincerely,
Allison Turknett
Allison Turknett

Crusader Capital Corporation

April 6, 2007

Steven L. Brockhouse
Office of Innovation and Improvement
U. S. Department of Education
400 Maryland Avenue S.W.
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse:

I am writing this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP). Additionally, I am writing in support of the proposal to create Landon College Preparatory Leadership School.

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. This fact is one of the primary reasons that my husband and I chose to pull our children out of private schooling and into Hendricks Avenue Elementary School three years ago when we moved to Jacksonville, Florida.

In its MSAP grant application, the district is including ten schools which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make adequate yearly progress under the No Child Left Behind legislation.

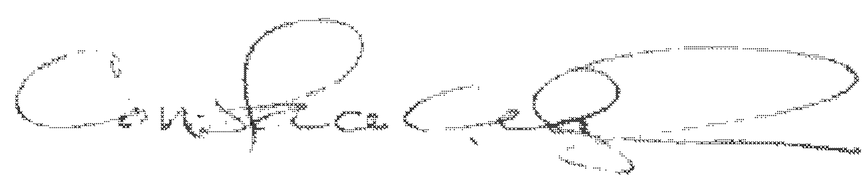
The Magnet Schools Assistance Program is an excellent opportunity for our community to support the public school system with its offerings of advanced studies and areas of specific interest to our children. However, room for improvement remains. The proposal to create the above-referenced schools suggests an excellent way to offer such improvement.

4446 Hendricks Avenue #104, Jacksonville, FL 32207
904.858.3555

Presently, the historic Landon Middle School is struggling to retain its neighborhood students. Designating this school as a Gifted and Academically Talented School will attract students from throughout the district, as well as attracting back those students who live within the school's community. Providing a superior option within the neighborhood will also increase the ability for parents of those neighborhood children to continue to provide the outstanding volunteer support like that which has been achieved at Hendricks Avenue Elementary.

As Jacksonville and the surrounding area continues to grow, the magnet program needs to make significant changes in order to keep up with this growth. Please consider allowing for federal assistance to Duval County under the MSAP in order to support the necessary changes needed.

Sincerely,



Constance C. Vaughan, Esq.

4446 Hendricks Avenue #104, Jacksonville, FL 32207
904.858.3555

Allison Turknett
4380 Worth Drive East
Jacksonville, Florida 32207
April 9,2007

Steven L. Brockhouse
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Room 4W229
Washington, D.C. 20202-5970

Dear Mr. Brockhouse,

I am pleased to write this letter in support of Duval County Public Schools' application for federal assistance under the Magnet Schools Assistance Program (MSAP).

Duval County Public Schools in Jacksonville, Florida has been a leader in the school choice movement for many years. Its Magnet Programs are the flagship of its school choice offerings and are recognized nationally and locally as model educational programs. They are highly sought after by the local community and have many more applicants each year than can be placed.

In its MSAP grant application, the district is including ten schools which will have new or significantly revised magnet programs. The federal government assistance will provide the necessary start-up costs in professional development, curriculum writing, supplies, and equipment that will allow the schools to attract a diverse student population and to offer increased choice to students in schools that do not make *adequate yearly progress* under the No Child Left Behind legislation.

I am personally supportive of a new Gifted and Academically Talented Magnet Program which would be entitled Landon College Preparatory Leadership School. The existing Gifted and Academically Talented Magnet Schools are currently located a great distance from my child's elementary school, Hendricks Avenue Elementary. Because the existing programs are such a great distance from our neighborhood attendance zone, students are required to be on buses for a significant portions of their week days. Additionally, the location of the existing programs make it very difficult for students to actively participate in afternoon sports, clubs, or tutoring opportunities. I also believe that my volunteer hours would be limited due to the great distance of the current program from my neighborhood and I am currently very active as a school volunteer and PTA Board member at Hendricks Avenue Elementary.

As Jacksonville continues to undergo a renaissance in its downtown and surrounding areas, the time is right for the district to grow its highly successful magnet program. Thank you for your consideration of this letter.

