TO: The School Board of Seminole County
Tina Calderone, Ed.D., Chairman
Amy Lockhart, Vice Chairman
Karen Almond, Member
Jeffrey Bauer, Member
Dede Schaffner, Member

FROM: Walt Griffin, Ed.D.
Superintendent of Schools
I. Overview of Strategic Plan Revision Process/Timeline/Stakeholder Feedback

II. Instructional System Initiatives
   - A – Graduation
   - B – High Standards and Student Achievement
   - C – Innovation for College, Careers and Citizenship

III. System Initiative D - Human Capital Management

IV. System Initiative E – Technology Innovation

V. System Initiative F – Fiscal Responsibility

VI. System Initiative G – Parent, Business and Community

VII. Board Discussion
Seminole County Public Schools
Superintendent Faculty Input Survey Results
Spring 2015
SCPS Teachers,

Over the past several months I've taken the time to meet with our 2015 Teachers of the Year. We met in small groups of about eight and I included a Board Member and Dr. Anna-Marie Cote in our two hour meetings. I asked the teachers not to "paint a rosy picture" but tell me what I need to hear so I could take some action.

One common response was to reach out to more teachers, so I am. Attached is a survey that I am asking you to complete. I am trying to figure out what we can legally change to improve your working conditions. Please take the time to complete the survey, which will be open until the end of February. I need your feedback and look forward to hearing from you.

Sincerely,

Walt Griffin, Ed.D.
# Participant Summary

<table>
<thead>
<tr>
<th>I currently teach at a(n):</th>
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<tbody>
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<td>Elementary School</td>
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<tr>
<td>Middle School</td>
<td>23.4%</td>
<td>603</td>
</tr>
<tr>
<td>High School</td>
<td>28.6%</td>
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2581 overall participants

## Elementary School

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<tr>
<td>11-15</td>
<td>25.0%</td>
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<tr>
<td>16 and up</td>
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## Middle School

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<td>11-15</td>
<td>16.1%</td>
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<tr>
<td>16 and up</td>
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## High School

<table>
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<tbody>
<tr>
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<td>17.3%</td>
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<td>11-15</td>
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<tr>
<td>16 and up</td>
<td>44.9%</td>
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From a teacher perspective, what can feasibly be modified or removed from your day-to-day responsibilities to provide time for more quality classroom instruction?

### Overall Summary:
- Teachers at all levels expressed concerns over too many meetings and the overabundance of paperwork.
- Teachers are in need of more time for planning and grading.
- Teachers want simplified lesson plans if attached to IPs.

### Elementary School

**Instructional Level Summary**

Based on the results, teachers responded that there were too many meetings and trainings that take teachers out of the classroom and don’t allow them to do grading or provide extra student help. Lesson plans are too complicated and detailed. Teachers also expressed frustration at the loss of time when they are asked to perform hall, lunch, and/or bus duties. Also, teachers seek to have the task of inputting duplicate data into multiple platforms to be removed.

**Meetings/PLCs/PD (279 responses)**

> “All these meetings leave us no time to actually accomplish what we want to for the benefit of our own individual students. I want time to spend in my classroom preparing for my students. I want school to be fun and educational. Why can’t we spend time on planning more interesting lessons? Why do we all have to do the exact same thing? We don’t all have the same materials.”

> “Daily PLCs. I have no problem meeting when we have something to discuss, but there is absolutely no reason for us to meet more than 1-2 times a week as a whole team. It’s a waste of valuable time.”

> “Get rid of so many meetings. Professional learning communities (PLC) has lost all of its meaning. Instead of using them to making our jobs easier, they are now viewed as just another meeting and a waste of time. While there is a need to collaborate with colleagues, there are other duties that we have that must also be done. Grading papers, calling parents, lesson plans, preparing for MTSS takes time, and there is no time during the day to do anything except PLC’s. There needs to be a balance.”

> “Stop removing me from class to attend Student Study/ MTSS meetings. I lose approx 1 hour instructional time in the classroom each week. It is disruptive and adds up over time, putting me behind.”

**Data/Data Analysis (108 responses)**

> “Completely get rid of data folders, scales, and student reflections. They are ineffective and a big waste of instructional time. Students at this age (K-3) struggle to self-evaluate. I know they are not at an age of abstract thinking and self-reflection requires this type of thought. The students do not seem to care and it doesn’t make a difference.”

> “Duplicate data recording (ie inputting data into student data notebooks, teacher data binder, EdInsight) We should only be tracking data in one, consistent manner, not recording same data in multiple formats”

> “I think it would be nice to have county-wide expectations or resources for certain programs or initiatives that are being used across all schools in the county (data binders, curriculum resources, test-prep resources, MTSS, etc.). I feel that each school is working to create resources that could be shared and that we are not all on the same page.”

> “MTSS process is overwhelming. The number of parent contacts and data points required take a significant amount of time for those teachers who have more than their fair share of students in the process.”
From a teacher perspective, what can feasibly be modified or removed from your day-to-day responsibilities to provide time for more quality classroom instruction?

Duty (70 responses)
“Car/Bus Duty at dismissal. This occurs during our planning time. On weeks that we have car duty, it lasts about 40 minutes each day.”

“Morning AND afternoon duty. (This is unequally assigned at my school) Most teachers have only afternoons every 5-6 weeks. ESE/Specials teachers have it before and after school every day.”

“Double duty on top of teaching 6 40 minute classes every day.”

Paperwork (54 responses)
“Less paperwork: MTSS data, lesson plans, PLC’s, etc. I feel like a attendance teacher when I have to report and keep track of students who have unexcused absences and tardies. If the student has too many, I have to let the office know and then they do something. Since I turn in attendance each day the office should be aware of when the student has been out too many days. I can’t do it all!!!”

“Marzano requirements and the paperwork required are excessive! Lighten up administrator requirements on scales, etc. I spend more time on learning goals, scales, DPPs, etc, and less time on quality lesson planning specific to my students. Marzano has us all jumping through hoops - it is too much all at once.”

“There is so much paperwork that teachers are expected to complete. For example, completing Team Professional Development notebooks and making anchor charts, just to complete the task. Absolutely pointless!”

Lesson Plans (24 responses)
“Lesson plans. We are given the SCPS instructional plans for almost every subject which tells us what we’re supposed to teach and when. It’s a waste of time to then write lesson plans telling you what I’m teaching and when.”

“Teachers have to follow the instructional plan and write detailed plans that contains the same information. The lesson plan requirement that I have been given is repetitive to the instructional plan. The only additional information that is not in the plan is the page numbers. If the TE is marked then there is no reason a sub cannot follow along. We also leave subs detailed plans to follow. Writing these detailed lesson plans each week is a waste of my time.”

“Easier, quicker way to create lesson plans. The county has spent millions on texts, which have planners. If teachers are able to go by those planners, then why do we have to copy and paste, just to satisfy the requirement of lesson plans. If we have copies of our Subject SCPS Plans, our TE’s or curriculum planners, then we should not have to retype everything that is already there. We should be able to say, reference Chapter 12 Lesson 3 and do these activities. It’s just meaningless busy work.”
From a teacher perspective, what can feasibly be modified or removed from your day-to-day responsibilities to provide time for more quality classroom instruction?

Middle School

Instructional Level Summary
Based on the results, teachers responded that there were too many meetings and trainings that take teachers out of the classroom and don’t allow them to do grading, data analysis, or provide extra student help. Lesson plans are too complicated and detailed. Many teachers see it as a box for the administration to check and it does not improve student outcomes or teaching performance. Some teachers felt there was too much emphasis on data and it did not provide new or useful information. Other teachers felt that data analysis was very important but felt they did not have the time or expertise to collect and organize it. They would like administrators to do it for them so that all they have to do is analyze the data.

Teachers also felt that student discipline and behavior was not being effectively handle by their schools’ administration. They also felt that the procedures of disciplining students was too cumbersome and created a lot of excess work for the teachers, ex. Having to calls home, write multiple referrals, use the behavior points sheets or behavior tracking plans, etc. Teachers felt that there was too much and redundant paperwork that they are required to do, such as ESE weekly documentation, positive behavior plans, creating bulletin boards, parent emails, reflections, pre and post conference forms, schedule forms, absence forms, and writing goals. In addition, they felt that some of these tasks should be handled by the discipline/attendance staff.

Meetings/PLCs/PD (131 responses)
“Meetings that are ineffective. Every teacher understands there should be meetings; however, if we are meeting just for the sake of meeting, I would rather use that time to improve my instruction, lesson plan, etc.”

“45 minute long PLC meetings that tend to just be a waste of time and typically we collaborate with other teachers on our own time. I believe PLC’s would be good if they are done once or twice a month instead of every week.”

“There should not be an 8:30 faculty meeting on Wednesday’s when there is also a 3:00 faculty meeting or department meeting”

“The excessive pursuit of PD and PLCs that try to dogmatically apply a checklist mentality to Marzano DQs”

Lesson Plans (78 responses)
“It seems there is too much time spent on creating lesson plans that the administration team would approve of. Instead of writing and perfecting the lesson plans for them we could be actually planning better lessons. The write up takes too much time when it’s not for us.”

“Each week we have to answer four reflection questions as part of our lesson plan. For me this is at least a one page reflection. This is a lot of extra work that not all schools require. I would like to see more equity in what the expectations are.”

“Lesson Plans are dictated by CPALMS. Yet, teachers are required to write up the same exact lesson plans on a separate “lesson plan template.” Why are teachers constantly required to complete endless forms that are already in the SCPS Instructional Plans? I noticed that most administrators do NOT know how to access or navigate the CPALMS website. Why is this?”
From a teacher perspective, what can feasibly be modified or removed from your day-to-day responsibilities to provide time for more quality classroom instruction?

Data/Data Analysis (59 responses)
“Data provided for teachers instead of making them do all the work. We can analyze after it has already been done, but gathering all the information is tedious and a poor use of time when a computer could correlate it for us.”
“Less data collection. We are spending so much time gathering and analyzing data that the main objective-assisting the student, is lacking.”
“Reports often require teachers to individually do what data experts could do collectively faster and more accurately. Then teachers could add the components only they know.”