Sincerely,
Allison Turknett
Allison Turknett

REQUEST TO PARTICIPATE
IN THE 2007-2008 THROUGH 2009-2010 MSAP FUNDING CYCLE

TO: Sally Hague, Director
School Choice/Pupil Assignment Operations

FROM: Iranetta Wright, Principal

DATE: March 29, 2007

My school has considered the benefits and challenges of being included in the Magnet Schools Assistance Program Grant for the next funding cycle. As a school community we are requesting that Lake Shore Middle (name of school) be included in the grant application.

The magnet theme we want for our school is:
International Baccalaureate.

The following groups support this request.

Principal: _____

SAC Chair: _____

SIT: _____

PTA President: _____

SDM Chair: _____

Community Leaders: _____

_____

_____

Chief Officer: _____

Please return this form by ~~October 31, 2006~~ (extended due to late release of MSAP regulations)

Dr. Sally Hague
School Choice Department
#3001 2nd Floor
FAX: 390-2070

REQUEST TO PARTICIPATE
IN THE 2007-2008 THROUGH 2009-2010 MSAP FUNDING CYCLE

TO: Sally Hague, Director
School Choice/Pupil Assignment Operations

FROM: Gwen Crutchfield, Principal
Sallye B. Mathis Elementary School

DATE: October 31, 2006

My school has considered the benefits and challenges of being included in the Magnet Schools Assistance Program Grant for the next funding cycle. As a school community we are requesting that Sallye B. Mathis Elementary (name of school) be included in the grant application.

The magnet theme we want for our school is: Math, Science & Pre Engineering.

The following groups support this request.

Principal: Gwen Crutchfield

SAC Chair: LaShaun C. Barton

SIT: LaJuse M. Finn

PTA President: LaShaun C. Barton

SDM Chair: Brenda G. Davis

Community Leaders:

_____

_____

_____

Chief Officer: _____

RECEIVED
General Director
School Choice
FEB 27 2007
REFERRED TO:
DATE REFERRED:

Please return this form by ~~October 31, 2006~~

Dr. Sally Hague
School Choice Department
#3001 2nd Floor

FAX: 390-2070

REQUEST TO PARTICIPATE
IN THE 2007-2008 THROUGH 2009-2010 MSAP FUNDING CYCLE

TO: Sally Hague, Director
School Choice/Pupil Assignment Operations

FROM: Pearl M. Roziers
Rufus Payne Elem.

DATE: April 2, 2007

My school has considered the benefits and challenges of being included in the Magnet Schools Assistance Program Grant for the next funding cycle. As a school community we are requesting that Rufus Payne Elem. (name of school) be included in the grant application.

The magnet theme we want for our school is:
Primary IB.

The following groups support this request.

Principal: Pearl M Rozjers

SAC Chair: [illegible]

SIT: [illegible]

PTA President: [illegible]

SDM Chair: [illegible]

Community Leaders:
Marlene Dhosty Parent
[illegible] Community Leader
[illegible] Engineer Owner/Operator

Chief Officer: Donna S. Hulsey, Executive Director

Please return this form by ~~October 31, 2006~~ (extended due to late release of MSAP regulations)

Dr. Sally Hague
School Choice Department
#3001 2nd Floor
FAX: 390-2070

APR 11 2007
RECEIVED
MAGNET PROGRAMS

REQUEST TO PARTICIPATE
IN THE 2007-2008 THROUGH 2009-2010 MSAP FUNDING CYCLE

TO: Sally Hague, Director
School Choice/Pupil Assignment Operations

FROM: Kim Bays
Lake Forest Elementary School

DATE: April 3, 2007

My school has considered the benefits and challenges of being included in the Magnet Schools Assistance Program Grant for the next funding cycle. As a school community we are requesting that Lake Forest Elementary School (name of school) be included in the grant application.

The magnet theme we want for our school is:
Visual & Performing Arts.

The following groups support this request.