Paperwork (21 responses)
“Overwhelming amount of paperwork for teachers besides grading of student work, EX. ESE weekly documentation, behavior contracts, Positive Behavior Plans documentation, parental emails that must be sent within 24 hours, Data analysis for not only teacher made tests but also for DE testing, PMAs etc.”
“Minimize meetings and paperwork (including computer based) so instructional time is not used for catching up on grading and requirements to prepare for meetings. (I am really surprised at how many teachers do this!)”
“I think 99% of teachers would agree that we enjoy teaching, it’s all the "paperwork" that goes along with it. We want to teach, not be paper pushers”
“Abundance of extra paperwork needs to be removed”

Discipline (18 responses)
“The way MISBEHAVING students are dealt (or not dealt) with administratively. These students continue to steal the learning time from the other students. Lack of respect is further fueled by lack of consequences. It is a drain on teacher energy.”
“Need more discipline resources on campus. We have one dean of students for 1200+ kids. He’s fantastic but he’s only one person and can’t be in eight places at once, no matter how hard he tries.”
“The overload of paperwork especially to get any discipline done (MKMS) is three different forms???? It takes months to get anything done!”
“When students are disruptive and sent to Discipline, they should not be returned to the classroom. Administrators need to know that if quality academic teaching and learning is to take place, something must be done to address the learning environment. Perhaps special classes that address any problems and mentor this type of student would be helpful. I find an increasing number of students who just do not want to be in school for any other reason than to see their friends and get free lunch.”
From a teacher perspective, what can feasibly be modified or removed from your day-to-day responsibilities to provide time for more quality classroom instruction?

High School

Instructional Level Summary
According to teacher responses, some teachers mentioned that the bell schedules modified to accommodate testing interrupted classroom teaching and that too many meetings disrupt teachers’ planning time. Teachers also indicated that lesson plans are too complicated and detailed and that many teachers see it as a box for the administration to check and it does not improve student outcomes or teaching performance. Several teachers questioned the necessity to display learning goals and scales in the classroom for students, teachers don’t think it benefit students’ learning. Finally, requests to reduce class size to a number of students that is more manageable, a few teachers complained about the class size over 25 that is overloaded to them.

Testing/SBA/PMA (115 responses)
“Students are constantly being pulled out of class for testing and the daily schedule is being altered frequently for the same reason. This results in having to re-teach items already covered to insure all students get the information."

“DE Testing takes time away from our teaching time. There is not enough time in the day to analyze all the data on students. I know my students and am aware which ones 'get it' and which ones are 'struggling'."

“Need accessibility to library media resources currently restricted by testing schedule”

“Testing/Progress Monitoring have become a MAJOR issue for the English department. We have been out of the classroom on a weekly basis, if not more frequently lately for all of these tests.”

Meetings/PLCs/PD (97 responses)
“Faculty/department meetings that contain redundant information. A majority of information presented at these meetings can be more efficiently distributed via email.”

“Too many extraneous requirements. Too many meaningless PD’s. Academic teachers need more time for grading and evaluating student performance.”

“Provide teachers with 2 planning periods, one for lesson development and another for grading, parent phone calls, PLC’s, entering grades into skyward, etc.”

“Faculty meetings and PLCs are usually demotivational and unproductive. Teachers need this time for personal reflection and curriculum planning.”

Learning Goals/Scales (36 responses)
“Removing the need for a formalized learning scale. We are constantly monitoring our students throughout the day. Having to spend time writing up a formal scale is redundant.”

“Displaying the scales in the classroom on the posters provided by the county. These can be known by the teacher and do not need to be displayed for all the kids to see.”

“Reviewing scales and objectives with students - students don’t care and it detracts from instruction. I’ve also student test scores and compared years where I’ve given and reviewed scales to years where I haven't. There is no difference in student scores...so why waste the paper and instructional time?”

“Excessive practice testing. Having to reference goal (and scales!!) 3-4 times per lesson. My students are not 5. They know what is going on.”
From a teacher perspective, what can feasibly be modified or removed from your day-to-day responsibilities to provide time for more quality classroom instruction?

Lesson Plans (26 responses)

“Simplify lesson plan requirements so they are not so time consuming, allows more time for creative lessons, perhaps CPALMS generic subject lesson plans, (with the ability for teachers to alter) and not have to turn them in anymore.”

“In math, the textbook or instructional plan has changed almost every year. So as a teacher we have to rewrite tests, lesson plans, develop new lessons, etc., instead of improving the lesson from the year before.”

“Submission of weekly lesson plans. Instead monthly or quarterly plans which offer an outline as to what is being taught and standards covered.”

“Having the lessons plans is different places: Blackboard/agenda on the board/lesson plan book/computer/Scales posted”

Smaller Class Size (17 responses)

“Class size matters. Hard caps are wrong, but it does matter. If I am an above average teacher but I have to spread my skills over 25 kids per class or 20, it makes a huge difference.”

“Reduce the class size, I teach over 180 students every day. If I give a one page essay in preparation for FSA writes and everyone completes it, well you get the picture.”

“Cap class size to 25 students, and do not overload classes with support facilitation. Hold support facilitators more accountable to time in class and days per week helping students. This system is negligent and support facilitators are taken away from students to do things such as proctor exams for non-support facilitated students.”
How can the instructional model part of the teacher evaluation process be improved?

**Overall Summary:**
- Teachers at all levels expressed a need for fewer indicators during the observation period.
- Teachers are looking to simplify the process and seeking less emphasis on the scales and learning goals.
- There is a strong opinion from all levels of administrators using the tools in a negative way against teachers and that the process is still too subjective.
- There were several teachers seeking to return to the short and long form evaluations.

**Elementary School**

**Instructional Level Summary**
Teachers expressed a desire to make the evaluation process simpler by reducing the number of indicators they are measured on. Also, many teachers expressed that they feel administrators use the evaluation system as a “gotcha-ya”. Teachers in addition often expressed that they felt the evaluation process is still too subjective and administrators vary in how the system is implemented. Finally, teachers expressed that walk-throughs should not be recorded in iObservation.

**Simplify/Allow for flexibility (172 responses)**

“More flexibility in realistic specifications for meeting all students’ needs all the time.”

“We should not expect teachers to all teach the same way. Teaching should be flexible based on students’ needs.”

“More flexibility in exhibiting understanding of indicator than requiring specific wording”

“Simplify it. Too many parts to keep up with.”

“Teachers should NOT be evaluated simply on one visit from an administrator. This creates an unnatural teaching situation that creates undue stress for the students and teacher. If an administrator comes in frequently and truly "knows" his/her staff, he/she should be able to effectively evaluate the teacher through informal visits to the classroom.”

**Less emphasis on scales, learning goals, & posted documentation (60 responses)**

“Do we really need to post scales and learning goals for each subject area in the primary grades? The children do not understand the phrasing of the goals and do better with a simple scale of 1 to 4 in words and phrases they understand that can be used universally.”

“Having different goals and scales constantly changing for elementary teachers who teach 3+ subjects per day takes a lot of time.”

“Marzano should be developmentally age appropriate, scales, data notebooks, learning goals are all confusing to primary students”

“Once again.. let teachers be teachers. We are too busy making sure we are checking off domains, not being picked at for not having the correct vocabulary or scale up.. this has nothing to do with being a good solid teacher.”

“Teachers focus be on the learning process and not creating scales. It would be helpful if the county provided scales that teachers could tweak to fit their grade level.”
How can the instructional model part of the teacher evaluation process be improved?

Administrator Training/Too subjective (49 responses)
“Better understanding and consistency from administration on what is expected instead of asking for clarification and being read the Marzano scale with no specifics or examples.”

“It is so subjective with each admin. A teacher can be highly effective one year and only effective the next year. Speech teachers already get their own form, so SLD support facilitators should have their own form.”

“As it is currently implemented, it is highly subjective. This model was supposed to eliminate evaluator bias, but clearly it has only served to heighten bias. If you truly wish to improve instruction, a large group of administrators standing in the back of a classroom during a lesson seems the most obtrusive way to accomplish this goal.”

Multiple observations/More feedback (42 responses)
“Walk-throughs should be done by more than one administrator to get a more subjective view.”

“Allowing time to perfect our instructional model before being observed on it. Admin. could give us feedback before we are observed to help us understand what we could improve and what we are doing good.”

IObservation (29 responses)
“IObservation is busy work & wastes teaching preparation time - make it simple & user friendly”

“Observations should be done....coming by more often for a few minutes at a time will tell more than even a formal observation. This should be used as a helping tool for the teacher with suggestions made by the principal that will improve performance, but not permanently documented with a score on IObservation. That should be reserved for a regular observation.”

“Oye Vey! I now wear a guard at night due to clenching and my stomach tends to be in knots whenever admin. 'pops in'. I fear opening IObservation as now, even the walk-throughs are documented. I feel pressured to perform in a scripted way.”

“Make administrators accountable for what they put on IObservation. My administrator posted a lie on mine in the fall saying I only had one goal posted. I left the same goals up for months waiting for her to come back and fix it. When she came in she sat down at one of my tables and didn't even look closely at both sides of the chart.”

“Reflections on IObservation is not helpful, just a waste of time”

Get rid of it (26 responses)
“GET RID OF MARZANO! Marzano isn’t helping teachers to a better job. It is not helping teachers to be reflective about their practice. The evaluation process displays a “dog and pony” show. That is not what teaching is about!”

“Get rid of Marzano!!! Yes it is good to reflect on our learning but too much wasted time tracking our progress and writing reflections when we should be teaching the skills they all need.”

More teacher training/guidance/Peer modeling (11 responses)
“Allow opportunity for teachers to learn from each other. Visiting other teachers to see how we can see indicators in our day-to-day. New teachers can constantly learn from our peers. So many teachers have great ideas that we haven’t even thought of!”

“Peer evaluation. Not necessarily as an "official" part of the observation, but just to get some feedback from other teachers, as well as to see how things are being done in other classrooms.”
Middle School

Instructional Level Summary

The majority of teachers expressed a desire to make the evaluation process simpler by reducing the number of indicators they are measured on, cutting back on the pre- and post- conferences and/or reducing the amount of paperwork involved in the evaluation. Also, many teachers expressed that they feel administrators use the evaluation system to threaten and intimidate teachers. Teachers often referred to a ‘gotcha’ mentality among administrators. Teachers in addition often expressed that they felt the evaluation process is still too subjective and administrators vary in how the system is implemented. Finally, teachers expressed that the Marzano system would be better utilized as a guide for instruction rather than a formal evaluation tool.

Created hostile/negative environment between teachers and administrators (140 responses)

“Administrative behaviors must change to improve the process! A supportive attitude would result in an open-minded and fair observation. However, that is not the case. Stop “gotcha” mentality! Observe what we do and check where it fits to meet or exceed the indicator.”

“Marzano is being used to punish and ridicule teachers. It’s not supportive, it’s a Gotcha.”

Fewer Indicators/Less Complicated (58 responses)

“Because there are so many indicators, many feel like they have to cram them all into one lesson, when really you have to use them across the whole year. Maybe having each admin at each school pick a few indicators for the focus of the school-wide staff on an annual or semester basis.”

“Get rid of the pre and post conference forms. I took me over 5 hours just to complete those, never mind the two planning periods lost to the actual conferences.”

The process is still too subjective (34 responses)

“There are too many inconsistencies by each administrator. There are also too many changes. Inconsistencies and constant changes leave us with an inability to focus and improve on the indicators-just when you think you’re teaching effectively, the rug gets pulled out from under us and we feel like new Teachers each year!”

iObservation (32 responses)

“Iobservation has given administration too much “power” they are constantly trying to find things to “ding” people for. The system worked better when we were all considered at the same level and were friends. Now it feels like covert ops are going on all of the time. No longer can you even find an administrator in their office because they are off on a mission trying to “catch” some adult doing something they can “ding” them on during the final review.”