Principal: K Bays

SAC Chair: Tonya M Crosby

SIT: Marion Pearson

PTA President: Marion Jewett

SDM Chair: Marion Pearson

Community Leaders:

_____

_____

_____

DTU Rep: Wanda Williams

Chief Officer: Donna Hulsey

Please return this form by ~~October 31, 2006~~ (extended due to late release of MSAP regulations)

Dr. Sally Hague
School Choice Department
#3001 2nd Floor
FAX: 390-2070

REQUEST TO PARTICIPATE
IN THE 2007-2008 THROUGH 2009-2010 MSAP FUNDING CYCLE

TO: Sally Hague, Director
School Choice/Pupil Assignment Operations

FROM:

DATE:

My school has considered the benefits and challenges of being included in the Magnet Schools Assistance Program Grant for the next funding cycle. As a school community we are requesting that Henry F Hite (name of school) be included in the grant application.

The magnet theme we want for our school is:
International Baccalureate.

The following groups support this request.

Principal: Erdine Johnson

SAC Chair: Godfrey Jenkins

SIT: Erdine Johnson, Keith Johnson, Kathy Perry, Michelle DeLoach, Jan Rawlins, Carol Sumpter

PTA President: Carol Sumpter

SDM Chair: Michelle Stinson

Community Leaders:

Karen Patterson

Sharon Patterson

Chief Officer: Steve Hite

Please return this form by ~~October 31, 2006~~ (extended due to late release of MSAP regulations)

Dr. Sally Hague
School Choice Department
#3001 2nd Floor
FAX: 390-2070

REQUEST TO PARTICIPATE
IN THE 2007-2008 THROUGH 2009-2010 MSAP FUNDING CYCLE

TO: Sally Hague, Director
School Choice/Pupil Assignment Operations

FROM:

DATE:

My school has considered the benefits and challenges of being included in the Magnet Schools Assistance Program Grant for the next funding cycle. As a school community we are requesting that North Shore (name of school) be included in the grant application.

The magnet theme we want for our school is:
MicroSociety.

The following groups support this request.

Principal: Dr. Pamela L. McNeill-Sutton

SAC Chair: Beverly L. Cosby

SIT: Kathy B. Hall

PTA President: Bronze Sutton

SDM Chair: Karen M. Conn

Community Leaders: [illegible]

Chief Officer: [signature]

Please return this form by ~~October 31, 2006~~ (extended due to late release of MSAP regulations)

Dr. Sally Hague
School Choice Department
#3001 2nd Floor
FAX: 390-2070

Table 5: Selection of Students

Instructions:

For each magnet school included in the project:

- Indicate whether or not academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the same process and use of academic criteria applies to more than one of the magnet schools included in the project, in the "Magnet School(s)" identify all of the schools for which the student selection process applies.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

Magnet School(s): Henry F. Kite Elementary, Justina Road Elementary, Rufus Payne Elementary, Lake Forest Elementary, Sallye B. Mathis Elementary, North Shore Elementary

Check the appropriate box:

☐ Academic examination is a criterion in the magnet school student selection process.
☑ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

Admission to elementary magnet schools is by application. Students may apply for up to three (3) magnet programs. All students who apply for a magnet school by the published deadline are eligible to participate in the magnet lottery. The lottery selects students based on choice (1, 2, 3) and priority.

The priorities for K-5 are as follows:

Priority 1: Neighborhood students or students who live in the former attendance area of a dedicated magnet school; and, children who are dependents of active duty military personnel.

Priority 2: Sibling Preference for students who have a sibling already in the magnet program who is eligible to return the next year.

Priority 3: Students whose neighborhood school is a Title I school and who apply for a magnet program in a non-Title I school; or, students whose neighborhood school is not a Title I school and who apply for a magnet program in a Title I school.

Priority 4: For students who live in the eligible transportation zone who take a tour of the school to which they are applying.

Priority 5: For students who live outside the transportation zone who take a tour of the school to which they are applying and whose parents agree to provide transportation if selected.

Priority 6: For students who apply but whose parents have not toured the school to which application is being made.

Magnet School(s): Ft. Caroline Middle, Lake Shore Middle

Check the appropriate box:

- ☐ Academic examination is a criterion in the magnet school student selection process.
- ☑ Academic examination is <u>not</u> a criterion in the magnet school student selection process.

Describe the student selection process.

Admission to middle magnet schools is by application. Students may apply for up to three (3) magnet programs. All students who apply for a magnet school by the published deadline are eligible to participate in the magnet lottery. The lottery selects students based on choice (1, 2, 3) and priority.