“The best overall improvement to iObservation would be to do away with the whole thing as it is much to ‘subjective’ in its methodology. The indicators are more an observational method to be used by the teacher in helping students attain mastery.”

“Allow for discussion before official observations are submitted into iObservation to give teachers and administrators an opportunity to address concerns.”

More observations to count in the final (25 responses)

“Evaluators should realize that there is no way you can meet every single indicator every single day in every single class. That is far too much to expect. That is why an overall evaluation done through multiple visits would give a better evaluation of the teacher’s practice.”

More training for teacher AND administrators (21 responses)
How can the instructional model part of the teacher evaluation process be improved?

“The instructional model can be improved by administrators being very knowledgeable in the process that is the only way it is fair and consistent. Teachers should also be very knowledgeable, but it is a disservice to the teacher if the administrator or coach is not trained effectively on the tool.”

Marzano should be used as a guide (12 responses)

“I think Marzano indicators are helpful in guiding my teaching practices. As an evaluation, I wonder how beneficial the process is- a guide for better teaching practices is how I would like to see the indicators used.”

‘Understand that sometimes not ALL of the indicators can be covered in ONE lesson! Our formal observations are just dog and pony shows at this point, making sure we hit on everything.’
How can the instructional model part of the teacher evaluation process be improved?

High School

Instructional Level Summary
Overall teachers seemed to desire an authentic evaluation experience, where the administrator clearly and consistently articulates the expectations, provides constructive feedback, and allows multiple opportunities for the teacher to exhibit the required skills. In addition, teachers often requested additional training to better understand what is expected of them and learn how to improve. Some teachers did not feel this type of evaluation could exist under the current Marzano system.

Administrator Training/Too subjective (103 responses)
“Ensure that all administrators are on the same page. Several teachers are receiving significantly lower evaluation scores than others because certain administrators grade much more harshly than others.”
“Clearer expectations from administrators. Each year the process is different, and is not clear in pre-conference meetings. Each administrator has a different way of evaluating and some of the indicators are not clear.”

Simplify/Allow for flexibility (64 responses)
“Streamline the process. Having to remember to do 45 things at once does not allow for good teaching. When an administrator comes to visit they are expecting to see the teacher cover a whole checklist of tasks. This does not lead to a whole and effective lesson. The students don’t learn anything and the teacher is too stressed out because the administrator is there just checking off the list.”

“By teaching administrators how NOT to use it like a checklist. Colleague marked unsatisfactory during best student discussion of the year because she didn’t refer to the learning goal throughout the period. What’s better--breaking discussion momentum to show them they’re doing what they’re supposed to be doing, and then trying to get them to continue doing it? That doesn’t make sense, and neither does the unsatisfactory mark.”

“Allow for flexibility and natural progression of lessons. Not so rigid.”

Get rid of it (30 responses)
“REMOVE MARZANO…it is toooooo convoluded and a nightmare for ANY administration to make accurate. Administrators already have difficult jobs, now exponentially, because of OUR evaluation process, their jobs have become more difficult if not impossible.”

“We should go back to the teaching eval. before Marzano was used.”

“use Danielson”

Less emphasis on scales, learning goals, & posted documentation (27 responses)
“Certain elements are ridiculous. Having to check your students every 10 minutes to see if they remember the learning goals - and using SCALES to check for understanding. A good teacher can check for understanding in a number of ways that do not involve holding up a finger or two. When an advanced class is involved in a heavy discussion, why would any good teacher interrupt every 10 minutes in order to check for understanding?”
“Marzano is not productive in the upper secondary school environment. Teachers are not measured on their knowledge but their ability to produce scales and entertaining lessons.”

“The high school students hate the scales, they feel like they are being babied and micromanaged.”

“The elimination of fabricated learning goals and scales. Most seasoned teachers will admit that they are phony and rarely used outside of the evaluation setting.”
How can the instructional model part of the teacher evaluation process be improved?

“Realistic expectations for artifacts teachers should provide. Many schools are requiring binders full of documentation that is unnecessary busywork taking up enormous amounts of time that teachers could otherwise be preparing meaningful effective lessons.”

Multiple observations/More feedback (22 responses)

“I’d like to see more frequent informal visits to the classroom with frequent feedback OR where we could submit videos of lessons for feedback from peers/mentors.”

“The instructional model part of the teacher evaluation should be an ongoing process. It should not be a one-time experience. Observers should see the same classes over a period of time, giving input to the teacher regularly for improvement, and look to see that those improvements are made and done so successfully. This model should be a conversation piece between teacher and evaluator; not an instrument for alarm or condescension.”

More teacher training/guidance/Peer modeling (20 responses)

“There needs to be more specifically modeled instruction for teachers to see, so that we can know exactly what our classrooms should look like. Many times we look at what we think is a model classroom based on the Marzano instructional model given us on paper, but we fall short.”

“Model classroom where the desired process can be modeled using students either live or by video. This can be reviewed with teachers who are struggling with certain Marzano topics.”

“A 2-3 year repeatable PD plan to help teachers fully understand and develop the skills reflected in all 4 domains.”

iObservation (18 responses)

“Having to write an update in iobservation every quarter is a waste of time. It seems to be a lot of words that in the end don’t mean anything.”

“The iobservation system is a pantomime review and everyone knows it. We go through the motions since you demand it, but it has zero value and any outsider would tell you that it’s idiotic.”

“iObservation is a bit confusing to use”
Overall Summary:

- Teachers at all levels expressed a strong desire to become more proficient in using data analysis and related software programs to drive their instruction.
- Teachers are nervous about the implementation of Canvas.
- Teachers wish for opportunities to PLC with other colleagues from other sites.
- Teachers want targeted professional development opportunities not courses that are mandated and unrelated to their position.
- Teachers wish to be provided more training on diversity issues.

Elementary School

<table>
<thead>
<tr>
<th>Type of PD</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology (Software/Hardware) including Canvas</td>
<td>148</td>
</tr>
<tr>
<td>Data/Edinsight/Skyward</td>
<td>147</td>
</tr>
<tr>
<td>Curriculum Standards (writing, etc)</td>
<td>137</td>
</tr>
<tr>
<td>Instructional Modeling</td>
<td>108</td>
</tr>
<tr>
<td>ESE/MTSS/Differentiation</td>
<td>87</td>
</tr>
<tr>
<td>Assessments</td>
<td>42</td>
</tr>
<tr>
<td>Discovery Education/Cpalms/ Kagan</td>
<td>35</td>
</tr>
<tr>
<td>Misc (ESOL, Make &amp; Take, Collaboration, Project-based)</td>
<td>30</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>28</td>
</tr>
<tr>
<td>Marzano</td>
<td>22</td>
</tr>
<tr>
<td>Behavior/Classroom Management</td>
<td>21</td>
</tr>
</tbody>
</table>

“Instructional models for early intervention. Teaching teachers how to use data to drive instruction and how to plan and instruct intervention.”

“More ESE professional development opportunities (including SDCP changes, data collection, classroom mgmt., etc.)”

“Instructional Modeling are always the best professional developments. I enjoy watching someone else teach and monitor students and then I am able to take what they are doing and make it my own. This is helped me greatly over the years.”

“Writing, writing, writing. SCPS needs to push this- like it was in the late 1990's. Teachers hired after 2002, do not know how to teach writing, and how create curriculum from a text.”

“Professional development should focus on developing curriculum that will engage students and bring creativity into the classroom.”

“There is never time to actually talk to each other or with the person presenting because we have to go back to class. Yes we unpacked some standards during PLC's but not all of them and we didn't go into depth with our team in the sense of planning based off of the standard we just unpacked”

“Precise standards teachers are expected to teach, with vocabulary, in order to prepare students to be successful on EOC exams.”
What professional development opportunities will be helpful to you in the classroom?

“Teachers should receive the same training as administrators in Marzano. These last three years have been difficult because administrator’s interpretations change after each training session. For our instructional model to be valid, or even productive teachers should have been trained.”

“With the new FSA testing coming out, training the teachers on the kinds of thinking and the many different types of questions that the students will be exposed to. That way teachers can ask similar kinds of questions in their daily instruction”

“We need coaches to come in and give great ideas with actual lesson plans and manipulatives to take away and implement in our classrooms. Those lessons need to be grade-level based.”

“I feel an opportunity to see other teachers in action. An allotment of days where we can go into someone elses' classroom. I would like to seem how some of my grade level peers do their lessons as well as some of the teachers one grade up so I can better prepare the students for that grade.”

“Instead of meaningless meetings with coaches on planning lessons there should be meetings on focusing on strategies, methods, and how to properly teach lessons and modeled by the coach and not put the teacher to do it and then make observations which in the long-run are useless.”

“Cooperative groups and Team planning time. Technology inservices would be great if they included the technology so as I teacher I can go back and use it. I personally own most of the technology in my classroom.”

“Classroom management! The little ones we get today do not share the same experiences of the children we were getting 15 yrs ago. We are seeing 5 year olds in foster care, single parent households, divorced parents, and homeless. Add to this the increase in autistic children and the variety of students with mental illness and other needs. We need to serve the emotional needs of these children before instruction can occur.”

“When we have had great professional development opportunities, it has been hard to find the time to meet to implement these programs or strategies. I would love to have structured time to explore after professional development meetings.”

“I enjoy the PD the county offers, all this other stuff takes time away from me planning and thinking of great ways to teach”
### Middle School

<table>
<thead>
<tr>
<th>Type of PD</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edinsight, Skyward, Data Interpretation</td>
<td>127</td>
</tr>
<tr>
<td>Canvas</td>
<td>109</td>
</tr>
<tr>
<td>Curriculum Standards/Cpalms</td>
<td>54</td>
</tr>
<tr>
<td>Instructional Modeling (for specific subjects/content)</td>
<td>41</td>
</tr>
<tr>
<td>Technology (instructional, specific programs)</td>
<td>41</td>
</tr>
<tr>
<td>Wants less PD (not relevant, useful or want more time in class) or more</td>
<td>21</td>
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<tr>
<td>flexibility in attendance (less required PD)</td>
<td></td>
</tr>
<tr>
<td>Discovery Ed</td>
<td>10</td>
</tr>
<tr>
<td>Marzano/Jobsevation</td>
<td>10</td>
</tr>
</tbody>
</table>

Other things mentioned: One drive, discipline/behavior, PD for parents, Kagan, MTSS, Cooperative learning, argument driven inquiry, Gifted Instruction, On-hands

“I would love to see lots of PD on Canvas. I have also taught classes at UCF and I know we have used Canvas to create/grade quizzes, host class discussions, etc. There are so many tools available on Canvas that would make the average teacher’s life so much easier. Please train teachers well so that they will see the benefit of Canvas.”