The priorities for Grades 6, 7 and 8 are as follows:

Priority 1: Children who are dependents of active duty military personnel.

Priority 2: Program Continuity for students who have been in the Primary Years International Baccalaureate program the elementary level

Priority 3: Students who reside in the attendance area of Title I middle schools that are NAYP (non adequate yearly progress)

Priority 4: Sibling Preference. This is for students who have a sibling already in the magnet program at the school to which they are applying providing the sibling is eligible to return the next year.

Priority 5: Tiered Continuity. This is for students who have participated in an elementary magnet program and who wish to apply to a different theme for 6th grade or who have participated in an elementary program that does not have the same theme available at the middle school level.

Priority 6: Principal Signature: This is for students who have never participated in an elementary magnet program and who apply for the 6th grade and whose parents attend a tour of the school.

Magnet School(s): Darnell-Cookman Gifted and Talented School of the Medical Arts

Check the appropriate box:

- ☐ Academic examination is a criterion in the magnet school student selection process.
- ☑ Academic examination is <u>not</u> a criterion in the magnet school student selection process.

Describe the student selection process.

Admission to middle magnet schools is by application. Students may apply for up to three (3) magnet programs. All students who apply for a magnet school by the published deadline are eligible to participate in the magnet lottery. The lottery selects students based on choice (1, 2, 3) and priority.

The priorities for the Middle School program are as follows:

Priority 1: Students who live in the former attendance area of Darnell-Cookman; and, children who are dependents of active duty military personnel.

Priority 2: Program Continuity from elementary gifted and talented or multiple intelligences magnet school.

Priority 3: Students who reside in the attendance area of Title I middle schools that are NAYP (non adequate yearly progress)

Priority 4: Sibling Preference. This is for students who have a sibling already in the magnet program at the school to which they are applying providing the sibling is eligible to return the next year.

Priority 5: Principal Signature: This is for students who have never participated in an elementary magnet program and who apply for the 6th grade and whose parents attend a tour of the school.

Priority 5: Principal Signature: This is for students who have never participated in an elementary magnet program and who apply for the 6th grade and whose parents attend a tour of the school.

Priority 6: No Principal Signature. This is for students who have not participated in an elementary magnet program and who apply for the 6th grade and whose parents do not attend a tour of the school.

The priorities for High School are as follows:

Priority 1: Students who live in the former attendance area of Darnell-Cookman; and, children who are dependents of active duty military personnel.

Priority 2: Program Continuity for students who have been in any of the programs at Darnell-Cookman Middle.

Priority 3: Program Continuity for magnet students who attended either James Weldon Johnson (gifted and academically talented) or Julia Landon (College Preparatory Leadership School).

Priority 4: Students who reside in the attendance area of Title I middle schools that

	are NAYP (non adequate yearly progress)
Priority 5:	Principal Signature: This is for students whose parents attend a tour of the school.
Priority 6:	No Principal Signature. This is for students whose parents do not attend a tour of the school.

Magnet School(s): Julia Landon College Preparatory Leadership School

Check the appropriate box:

- ☐ Academic examination is a criterion in the magnet school student selection process.
- ☐ Academic examination is <u>not</u> a criterion in the magnet school student selection process.

Describe the student selection process.

Admission to middle magnet schools is by application. Students may apply for up to three (3) magnet programs. All students who apply for a magnet school by the published deadline are eligible to participate in the magnet lottery. The lottery selects students based on choice (1, 2, 3) and priority.

The priorities for the Julia Landon program are as follows:

Priority 1:	Children who are dependents of active duty military personnel and students who live in the former attendance area of Julia Landon Middle School.
Priority 2:	Program Continuity from elementary gifted and academically talented or multiple intelligences magnet school.
Priority 3:	Students who reside in the attendance area of Title I middle schools that are NAYP (non adequate yearly progress).
Priority 4:	Sibling Preference. This is for students who have a sibling already in the magnet program at the school to which they are applying providing the sibling is eligible to return the next year.
Priority 5:	Principal Signature: This is for students who have never participated in an elementary magnet program and who apply for the 6th grade and whose parents attend a tour of the school.

Table 6: Revised Magnet Schools

Instructions:

For each magnet school identified in Table #2 (Existing Magnet Schools Included in the Project):

- Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program); and
- Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc.
- If all of the schools participating in the project are new magnet schools, indicate "No Revised Magnet Schools Participating in the Project" in the first "Nature of Revision or Change to the Magnet School" box.
- Use additional sheets, if necessary.

Magnet School: Lake Forest School of the Visual and Performing Arts

Nature of Revision or Change to the Magnet School:

Lake Forest Elementary School will change from a Creative Expressions program within a school magnet to a school wide Visual and Performing School of the Arts magnet program in which all the children who attend (neighborhood and magnet) the school will participate. The new program will (1) infuse the arts in core academic classroom instruction; and (2) offer all children in kindergarten through grade 5 instruction in nine different arts areas. The school is under enrolled and can accommodate approximately 100 additional magnet students.

Explanation of How or Why the Revision is Significant:

The change is significant for the following reasons:

(1) Since 1991 the school has served a neighborhood population as well as magnet students who come from outside the attendance area. In the early years, the theme was successful at attracting magnet students, but several changes in leadership over the past few years has led to a decline in student achievement as well as in magnet enrollment. The school received a state grade designation of "F" for 2006 and did not make AYP for the 5th consecutive year.

(2) An innovative and enthusiastic new principal is eager to expand and revitalize the arts magnet program in order to increase rigor and student performance for the children who live in the attendance area of the school.

(3) The district has implemented another very successful elementary School of the Arts and this school will be able to attract and serve students who are on a waiting list for the other school.

(4) Duval County has a very successful dedicated magnet middle school of the arts at LaVilla School of the Arts. Magnet students in the elementary arts schools receive first priority for admission to the middle school program. The creation of a new elementary school of the arts at Lake Forest will prepare students who are less likely to have access to the arts at an early age to be successful at LaVilla School of the Arts.

(5) As a Title I school, Lake Forest will use the revision of the magnet program to improve the quality of teaching and instruction in this school.

(6) Duval County has an expansive transportation system designed to transport magnet students to school. However, many routes experience low ridership. By increasing the number of magnet students who attend Lake Forest, the transportation routes that are in place will be more effectively utilized.

(7) Duval County has many schools that are over capacity and because of an amendment to the state constitution (class size reduction) schools must limit enrollment in kindergarten through grade 3 to no more than 18 students per class and in grades 4 and 5 to no more than 22 students per class. The significant revision of the arts magnet program at Lake Forest will attract students from other schools that are over the class size limit and thus allow Duval County Public Schools improve its school choice options.

Magnet School: Justina Road Elementary School

Nature of Revision or Change to the Magnet School:

Justina Road Elementary School first became a magnet school in 1999-2000. After a year of planning and collaboration with Jacksonville University, the theme became "Junior University" and was implemented as a field-based teacher education/profession development school. The program was successfully implemented but did not attract large numbers of magnet students. After several changes in leadership, the current principal requested that the theme be changed in order to attract more students to the school. The Primary Years International Baccalaureate Program has been selected as a theme in order to improve instructional rigor and to increase access to this program. The revised magnet program will be a whole school model in which all children who attend the school will participate.

Explanation of How or Why the Revision is Significant:

The change is significant for the following reasons:

(1) The school serves a population of 360 students that is 92% minority. The school is well located, easily accessible, and has the capacity to serve an additional 130 students.

(2) As a Title I school that has not made adequate yearly progress (AYP) for four consecutive years under the No Child Left Behind Legislation, the new magnet theme will be used to improve the quality of the instructional program.

(3) The program will add access to the Primary Years Program for an area of town that is

not currently served.

(4) The district is proposing the addition of the Middle Years International Baccalaureate program in at Ft. Caroline Middle School. Justina Road is a feeder school to this middle school thus affording students the opportunity to participate in this program starting in kindergarten through grade 8.

(5) Duval County has many schools that are over capacity and because of an amendment to the state constitution (class size reduction) schools must limit enrollment in kindergarten through grade 3 to no more than 18 students per class and in grades 4 and 5 to no more than 22 students per class. The revised magnet program at Justina Road will attract students from other schools in the area that are over the class size limit and thus allow Duval County Public Schools to improve its school choice options.