“Instructional Modeling- this is very important with the numerous changes in curriculum with the inception of Common Core Standards. Students moving from many years of instruction in 6-traits writing now being introduced to text based writing in much earlier grade levels need instruction from teachers that have had time to work with the new expectations, practice, and model before providing instruction to our students.”

“Professional development on support facilitation and teaching varying needs of students in the classroom”

“I want LESS meetings. So much is thrown at us there is hardly any time to process any of it. The only thing I wish we had help with is the FSA writing. I do not feel as though we have had enough guidance/information in order to fully prepare our students for the writing responses on FSA.”

“Team building between the supervising administrator and the teachers to increase the vertical relationship.”

“What to expect during a classroom observation- the instructional model itself”

“Some of the professional development I have attended has not been quality professional development. Sometimes I feel we are doing professional development for the sake of professional development rather than it being well planned and truly meaningful. Teachers are educated individuals who are striving to always be better but sometimes the professional development is redundant and doesn’t make us feel like we are being treated as professionally educated individuals.”

“Professional development should be chosen by the teacher not topics that are forced on us with no say.”

“Too many PDs seem too rushed. We are educators and should understand that some learners need more time than others and also more hands-on than others.

“Less time on data, more time on use of tools that we have been given. Skyward, Canvas, Outlook. SCPS changes things on us, and gives no training (Zimbra to Outlook), (IGPro to Skyward). The only training I received on Skyward was how to weight the grades. Outlook and Skyward both have capabilities that I could probably use, but don’t know about.”
What professional development opportunities will be helpful to you in the classroom?

High School

<table>
<thead>
<tr>
<th>Type of PD</th>
<th># Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>canvas</td>
<td>114</td>
</tr>
<tr>
<td>Skyward, edinsight, data interpretation</td>
<td>112</td>
</tr>
<tr>
<td>instructional modeling</td>
<td>38</td>
</tr>
<tr>
<td>technology (tablets)</td>
<td>26</td>
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<tr>
<td>ESE 20 hour for recertification and etc.</td>
<td>17</td>
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<tr>
<td>Discovery Ed</td>
<td>6</td>
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<tr>
<td>Cpalms/ Kagan</td>
<td>8</td>
</tr>
<tr>
<td>Marzano</td>
<td>2</td>
</tr>
</tbody>
</table>

“I would love to see a PD class that brought white teachers and administrators and black students, parents, and community leaders together in a room for moderated cooperative discussion to give me real ways to serve this often vulnerable population? Overwhelmingly, the deck is stacked against students of color. We need real, non-PC advice on what to say and do to ensure we tip the scales for these kids toward success as much as humanly possible.”

“Many times we offer discounts for Master’s Degrees but there are some educators who would like to get their PhD and it would be quite beneficial if the district would offer “Cohorts” so to speak that would enable us to do such. Many districts offer this with the requirement of “staying on” after one completes the PhD Cohort.”

“It would be great too have yearly newcomers PD before school starts for teachers and any new person in the county. There could be a tour of our great district, instructional teachers give presentation on every level. “

“Instructional Modeling, allowing for time to observe other instructors, dedicated hours of PLC (a day of collaborative planning / sharing).”

“Have more professional development that everyone will benefit from not just Elementary and Middle School. There is barely anything of worth for high school teachers to attend and when we do attend them, they are geared towards lower levels.”

“When teachers stop evolving and learning new techniques then they become dormant as well.”

“Working with other CTE teachers in the county in PLC’s instead of lumping us all together in the school. There would be a lot more cohesiveness, since we have to teach to a test now. By collaborating with others making sure we all follow the same curriculum standards would be helpful.”

“Seminole county provides enough professional development activities. We need time to search for the information and reflect on it.”

“Professional development on Canvas and EdInsight would be extremely helpful. We are moving into Canvas but have had no formal training in this medium. Additionally, EdInsight is an integral aspect of teaching, yet there has not been any formal training in it.”
What is your perception of expectations/requirements for writing a formalized lesson plan?

Overall Summary:
- Teachers from all levels responded that developing lesson planning can be a timely exercise that varied from school to school.
- It was also acknowledged that teachers all levels felt that often times lesson planning is not for their benefit, but for the benefit of the administrator.
- There was an expressed need to have a common lesson plan template that was accepted district-wide that had clear expectations and easy to use tools.

<table>
<thead>
<tr>
<th>How many hours a week do you spend on writing formalized lesson plans?</th>
<th>0-2 hours</th>
<th>3-5 hours</th>
<th>5+ hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.3%</td>
<td>193</td>
<td>48.1%</td>
<td>328</td>
</tr>
<tr>
<td>23.6%</td>
<td>161</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The majority of respondents feel that although lesson plans are important, it varies from school to school and that the process has become excessive and time-consuming, requiring many components, such as, lengthy reflections, individual student accommodations, specific standards, scales, learning objectives, cooperative learning activities, reading strategies, activities, readings, quizzes, etc.

Time (136 responses)
“*We must have standards, higher order questions, technology documentation, ESOL/ESE accommodations, step-by-step instructions, page numbers, assignments, homework, guided reading groups, READ groups, etc. The time spent on lesson plans is extremely excessive, and are always completed on my own time.*”

“It is another hoop! I believe my classroom plans are interrupted on a regular basis, due to outside forces. I believe Monday’s plan should be a draft, and your final plan (legal document) should be due on Friday with all of the revisions from the week.”

“I understand that there are teachers who will "wing it" if they aren’t required to write lesson plans. However the majority of teachers in this district plan ahead constantly. Putting everything in a formal lesson plan when the district spends a large amount of time and effort in our instructional plans seems like a huge waste of time.”

Requirements/Expectations (114 responses)
“*Crazy expectations for what should be in them - size 6 font so that all that is required can fit in the box is not helpful to me. I write lesson plans to show admin - and all the bells and whistles that are in them are supposed to be so a sub can follow them but that's not realistic at all. We still have to come to school to write out lesson plans when we are going to be out unexpectedly - some bc of plans and some bc of quality of subs we have.*”

“*Teachers are required to save LP on the shared my 8:00 every Monday morning. They must include the lesson, page numbers, essential question/learning goals, standards, and accommodations/interventions being used for all students with IEPs or that are tiered. I don't believe that all teachers are treated the same in the area.*”

“*Formal lesson plans should include the standards, activities, page numbers, or anything the teacher plans on using, saying, or doing for that lesson.*”

“As an ESE teacher, I am at mercy of regular ed teachers and the academic calendar/schedule makes it difficult to prepare formal lesson plans. Also notably, planning for the "observation" lesson is very labor intensive and hardly a realistic routine.”
What is your perception of expectations/requirements for writing a formalized lesson plan?

Administration-Centric (57 responses)

“The majority of the information on the lesson is per administrations requirements, not my own format. Most seasoned teachers don’t need a lot of extra information to know what standards they are teaching or what benchmarks they are trying to master. Again, it seems like extra paperwork for the sake of paperwork.”

“Having been trained properly from UCF and my supervising teacher during my intern experience I have expectations for my plans. It is not 100% clear what an administrators expectations are as they vary from site to site. It is frustrating when some teachers spend no time at all on plans and yet they have no consequence because there is no set standard.”

Purpose Driven – Goal Oriented (53 responses)

“They vary greatly from school to school. I believe lesson plans should be for the main purpose of the teacher. If the teacher needs details to implement her lessons then his/her plans should be detailed but if a teacher does not need those details to implement a good lesson it is a waste of good time that could be utilized in developing better lessons. Lesson plans are a reminder of what is planned. It should not be a word for word script. Good lessons don’t happen through scripts but having a good understanding of where you need to go (goal) and a general plan of how to achieve it (abbreviated notes).

“A lesson plan should include the goal of the lesson and any information the teacher needs to help her/him teach an effective lesson. Most weekly lesson plans also include ways to meet the needs of their ESE, ESOL, MTSS, and gifted students. Small group lesson plans are also attached for reading groups.”

“Clear learning goal and scale, information presented to help meet learning goal, activities that reinforce what is being learned, reviewing, checking to see if learning goal has been met”

Format (10 responses)

“I understand that we need to do lesson plans, but I feel that there should be a template or a general format that is used that includes drop down boxes for Seminole County standards and codes so that we don't have to spend so much time looking them up”

“I wish there was a district model or template we could follow so we know what the expectations are across the district. Many teachers do nothing and get away with it. It there was a district wide expectation that is monitored I feel more would take it seriously.”

“My perception is that more is having to be added to our lessons and we are told it is a County requirement and then we are told it is a State requirement. Which is it? Why don't we all use the same template? That way all of our "i's" are dotted and "t's" are crossed.”

Instructional Plans (14 responses)

“Considering we have been given instructional plans for every subject, sitting and writing lesson plans weekly seems a bit excessive. Perhaps the county could join IPs together so we have time to explore, digest and plan the lessons instead of typing information from another location into my lesson plans.”

“Formal lesson plans are a blueprint for instruction and do not need to be a rewriting of the curriculum. Different principals have had different requirements and expectations of our lesson plans. The Curriculum Map provided to us from the county should be adequate enough for our formalized lesson plans.”
What is your perception of expectations/requirements for writing a formalized lesson plan?

Middle School

Instructional Level Summary

<table>
<thead>
<tr>
<th>How many hours a week do you spend on writing formalized lesson plans?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2 hours</td>
<td>30.8%</td>
<td>107</td>
</tr>
<tr>
<td>3-5 hours</td>
<td>46.7%</td>
<td>162</td>
</tr>
<tr>
<td>5+ hours</td>
<td>22.5%</td>
<td>78</td>
</tr>
</tbody>
</table>

The majority of respondents feel that although lesson plans are important, the process has become excessive and time-consuming, requiring many components, such as, lengthy reflections, individual student accommodations, specific standards, scales, learning objectives, cooperative learning activities, reading strategies, activities, readings, quizzes, etc. Many respondents feel that these requirements benefit the administrator by allowing them to have detailed plans if they happen to do a walk through during that week but actually provide little instructional benefit for the teacher. In addition, many teachers feel that the requirements for the lesson plans are constantly changing and they either get no feedback or only negative feedback on their plans. Teachers would like to spend their time actually creating their lessons by collecting/creating materials and resources. Some teachers believe the strict lesson plan requirements are a punitive measure that represent a lack of trust from the administration. Also, a few support facilitation teachers expressed frustration of being required to write these detailed lesson plans when they follow the general education teachers plan and provide accommodations as necessary.

Time (106 responses)

“A teacher cannot truly plan formally weekly, plans are always changing and the ability to modify to ensure comprehension is needed. It’s wasted time that can be used more effectively.”

“As a highly effective teacher who doesn’t rely on a textbook and actually finds and creates all daily activities for my students, I spend way too much time typing up my lesson plans. My students would benefit by me spending more of the time finding higher quality resources and writing my own lessons than justifying the indicators in writing. Every teacher I talk to feels like we are spending so much time justifying what we are doing that we are not able to spend quality time creating the materials for the students. I feel like I was a much more creative, higher quality teacher when I did not have to spend 6+ hours typing up lesson plans. After typing my plans, I then have to update my website with all of my classwork and homework for the week. Then I have to contact parents. Then I have to grade papers and update Skyward. I have to do all of this on the weekend because there is no time during school days due to meetings, conferences, and helping students before school, during lunch and after school.”

“If done the way our Principal has indicated, each class would take about 2 hours a week to write. It seems ridiculous that we have an IP, but our expected to spell it out, even though no one refers to it but the teacher. To list the ED students and ESE students by name on a lesson plan seems wrong. I would not want my child’s name on it while sitting on a teacher’s desk for anyone to read. Furthermore, it’s busy work. Cut and past from the IP, copy from last week, copy the questions from the TE. Too much time that is not helpful to anyone. Yes, a teacher needs to plan. The first year in middle school my lesson plans were the pages I planned on teaching, the goals, the questions I asked, and the homework assignment. I still teach the same lesson, now I spend 3 or 4 hours a week developing a lesson plan to explain it to someone else that never uses it other than to check off a box at the end of the year for my Observation.”
What is your perception of expectations/requirements for writing a formalized lesson plan?

Administration-Centric (70 responses)

“As of late, no lesson plan seems to be adequate at the school where I am currently assigned. I personally do not need to “reflect” on every moment in my classroom. I do not need to be reminded daily what special needs particular students have (nor do I feel I should list their names for anyone to read!) I do not understand the need to write a separate lesson plan day by day when virtually every activity in my classroom is an on-going project that takes a week or more. I also do not see the need (in our “paperless” society) to both submit lesson plans on the school computer drive AND print our copies to be submitted to Administration. What a waste of time/paper.”

“I have given up on writing the expected lesson plans. I don’t have the time for a pretty lesson plan that the administrator can follow word for word. It was taking me 3-5 hours every weekend and they still were not good enough. Now I do the minimum required to get a “Needs Improvement.” I do, however, put all my energy into being prepared for my students when they walk in. My students are more important than my evaluation score.”

“I have to fit my ideas into a nice little box for administration to approve. We all give them what they want to see. I use it as a building block for what I am really going to do.”

Requirements/Expectations (41 responses)

“To meet requirements set forth in both the faculty handbook and Marzano’s placemat. Teachers are being told that unless they write a description of each child’s accommodation each day, each period, for every ESE, ELL, and FRL that their lessons will not be highly effective. So if a teacher has 30 ESE, ELL, or FRL students than that is 30 descriptions 5 days a week, 150 separate descriptions. Do you know how many hours this would consume?”

“I agree that all teachers should have a lesson plan each week. However, I do not agree with the deadline for having them printed and turned in. I have been given a Needs Improvement in IObservation because my plans were not turned in on time. They were turned in in the afternoon, but that was not good enough. I have also been told that e-mailing them to my administrator is unacceptable. I have tried to e-mail them this year because I was out of ink in my office, but was told that they wouldn’t be accepted until a hard copy was turned in. I am good at my job and I follow instructions, but turning in a sheet of paper a few hours late on one occasion makes me look like I’m not. I find this unacceptable.”

“Higher expectations are placed on some departments and not all teachers are required to complete their lessons in the same format with the same requirements. It is very unfair.”

“Our lesson plans have to include the detailed lessons which include activities, readings, quizzes, etc. It also needs to include any accommodations for specific students. It also needs to include the standards, learning goal, cooperative learning activities, and reading strategies. Beyond just the lesson we also have to include a reflection in which reflect on the previous week’s lesson and analyze data related to our students. I understand the purpose of reflecting but doing this each week requires considerable time that takes away from other areas of teaching. Not all schools have the same requirements for the reflection. I would like to see more equity in what is expected. I spend quite a bit of time on my lesson plans because it helps me think through where I am headed that week so I am fine with that. The reflection though I feel takes a lot of additional time that could be better spent in my opinion.”

“The expectation is high but there is little direction provided. It is becoming more arbitrary when it is reviewed/evaluated. There is no consideration given to experienced teachers. It is becoming an additional burden to make sure all of these requirements are met.”

“Support Facilitation teachers did not have to do lesson plans last year. This year we are being expected to guess what a model lesson plan should be. Hours have been spent trying to meet and exceed an expectation that is not clear or consistent. I am not opposed to doing some kind of lesson plan to account for what I plan to do with the students I support, but 25-50 page lesson plans is outrageous. I feel constant defeat because I can’t do IEP’s, support my students, provide accommodations, PLC and get lesson plans (that fit Marzano indicators for a HE teacher) all completed on time and spend time with my
What is your perception of expectations/requirements for writing a formalized lesson plan?

family. Most middle schools across the county don't even do SF lesson plans. I PLC and speak with the teachers I support regularly and do not really understand the need for SF lesson plans. I follow what the gen ed teacher has planned and provide accommodations accordingly.”

Format (37 responses)
“I do not like the format we are required to do. It is much more helpful to know my IP and to plan on how to teach the lesson as opposed to write something that is not beneficial to teaching, but required to be considered a well written lesson plan.”

“I feel we have to write down too much information. Lesson plans should be simple and not have to take so long to do.”

“The format had been changed three times, and more and more time is required. Even when they are done in learning communities, and the administrator is present, there are still corrections. Why didn't the administrator speak up while the plans were being formulated? It’s a waste of time. Having to do a reflection on our lesson plans takes up additional valuable time, and as a personal objective should not be critiqued. One administrator threatened to lower a teacher’s score on his eval because he did not like the reflection. Keep in mind, we were never trained on how to do a reflection. I personally think that the reflection should be eliminated.”

“I don't like the format of the lesson plan that we are using here. I feel that it might make it easier for the administrators when they are doing their walkthroughs, but how often is that happening? I use lesson plans everyday, shouldn't the format be one that is favorable to the teacher? I feel like I'm writing for admin and not for what will be useful for me as a teacher. Seems like a waste of time.”

“I always feel like I need more time. I wish there were an online system for lesson plans (i.e., Planbook) that way it would be easier to formulate standards and also easier to collaborate with PLC's.”
What is your perception of expectations/requirements for writing a formalized lesson plan?

High School

Instructional Level Summary

<table>
<thead>
<tr>
<th>How many hours do you spend a week on writing formalized lesson plans?</th>
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</thead>
<tbody>
<tr>
<td>0-2 hours</td>
<td>39.8%</td>
<td>152</td>
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<tr>
<td>3-5 hours</td>
<td>37.2%</td>
<td>142</td>
</tr>
<tr>
<td>5+ hours</td>
<td>23.0%</td>
<td>88</td>
</tr>
</tbody>
</table>

The majority of teachers felt that lesson plans are an important component for successful teaching, however, teachers stressed that it is an individualized process that should be left to the teachers’ discretion. There seems to be much variation in what teachers are required to do for lesson plans. Some teacher do not have to turn in anything on a consistent basis while other teachers must submit detailed plans weekly. Almost all teachers that have to submit detailed plans with many requirements and little flexibility are frustrated with the process. They believe that these types of lesson plans offer little value for the teacher or the administrator because they do not have time to read them. It is merely a compliance document. In addition, many teachers are frustrated with the amount of time they have allocated for lesson planning during the school day.

Time (76 responses)

“A formalized lesson plan is a waste of time when we are given a CMAP. It is complete busy work copying from one document into another document. I would like to spend the time reading over, taking notes, and gathering materials for the lesson.”

“Writing a formal lesson plan takes as much time as creating and fine tuning a lesson. When the plans have layers of complexity a teacher will be more worried about the pressures from the office to write a good plan while still having a good lesson. Planning and reflection are important but not at the expense of core material and teacher time preparing elaborate plans. A simple outline is adequate for most individuals.”

“There is not enough time- When you are with students most of your working hours they need you and we seldom have time to do anything else besides teaching. After reading announcements, responding to emails, meetings after school, PLC, Content area meetings, CASI meetings, ESE/504 meetings, printing and filing important information, providing information to students who are on field trips, clubs, detention, and writing lesson plans everywhere we are forced to work at home to fulfill the duties expected from us.”

Administration-Centric (41 responses)

“A lot is just for the sake of having it on paper. Much of what is on a lesson plan is not for the students. It is a way for admin to track what standards are being taught.”

“As a professional, I feel that lesson plans are for me, not for my administrator. It is to remind me what I covered on each day, not to document every moment of my instructional time.”

“At our school, we fortunately don’t have AP’s/administrators/Principal who requires submission of extensive written LPs. But, in general, too much time is wasted writing nicely worded LPs that look great on paper.....do superiors really read them? Often not, but they look good on paper. Keep the process simple....WHAT are you hoping to accomplish....HOW will you do so (provide a brief overview with 2-3 activity/assignment examples)....HOW will you know if you have been successful?.....That's it.......way too much verbiage, blah...blah....blah in lesson plans......Keep it simple, keep it on point!”
What is your perception of expectations/requirements for writing a formalized lesson plan?

Requirements/Expectations (25 responses)

“At my school I have clear expectations and a clear blank lesson plan to fill out. It includes all required information.”

“Expectations seem to vary from school to school. Should provide for flexibility based on the teacher’s level of experience and personal style. Focus should be on what the teacher needs to be prepared rather than on a one-size-fits-all formula geared toward the evaluator.”

“I think there are too many expectations sometimes. I also feel the district has done a pretty good job of outlining an idea of what needs to be taught and when, however at a behavioral center it is a little bit more difficult to stick to those plans.”

“I would expect to see-standards, learning goals, daily objectives, materials, accommodations for ESE and ESOL, assessment and reflection, bellwork, homework, and somewhere to be flexible...(collaboration/group work)”

Format (18 responses)

“If formalized lesson plans are the expectation/requirement, then specific information about those plans should be given. To my knowledge at this point in time everyone has their own idea of what a lesson plan should include and should look like and uses it.”

“Inputting lesson plans into CMAPS/CPALMS is very, very time-consuming. Having flexibility for using our preferred format of lesson plan tools would be excellent.”

“Lesson plans drive instruction— they should be required but it should be teacher driven (self-selected format with common elements such as materials, learning goals, etc.).”

“The template in use at my school has too many fields to complete. The constant push to add more information has made this process a nightmare. We need to include Marzano strategies, State standards (not just the number, but all of the wording), ESOL strategies, ESE strategies, formative and summative assessments, homework documentation, starters, exit slips, essential questions, big ideas, and descriptive information about each step in our teaching process. The tough part is for educators who have multiple preps (which is most of us).”

“There is no consistency among format for lesson plans; therefore, each administrator requires different elements for lesson planning that may or may not be helpful for the teacher. A teacher may spend 3-5 hours lesson planning in order to please the AP/Marzano but not do what is in the best interest of the students.”
Do you feel that you have been able to adequately prepare students for the upcoming state examinations?