Magnet School: Henry F. Kite Road Elementary School

Nature of Revision or Change to the Magnet School:

Henry F. Kite first became a magnet school in 1998-1999 because the school was in danger of becoming minority group isolated. A gifted and talented theme was selected and was successful for several years both in terms of implementation of the theme and in its ability to attract non-minority students to the school. One of the unique features of the school was that the entire staff and the principal added gifted education to their professional teaching certificates. This allowed the school to offer instructional strategies normally reserved for gifted students to all students in the school. However, an almost 100% change in instructional staff as well as several changes in school leadership have diminished the quality of the program as currently designed. The significantly revised theme for this school is the Primary Years International Baccalaureate Program which will be implemented as a whole school, dedicated magnet program. This program will improve instructional rigor and increase access to the Primary Years Program (PYP).

Explanation of How or Why the Revision is Significant:

The change is significant for the following reasons:

(1) The school serves a population of 430 students that is 91% minority.

(2) As a Title I school that has not made adequate yearly progress (AYP) for two consecutive years under the No Child Left Behind Legislation, the new magnet theme will be used to improve the quality of the instructional program.

(3) The program will add access to the Primary Years Program (PYP) for an area of town that is not currently served by this program.

(4) The school will become a dedicated magnet school with no students projected to the school based on the residential address. This action will improve Duval County's School Choice options. Students who reside in the current attendance area will receive first priority for admission.

(5) The students will be prepared to enter an already existing Middle Years International Baccalaureate Program in the area that still has space to accommodate additional students.

(6) Duval County has a track record of success in achieving diverse student populations in dedicated magnet schools.

Magnet School: Darnell-Cookman Middle School

Nature of Revision or Change to the Magnet School:

Darnell-Cookman has operated as a dedicated middle school magnet program since 1992-1993. The school has three themes: (1) gifted; (2) academically talented; and (3) medical. The medical magnet is highly desirable but has remained small, serving only 150 students in grades 6, 7 and 8, because there is no room for the program to grow. For the current school year, over 300 students are on a waiting list for this program. The revised program will reduce the size of the gifted and academically talented program; expand the medical magnet in size and scope; and add a high school program on the same campus. The significantly revised program will provide for two teams of students at each grade level. Both the gifted and academically talented team and the medical team will be organized in cohort groups and stay with the same group of core academic teachers for three years through a process known as looping. Students on the medical team will take two medical electives per year and students on the gifted and academically talented team will have the opportunity to take one medical elective per year. Teachers for all students will have or seek to have gifted endorsement on the Professional Educator's Certificate.
[Note: The reduced student access to the gifted and talented program on this campus will be mitigated by the addition of a new gifted and talented program at Julia Landon College Preparatory Leadership School.]

Explanation of How or Why the Revision is Significant:

This change is significant for the following reasons:

(1) There is an already existing demonstrated demand for increased access to this type of magnet program.

(2) The school site is centrally located and directly across the street from Shands Jacksonville, an academic medical center associated with the University of Florida.

(3) There is an existing collaboration/partnership already in place between the current medical magnet program and Shands Jacksonville. This relationship will be expanded with the conversion of the medical magnet program to the Gifted and Talented School of the Medical Arts.

(4) The middle school medical magnet program does not currently have a viable high school continuation program. At the middle school level, students are exposed to research and scholarship that astounds many visitors to the school. There is a need to provide these students a similar opportunity to continue their studies at the high school level.

(5) There is a prediction of a nationwide doctor shortage within the next 10 years as the practicing doctors enter retirement years. This program will make a small contribution to

the necessary addressing of this potential crisis.

(6) The program will allow Duval County Public Schools to increase its school choice options for middle grades students. In particular, this revised program will create additional space for students who attend five Title I middle schools identified for School Improvement under the *No Child Left Behind* Title I Transfer Option.

(7) City-wide transportation to this school is already in place.

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **8526-Mandatory_Final_-_MSAP_Budget.xls**

There was a problem with converting this attachment to PDF.

The PDF service could not convert the attachment within the specified time limit.