Overall Summary:

- Teachers’ at all three levels expressed concerns regarding the preparedness of their students on the upcoming state examinations.
- Common themes include, a lack of information on what to expect on the examinations, the unknown reliability and validity of the assessments, and various curriculum concerns, such as lack of materials and textbooks to properly prepare students.

### Elementary School

#### Instructional Level Summary

<table>
<thead>
<tr>
<th>Do you feel that you have been able to adequately prepare students for the upcoming state examinations?</th>
<th>Yes</th>
<th>Partially</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.3%</td>
<td>50.9%</td>
<td>36.8%</td>
<td></td>
</tr>
<tr>
<td>88</td>
<td>365</td>
<td>264</td>
<td></td>
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</tbody>
</table>

Many teachers expressed concern about changes in curriculum plans and pacing during the school year. Also, many expressed concern regarding lack of samples, materials or information regarding the new assessments. Teachers also expressed concern over the FSA being an unknown and that there was no measure to decipher student readiness. However, teachers also expressed their readiness.

Lack of information (74 responses)

“I am an instructional coach. I feel as though we have gotten partial information in sporadic episodes; sometimes even contradictory information. It feels as though there wasn't a plan in place before legislators began changing educational standards and testing procedures; then began presenting an unfinished structure to schools. With changes and tweaks happening midstream it’s been very difficult.”

“I do not have any material or information on the upcoming exam. I focus on DE and SRI. My scores on those tests are great.”

I do not think this is the fault of the county, but information and examples from the state have been too few and far between. The reading specs don’t have actual examples of questions, I haven’t seen anything regarding the differences between the computer and paper tests, and students needed more practice with the various item types within their regular work. Reading Street assessments have done nothing to help prepare the students for the level of rigor they will face on FSA. Anchor papers for the essay writing portion of the ELA test would have been very welcome. The rubric is somewhat subjective, so there has been no way to judge whether a student is truly writing up to the level they will need to on FSA. The state should have sent us the same information they are training the scorers with. Additionally, many teachers really haven’t thought about the differences between the old standards and the new Florida Standards. As far as I can recall there have been no meetings or trainings on the new standards, which is surprising. Some sort of authoring software to make FSA like questions would have been very helpful.”

Pg. 27
Do you feel that you have been able to adequately prepare students for the upcoming state examinations?

Unknown Tests (72 responses)

“If we do not know what is going to be on the test, there is no way to prepare for it. For example, on DE the vocabulary in Math is different from the vocabulary in our curriculum. DE says "corners" Go Math says "vertices". That is only one quick example. I feel it will be the same with the upcoming test, there is no way to prepare for the unknown, so I do what I know how to do and that's, just teach.”

“I am teaching the standards, but I don’t feel that the county has adequate information on the new tests. I also don’t feel like the test should be the end all be all. By looking at DATA, my students may not have made significant growth; however, socially and emotionally my students have grown leaps and bounds. No test can measure that.”

“It truly has been a guessing game this year, especially in preparing for - in the basic teaching of - the FSA writing exam. I heard a statistic that was upsetting to me early on in the year ... if I use only the curriculum provided through PEARSON, my students will be missing up to 35% of the skills needed to pass the ELA FSA. This is a complete contradiction to last year where we were told NOT to use any other source but PEARSON. I receive countless worksheets, booklets, activities, etc. to supplement the curriculum that was voted on as the best to address state standards, yet now it not in enough.”

“The language used on the DE test as well as the pictures (for instance ten rods), do not match our instruction given to our students. Since we do not see the test until they take it, we cannot predict how the students will be tested, what language might be different or what symbols might be used. Following the district curriculum guides should assure us that we are teaching the topics that will be covered at each interval however, that is not the case. The DE test 2 in Math tested numbers in the teens and addition which by following the district plan had not been introduced. Are the tests actually testing the strand they aim to test or is it actually testing listening skills, following directions etc.?“

“I feel that there was not enough information about the new tests from the start. The writing test is a completely new breed in elementary school and teachers were given no anchor papers to build upon. The state changed things left and right and I feel the county support and teachers were constantly reinventing the way we should teach writing because the state couldn’t get their act together. Dr. Oropollo said is best when she said, ”We are building the bike as we ride it.”

Curriculum Concerns (44 responses)

“I feel that I am having to fly through the curriculum in order to get my students "exposed" to all of the skills that they will see on FSA. While this will familiarize my students, I cannot say that they have a firm foundation. My plan is to reinforce what has been taught after FSA is complete. I just hope that the remainder of time left after FSA is sufficient.”

“I have no set curriculum and I teach my students what they need to know to be as successful as possible for Kindergarten. The Kindergarten curriculum keeps changing and is not developmentally appropriate for most 5 year olds.”

“I teach ESE and it is extremely difficult to have the students achieve the standards when we are not even provided with the curriculum, manipulatives, nor the same equipment used for lessons.”

“I think writing in an area of concern, there isn’t adequate time to effectively deliver the writing curriculum during the ELA block. There should be more time allocated for writing when the scheduling is done, but it isn’t and I feel like it takes a back seat to the other aspects of the curriculum.”
Do you feel that you have been able to adequately prepare students for the upcoming state examinations?

Ready to Go (10 responses)

“Based on the PDs I’ve been to, I would say yes. Based on any feedback given to me by my administration, no.”

“Yes, as much as I can I have. I have tried very hard, but I feel that I haven’t been able to adequately prepare them for skills that are to advance for the students to comprehend. Some of these skills and standards are not developmentally appropriate for some students. My question is, are the students developmentally and maturely ready to adequately prepare them for instruction that their brains are not ready to comprehend and analyze. When you test and expect a nonreader or beginner reader to analyze and interpret a text that they cannot even read, is frustrating for the students and the teachers. It is setting the students for failure.”

“Yes, I feel that our staff does their best to prepare our students, it’s just disconnect between home preparation, school lack of understanding the type of title 1 students we have at our school. Teachers need more training for the population they teach and interact at the population level, maybe community center or staff connect with boys and girls club.”

“Yes, I have and am using every & any available materials to prepare my students for the state exam. However, materials for this year’s CCR exam is very limited or non-existent.”

“For what we know about the FSA, yes. Friends in other counties have not gotten nearly as much as we have in Seminole.”
Do you feel that you have been able to adequately prepare students for the upcoming state examinations?

Middle School

Instructional Level Summary

<table>
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<th>Do you feel that you have been able to adequately prepare students for the upcoming state examinations?</th>
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<th>47</th>
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<tbody>
<tr>
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<td>56.9%</td>
<td>222</td>
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<tr>
<td>No</td>
<td>31.0%</td>
<td>121</td>
</tr>
</tbody>
</table>

Teachers, for the most part felt that they had prepared their students for the upcoming state exams to the best of their abilities but expressed frustrations with the lack of information about the new assessments, changing requirements, and having textbooks that referred to the old standards. Many teachers felt that the state was responsible for the lack of information and confusion surrounding the new FSA exams due to the rushed implementation and late change in standards. However, some teacher felt that their school and the district could and should have provided better support for teachers.

Unknown Tests (83 responses)

“Yes and No... the unknown is scary. We have been provided with many opportunities from the district to help us have a better understanding of the expectations. I believe, we will all have a much more clear perception of where we need to go after this year.”

“Too many of the details are still unknown or are all just coming in now for Math FSA. It is difficult to answer student and parent questions when I do not know all of the details myself. A vast amount can be researched on the FSA website, but there are still many unanswered questions.”

“I do feel like I have been able to prepare students, but I am still a little unsure about the exam itself since it is in its first year, so there are a lot of unknowns.”

“Not at all. With all the changes in standards, use of old textbooks for the new curriculum, and lesson plan expectations there focus on too many things to actually adequately focus on something unknown.”

"We are building the plane as we are flying it!” This was a statement made by an SCPS employee at a formal writing training. So many questions have been left unanswered! How is the test being scored? What is passing for writing? Is a 331 passing? Is a 322? If they fail in one area, do they fail the whole test? I feel like a whole training day was wasted on instructing teachers on how to provide feedback when we don’t even know how we are scoring! That particular training might have been useful for a first or second year teacher. We also have had minimal training on the reading and the kids only have the Training Tests to practice but when are they going to practice? Some of my lower performing students don’t have resources at home, and we only have Discovery Education practice at school-which is not the software program used by FSA. So are they supposed to take a training test after a Discovery Ed test? Test. Test. Test. We need to practice testing more efficiently at school. And I haven’t even mentioned the amount of tests for their other classes. Poor babies.”

“FSA testing information should have been fully released in July to allow proper digestion and understanding of it year round in PD.”
Do you feel that you have been able to adequately prepare students for the upcoming state examinations?

Curriculum Concerns (19 responses)

“I feel way too much time was used for the FSA Writing and hardly enough time was used to prepare them for the FSA Reading. It is a two-part score, so the reading should not be overlooked. Intensive classes did have enough time to prepare for the reading, but not a language arts class. Too much time was set aside for the writing portion only.”

“I did prepare my students for the test, but at too high of a cost. We did not address our wonderful curriculum for 5 weeks. And to prepare for the FSA Writing test, I believe the students have been shown incorrect ways to cite, nothing like I ever did in school, because that is the way to show it on the test. They will get to high school and have to unlearn citing the FSA way to do it the real world way. Again, why does that have to be a tested standard in middle school? Or why can’t that be a standard that a teacher checks off as a student completes citations on a research paper? One LESS test, and it is evaluated in a natural setting. We must learn to trust teachers again.”

“All we do is prepare them for tests, we are so busy getting them ready for tests, that I don’t have time to teach the curriculum they need to pass those tests. Nothing but scores matters, anymore. They are children, not test scores!”

“I’m an ELA teacher trying to prepare students for computer based testing but I have no consistent access to computers, or even tablets with a keyboard. I also feel that we have received zero support from the district. The monthly PLNs have been regurgitating and repackaging the same information/instructional tools for the new ELA reading and writing tests that have been available since May via the Utah AIR websites. Any competent teacher could spend 5 minutes gathering the information that the district reps have spent 6 months slowly unveiling. I, and many other teachers, have expressed a need for a forum for sharing and collaborating with teachers from other schools on instructional tools and formative assessments, which we have yet to be given. Instead we spend our time listening to Dr. Orapallo and Mrs. Dixon try to justify themselves against a barrage of questions from frustrated teachers who (justifiably) hold them accountable for not preparing us to teach our kids. Their “resources” are just samples or activities that most of us have already found on the Utah website which, again, have been available since May. It begs the question, what exactly are they doing with their time in the county office? Because they aren’t providing/creating resources, communicating with PLCs, organizing student samples, or gathering student data based on PLNs. Is it not their job to do all of these things? I have been asking to see the student data from FPMAs across the district since we started FPMAs in October; I have seen nothing. I have never been asked for data or student samples; NOTHING relevant to our district has been collected and made available. Someone needs to hold these women accountable because they have teachers across the county who have been begging for shared data/resources from within our district and they have done NOTHING. I’m tired or their excuses and so are other teachers. Their lack of preparedness is completely unacceptable.

“Required to teach to much information. The county 9 weeks exam does not mirror the State EOC...Why? C Palm/county timeline does not build in review time/reteaching or enrichment. We are always asked to reflect and what can we do to change it...reteaching would be great but not enough time. Honestly...Civics should be a 9th grade class.”

Lack of information (25 responses)

“I feel as though there is time to get students ready. But, since the FSA has not been tested, I feel that we did not get the prep information soon enough to help us teach toward that test.”

“I feel that adequate information was not shared from the state.”

“I think the district has done a great job with the information they have, but the state keeps changing the rules or how they are going to test.”

“It was difficult to prepare students for the writing assessment since teachers had little information and resources to use. What teachers were given came too late!”
Do you feel that you have been able to adequately prepare students for the upcoming state examinations?

Ready to Go (9 responses)

“Given the poor job of conveying the information to us, yes! I have done an excellent job of trying to figure this all out....However, it has been so lacking and less than ideal that if the media were aware of the manner in which teachers have been prepared, they would have a great time criticizing us.”

“Yes...as best I can”
Do you feel that you have been able to adequately prepare students for the upcoming state examinations?

High School

Instructional Level Summary

<table>
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<th>Do you feel that you have been able to adequately prepare students for the upcoming state examinations?</th>
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<th>18.8%</th>
<th>78</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Partially</td>
<td>53.5%</td>
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</tr>
<tr>
<td></td>
<td>No</td>
<td>27.7%</td>
<td>115</td>
</tr>
</tbody>
</table>

Teachers work hard to prepare our students but only few feel confident about it. Many teachers felt that the state was responsible for the lack of information and confusion surrounding the new FSA exams due to the rushed implementation and late change in standards. Algebra 2 teachers specifically pointed out that the textbook does not cover materials required for FSA. Many teachers think there is not enough instructional time, since too many students are pulled out of class for too many tests. And they rushed to go through material it is difficult to tell if students have full absorbed the information. Some suggested if EOC or SBA can replace the 9 week exams. High school teachers also think the lack of responsibility of students themselves are hindering the learning process.

Lack of information (37 responses)

“I think without having practice tests or state examples, it is very difficult to know if you are preparing for exams correctly.”

“I feel like I have done everything I can. I feel my administrator has done everything they can. I feel like the state is handicapping us by giving us minimal information. Why doesn’t the state produce a practice test? Specs is not the same as actual questions. The state changing the rules during the school year is embarrassing.”

“Information has been constantly changing this year and everything is done last minute--for whatever reason--whether it was a last minute release of information from the state to the county and then to the schools. This has left most of us feeling like nothing is well thought out at any level. Further, teachers are constantly pulled from their classes to attend trainings. This is not good for teachers or for students. The new testing requirements should have been phased in at lower grades and then worked grade-by-grade into the high school.”

Unknown Tests (34 responses)

“It seems like there is still a lot that is unknown. For example, first graphing calculators were required and now they are not going to be used on the common core tests. The DE tests are not like the common core end-of-course assessments. How can the students/teachers prepare when so much is not known?”

“The upcoming state examinations like the FSA have been perceived as this great big mystery of unknown expectations. I feel like it has instilled fear in everyone and the stress has been tremendous. I feel that the Juniors have really felt the windfall of our states decisions and I hope that changes will be made to take away this unneeded anxiety. Our lower level students’ needs are not being met with some of the new curriculums being instilled in our Core and remedial classes.”

“Everything is a big secret - meaning the FSA. To adequately prepare students, teachers need more PD in preparing students for this test. The English curriculum was redone to meet the confusing standards of common core - teach students with excerpts rather than teaching them the whole novel. There are no field tests published as to the effectiveness of the FSA. So we are teaching in a vacuum. The only thing we have to go on, is the sample test released from the FLOE.”
Do you feel that you have been able to adequately prepare students for the upcoming state examinations?

“It seems like there is still a lot that is unknown. For example, first graphing calculators were required and now they are not going to be used on the common core tests. The DE tests are not like the common core end-of-course assessments. How can the students/teachers prepare when so much is not known?”

Curriculum Concerns (22 responses)

“Biology has changed so much from when I first started teaching. We do cover more material but it is often too much material. We go so rapidly that it is difficult to fit in labs, etc. I feel our curriculum is an inch deep and a mile wide. I feel for the standard students who take a longer time to process the information but must take the same EOC as the honors students. I see the stress this has on teacher and student.”

“I think I did a good job on preparing them for writing an argumentative essay based on the Springboard curriculum, but I have no idea on the reading since materials are very limited.”

“To much curriculum to cover in a short amount of time. With th constant pulling out of students for testing classroom contact time is reduced.”

“This question is based upon a premise that should change. My job should not be to prepare students for state examinations. My job should be the same as the mission statement of my school and my district. That said, I teach my curriculum and my students know it and can show it.”

The Algebra 2 textbooks do not contain 6 weeks of material required for the FSA. We are scrambling to create resources for the students. The material is also in my opinion not Algebra 2 topics, rather probability, stats, trig. We have omitted many important topics due to the new standards. Guess there is nothing we can do as a district, but the Alg2 standards are bad.

“The state has made last minute decisions regarding calculator policy, reference sheet policies, etc. that has made the preparation difficult. Besides not having any practice problems of the six different types of questions that will not appear on the test. We are also using trying to cover all the new standards without the resources (like textbook, previous assessments, etc) so teachers are having to create everything from scratch with less time in the classroom.”

Ready to Go (6 responses)

“Yes, because I’ve kept up with the pace however not sure the “test” given is an accurate measure of their knowledge in the subject.”

“I feel that I have done everything I can to adequately prepare students for state examinations, and that overall I get them close enough to where they need to be. However, the working conditions within the teaching profession currently provide certain limitations such as the amount of time to complete tasks of our job. If there is one common connection between all the questions on this survey it would be a lack of TIME to get the job done the way I would want it done and to the way administration would like it done.”

“I have only adequately prepared my students for the upcoming state examinations because I have done my own research into the new assessments, and I have worked my tail off like I do every year.”
A Strategic Plan for Continuous Improvement
2014-2019

A. Graduation
B. High Standards and Student Achievement
C. Innovation for College, Careers and Citizenship
D. Human Capital
E. Technology Innovation
F. Fiscal Responsibility and Operations
G. Parent, Business and Community

MISSION
The mission of the Seminole County Public Schools is to ensure that each Early Childhood and PreK-Grade 12 student acquires the knowledge, skills, and attitudes to be productive citizens in our great country and in the global economy.

VISION
Seminole County Public Schools (SCPS) will be the premier school district in the State of Florida. The district will be recognized nationally for high standards, academic performance and offering students customized educational pathways 24/7/365 in a safe and caring environment.

- Every student will graduate from high school prepared for their future as a lifelong learner and a responsible global citizen in a democratic society.

- All staff members will demonstrate high expectations for student's learning and achievement.

- Highly qualified, diverse, innovative, and enthusiastic, teachers, administrators and support personnel will embody a growth mindset and be dedicated to the mission.
BELIEFS and GUIDING PRINCIPLES

- Each student can learn and achieve when presented with rigorous and engaging curriculum in a learning environment that fosters creativity, innovation and problem-solving.

- The district is committed to ensuring employees are provided differentiated professional learning.

- ePathways is customized learning that results in SCPS students being prepared for 21st century globally competitive work, which requires the district to continuously adapt to meet the changing student, community and workforce needs.

- Each student will learn in a safe, caring environment in which students and adults are respected.

- The district budget will reflect the resources needed to ensure each student achieves.

- The Seminole County parent and business community will be engaged to determine future educational and workforce needs.

PRIORITIES

Excellence

- All students and all schools will perform at the highest levels on state, national and international assessments.

- All students will be provided with high quality, engaging rigorous instruction that fosters creativity and innovation.

Equity

- There is a commitment to closing the achievement gap and a consistency in expectations for all student sub-groups.

- There is a commitment to diversity in district leadership, school student enrollment, and instructional/support staffing.

- There is a commitment to attracting and retaining teachers for Title I and at-promise schools.
SYSTEM INITIATIVE A: GRADUATION
Seminole County Public Schools will prepare and support all Early Childhood Program and PreK through Grade 12 students to graduate with their age-appropriate cohort.

Performance Objective
Increase annually by two one (1) the percent of students graduating from SCPS as measured by the *Federal Uniform Rate (FUR) (2013-2014: 85.1% to 2018-2019: 90%-90.1%).

**FUR Non-Grads: Certificates of Completion, Dropouts, 5th year Graduates, Transfers to Adult Education who are not standard diploma recipients, GED Students, Special Diploma Students are all counted as non-graduates.

Key Performance Indicators

1. Increase annually by one (1) the percentage of
   a. Elementary school students who complete elementary school in six (6) years, and
   b. Middle school students who complete middle school in three (3) years and earn a GPA of 2.0+.

1. Monitor and evaluate the number of students promoted on-time (age-appropriate) at elementary school (six years), middle school (3 years) and high school (4 years).

2. Evaluate annually the performance of students participating in re-acceleration programs, transition programs, and district alternative programs.

3. Establish a baseline for students who enter high school as a member of the at-risk cohort as defined by the SCPS Early Warning Indicator System (Level 1 or 2 Performance on Florida Standards Assessments (FSA) English Language Arts (ELA) and Math, Course Grades, Attendance, In/Out of School Suspension.) (Baseline 2014-15)

3. Increase annually by one (1) the percentage of PreK students who participated in an SCPS PreK program and who are promoted to grade 1 after one year of kindergarten. (Baseline 2014-15)

4. Increase annually by one (1) the number of students promoted to grade four on time after one year of grade three. (Baseline 2014-15)

3. Decrease the number of students who enter high school as a member of the at-risk cohort by 5% annually.
SYSTEM INITIATIVE B: HIGH STANDARDS & STUDENT ACHIEVEMENT

Seminole County Public Schools will prepare each student for academic and job related success in the 21st century by offering rigorous learning environments that include Advanced Placement (AP), Honors, and Gifted and Talent Development programs.

Performance Objective
Seminole County Public Schools will be ranked at the top in Florida* in English/Language Arts, Mathematics, and Science based on the current Florida Department of Education A+ Accountability Program data, and the Florida Standards Assessment (FSA).

*Comparison made to the Central Florida districts, the 17 largest districts state-wide and the 67 comprehensive school districts, as well as demographically-similar school districts.

Key Performance Indicators

1. Seminole County Public Schools will rank #1 in English/Language Arts, Mathematics and Science among the Central Florida districts.

2. Seminole County Public schools will rank #1 in English/Language Arts, Mathematics and Science among the 17 largest districts.

3. Seminole County Public schools will rank in the top 5 in English/Language Arts, Mathematics and Science among the 67 comprehensive districts.

4. Increase annually by 3 (three) the percent of lower quartile students making learning gains equivalent to 1.5 years growth on the Florida Department of Education’s (FL DOE’s) A+ Accountability Program for Florida Standards Assessments. *(Baseline 2014-2015)*

5. Increase annually by 3 (three) the percent of all proficient students making learning gains equivalent to 1.0 years of growth on FL DOE’s A+ Accountability Program for Florida Standards Assessments. *(Baseline 2014-2015)*

6. Increase annually by 1 (one) from 4% to 5% the percent of free/reduced lunch students enrolled in gifted programs. Note: In 2013-14, 6% of all students were identified as gifted. In 2014, 4% of free/reduced lunch students were identified as gifted.

7. Decrease annually by 10 (ten) the percent of non-proficient, free/reduced lunch students in grades 3-10 as measured by the English/Language Arts (ELA) Florida Standards Assessment. *(Baseline 2014-2015)*
8. Increase annually by 2 (two) the percent of students in Grade 3 scoring Level 4 or 5 on the English/Language Arts (ELA) Florida Standards Assessments. (Baseline 2014-2015)

9. Increase annually by “X” the percent (percent to be determined based on 2015 Algebra I End of Course (EOC) pass rate) of 8th grade students proficient on the Algebra I End of Course (EOC). (Baseline 2014-2015)

10. Increase annually by “X” the percent (percent to be determined based on 2015 Acceleration cell data) of high school students in the FL DOE High School Accountability Formula Acceleration cell. (Baseline 2015-2016)

1. All schools will earn and maintain a grade of “A”.

2. All student subgroups will increase by at least 10 the percent of proficient students to accelerate closing the achievement gap among subgroups until a minimum of 95% of students are proficient.

3. All students will make learning gains annually on the FL DOE’s A+ Accountability Program assessments.

4. All lower quartile students will make learning gains equivalent to 1.5 years annually on the FL DOE’s A+ Accountability Program assessments.
ALL KEY PERFORMANCE INDICATORS WERE REWRITTEN

SYSTEM INITIATIVE C: INNOVATION FOR COLLEGE, CAREERS & CITIZENSHIP
Seminole County Public Schools will implement district and school innovations, including elements of ePathways and Digital Learning, that prepare students for college and careers, and to be productive citizens in our great country and in the 21st century global economy.

Performance Objective
Increase opportunities annually for students to engage in activities that promote critical thinking, problem-solving, teamwork, technology, and interpersonal communication by expanding innovative instructional delivery, developing new and expanding current career/technical education programs, and increasing student access to technology through interactive learning devices.

Key Performance Indicators
1. K-12: Increase the percentage of schools and students participating in digital learning, including virtual courses and blended learning.
2. Elementary: Increase the percentage of schools and students participating in ungraded enrichment activities during the school day, including world languages, programs of exploration, and coding.
3. Middle: Increase the percentage of students who earn one or more digital tool certificates.
4. High: Increase the percentage of students who complete high school with a monetized post-secondary benefit (e.g. passed an Advanced Placement, International Baccalaureate Course, or Career Pathways exam that articulates for college credit, passed a dual enrollment course, earned an industry certification, earned a workforce credential/license, participated in a high school internship that led to post-secondary employment, earned a scholarship or monetary prize from an academic competition).

***For all 4 indicators, gather baseline data for 2014-15, first year of comparison will be 2015-16.
ALL KEY PERFORMANCE INDICATORS WERE REWRITTEN

SYSTEM INITIATIVE D: HUMAN CAPITAL MANAGEMENT
Seminole County Public Schools will build a highly effective, performance based organization by recruiting, acquiring, motivating, training and rewarding a high performing workforce.

Performance Objective
Seminole County Public Schools will build and maintain a more diverse and healthy workforce by increasing recruitment efforts, implementing a more efficient and purposeful on-boarding process, and providing professional development designed around the specific, identified needs of or our employees.

Maintenance Statement:
During the 2013-2014 school year, the Broad Foundation did an extensive site visit of Seminole County Public Schools. The analysis provided by the Broad Foundation provided several organizational recommendations specifically related to Human Resources. Those recommendations included improving the recruitment, selection, orientation and on-boarding approaches for all staff but especially for instructional staff. A recommendation was made to more effectively cultivate and place highly effective instructional staff at the District’s most challenged schools. The Broad report also identified areas of improvement in professional development particularly as it relates to feedback loops to determine the effectiveness of district provided and/or sponsored trainings.

The Human Resources Department has dedicated the 2014-2015 school year to determining what specific action should be taken by the District to effectively institute the recommendations as provided in the Broad report. In the process of analyzing the information provided by the Broad Foundation, it was determined that it would be important to have an outside organization that specifically assists school districts in restructuring Human Resources/Human Capital Management functions. Thus, in February 2015, the Urban Schools Human Resources Academy conducted a two day site visit specifically focused on our Human Resources Department. From this visit, several recommendations were made to strategically address the areas not only identified by Broad, but other Human Resources areas where we could operate more efficiently and more effectively support the schools and school leadership in our district. As a result, through a joint partnership with the Department of Education and the Urban Schools Human Capital Academy, Seminole County Public Schools will be participating in a three year project focused on improving our systems approach to human capital acquisition, talent management, and human resources operations. With a first meeting in April 2015, we look forward to beginning to identify the critical Key Performance Indicators
SYSTEM INITIATIVE D: HUMAN CAPITAL MANAGEMENT (continued)

(KPIs) that will become the focus of our work.

A critical component our restructuring of Human Resources will be to have the Employee Benefits Department coordinate staff wellness programs, activities and best practices that focus on reducing medical claims, healthy lifestyles and awareness by setting matrices that target health improvement over time. The KPIs identified as our strategic focus are blood pressure, fasting blood sugar and total cholesterol. We will provide opportunities for employee education and health screenings thus creating a district-wide culture of health and wellness.
ALL KEY PERFORMANCE INDICATORS WERE REWRITTEN

SYSTEM INITIATIVE E: TECHNOLOGY INNOVATION
Seminole County Public Schools will integrate information services that provide access to academic, support, and administrative computing resources.

Performance Objectives
1. SCPS will provide sufficient network resources that support teaching, learning, and operational aspects necessary within a future ready public school district.
2. SCPS will provide and support technology devices as tools that enhance the learning of all students and maximize the efficiency and productivity of its employees.
3. SCPS will plan for, deliver, and support applications embedded within teaching and learning as well as the operational spaces of a high performing public school district.

Key Performance Indicators

<table>
<thead>
<tr>
<th>Network</th>
<th>Devices</th>
<th>Applications</th>
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<tbody>
<tr>
<td>1a – Network availability will improve to and be maintained at the “triple 9s” level (99.9%).</td>
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<tr>
<td>2b – Given sufficient funding, the modern student-to-computer ratio will be adjusted to 3:1 and all schools will meet the adjusted ratio by the end of the 2019-20 academic year.</td>
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<tr>
<td>3a – Provide all students with the district’s current enterprise communication and collaboration toolset; Microsoft® Office365.</td>
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<tr>
<td>1b – Conduct an annual security threat analysis on network vulnerability.</td>
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<tr>
<td>3b – Design, develop, and deliver training on feature sets provided within the new unified communications applications.</td>
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SYSTEM INITIATIVE F: FISCAL RESPONSIBILITY AND OPERATIONS
Seminole County Public Schools will strive to ensure that financial and operating resources are optimally utilized to serve each student in a safe, healthy and secure environment.

Performance Objectives
1. Continue to develop and provide training in standardized financial and procurement practices, processes, and reports in order to improve economic efficiency, decision making, and accountability.

Key Performance Indicators
a. Ensure use of standardized purchasing, contracting and competitive solicitation practices by operations, facilities and all cost centers.
b. Ensure transparency and improve efficiency by creating standard financial reports and making them accessible to all cost centers to provide information to monitor staffing and expenditures.
c. Create a documented process for tangible personal property inventory to streamline tagging, transfers, surplus property pickup and disposition.

2. Explicitly plan for the cost of new facilities to accommodate projected enrollment growth through the integration of budgeting and financial planning across all funds and revenue sources.

Key Performance Indicator
Create and annually increase the amount in the new construction project.

3. Consistent operational procedures and practices will be established and refined to focus on asset adequacy and the retention of its value to support school innovation and student achievement.

Key Performance Indicators
a. Decrease average number of days required for Work Order completion by 5% annually.
b. Establish a baseline for Custodial cost per square foot and cost per student related to quality of services provided. (Baseline 2015-16)
c. Introduce custodial service technology (software & equipment).
d. Establish an updated baseline for tracking and reducing the level of deferred maintenance districtwide. (Baseline 2015-16)
e. Reduce transportation fleet age by 5% annually through reinvestment and reduce maintenance expenditures (cost per bus & cost per student transported) by 2% annually.
ALL KEY PERFORMANCE INDICATORS WERE REWRITTEN

SYSTEM INITIATIVE F: FISCAL RESPONSIBILITY AND OPERATIONS (continued)
Seminole County Public Schools will strive to ensure that financial and operating resources are optimally utilized to serve each student in a safe, healthy and secure environment.

4. Critical factors that contribute to safe, healthy and secure learning and work environments will be consistently improved in order to provide optimal conditions for students and staff.

Key Performance Indicators
a. Develop training programs for operational staff - Leadership, OSHA, Equipment, & Materials. (Baseline 2015-16)
b. Establish a baseline for tracking completion rate/time of work tasks identified in the Annual District Safety Surveys. (Baseline 2015-16)
c. Establish a baseline for evaluation and renewal of districtwide FF&E - Furniture, Fixtures, & Equipment. (Baseline 2015-16)
d. Develop campus security analysis and priorities. (Baseline 2015-16)
e. Increase in miles between preventable accidents for Transportation fleet by 5% annually.
f. Implement and upgrade technology in Transportation fleet (GPS & video) by 15% annually.
ALL PERFORMANCE OBJECTIVES INDICATORS WERE REWRITTEN

SYSTEM INITIATIVE G: PARTNERS, BUSINESS & COMMUNITY
Seminole County Public Schools will work to develop an overall communications plan that will incorporate a variety of new marketing tools/resources in an effort to further enhance and promote the district.

Performance Objectives:

1. Develop consistent SCPS branding throughout the district to include, but not limited to: newsletters, flyers, brochures, emails, web presence, and other external/internal communications tools.

2. Create the following new communication resources:
   - External e-newsletter
   - Internal communication tools for employees
   - Interactive videos on SCPS programs and initiatives
   - SCPS APP
   - Updated district website

3. Improve media and community relations through the use of proactive communication tools such as social media, phone/email blasts, press releases, public forums, special events, web and professional marketing efforts.