



SEMINOLE COUNTY PUBLIC SCHOOLS

STRATEGIC PLAN

FOR CONTINUOUS IMPROVEMENT

2015 - 2020

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



www.scps.k12.fl.us

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Mission

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



▶ 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 citizen.
- 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. The district continuously evolves to meet the needs of today's workforce by providing personalized ePathways (Educational Pathways) for every student.
- Each student will learn in a safe, caring environment in which students and adults are respected.
- The district budget will prioritize 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.

▶ Message from Superintendent



Walt Griffin, Ed.D.

Superintendent

Having completed another year as Superintendent of Seminole County Public Schools (SCPS), I have seen firsthand the opportunities that are available to all of our students. For students interested in university study, our district remains one of the best college preparation districts in the nation. Our students completed more than 13,000 college level advanced placement exams with a pass rate that exceeds the state and national average. This opportunity gives high school students college credit while still in high school. Our Senior Class of 2014 earned over \$50,000,000 in scholarships to pursue their dreams.

For those interested in entering the workforce we have enhanced our career, vocational and technical programs at every high school. Our continued close partnership with Seminole State College gives our students' the opportunities to begin career and college preparation early through dual enrollment programs. The number of students ready to work as indicated by industry certification exams continues to grow annually.

I challenge you to embrace the ePathways concept. Pathways is a vision not a program that promotes global preparedness and worldwide connectivity. Seminole County Virtual School offers an array of courses K-12 for

students interested in virtual education on a part-time or full-time basis. As the major economic driver of Seminole County, our school system is committed to ongoing evaluation and repurposing of programs so that our students interact with the business community in genuine internships and become high performing workers. We seek to provide students with their ePathways to ensure they are college and career ready.

As Superintendent of SCPS, I assure you that we will continue to be a premier educational system in the state of Florida and become a national model for educational excellence and equity achieved through operational efficiency and fiscal responsibility.

We are only one of ten districts in the entire state to receive an "A" rating in 2014 and we were again named a highly effective district by the Florida Department of Education. We have more than 64,000 students in our district and I sincerely thank the incredible residents of Seminole County for understanding that our schools are a leading economic driver and for supporting our "A" rated district.

Walt Griffin, Ed.D.
Superintendent

► School Board Members

Karen Almond Board Member

With a heart for serving this community, Karen has been a community and education advocate for more than 21 years and was first elected to the School Board in 2010. She has dedicated thousands of volunteer hours within the school system, the City of Casselberry, Seminole County, and grassroots political campaigns - helping to elect others who serve and support the needs and best interests of our students and community.



Jeffrey Bauer Board Member

Jeff Bauer comes from a long line of individuals dedicated to public service. He is the eldest child of late District One Board Member Diane Bauer. Having lived in Seminole County for over forty years, Jeff is an example of the education excellence produced by the Seminole County Public School system. Through community service and leadership roles in public education organizations, he continues to fulfill his long time interest in public education. He currently serves as Chairman of the Seminole County Early Learning Coalition, Seminole State Board of Trustees, Seminole State College Foundation, and the Florida Early Learning Council.



Tina Calderone, Ed.D. Board Member

Tina Calderone has been a lifelong public school advocate and was first elected to the School Board in 2010. She and her husband have been residents of Seminole County since 1989 and both of their children have graduated from SCPS. Tina is a proven community leader and volunteer as is evidenced by her membership in all of Seminole County's Chambers of Commerce and has served on the boards of the Greater Seminole County Chamber of Commerce, School Readiness Coalition, and Seminole County Library Advisory Board just to name a few.



Amy Lockhart Board Member

Amy was elected to the School Board in 2012. She is actively engaged in our community as a member of the Sallie Harrison Chapter of the National Society Daughters of the American Revolution, the Seminole County League of Women Voters, C.L.E.O. (Community Leaders and Elected Officials), and the Seminole County Regional Chamber of Commerce. In addition, she serves on the Central Florida Zoological Board of Directors, Seminole County Value Adjustment Board, and FSBA (Florida School Board Association) as a Legislative Committee Voting Member.



Dede Schaffner Board Member

Dede is a respected advocate for public education and founder/architect of Seminole County Public Schools' nationally recognized Dividends School Volunteer Program. She also co-founded Arts Alive in Seminole! and is a champion for Midway Safe Harbor. In addition, Dede serves on Florida School Board Associations (FSBA) State Board of Directors, the Foundation for Seminole State College, Board of Directors for the Seminole County Regional Chamber of Commerce, Seminole County Boys & Girls Clubs, Business Advisory Board, and the Foundation for Seminole County Public Schools.



► Excellence

- All schools will perform at the highest competitive 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.

On April 14, 2015, Governor Scott signed HB 7069 into law. As a result of this action, the Florida Department of Education is required to conduct an independent verification of the psychometric validity of the statewide standardized assessments first implemented in the 2014-15 school year. The 2014-15 Florida Standards Assessment (FSA) data is scheduled to be sent to districts after the start of the 2015-16 school year. Upon receipt of the FSA data and/or any adjustments to the specific required state assessments, all Key Performance Indicators (KPIs) will be reviewed, revised as appropriate and presented to the School Board for approval.

The Superintendent will submit reports to the Board no later than 60 days after receiving and/or validating the information. All reports will be presented to the Board at a public meeting and shared with the community. (Policy 2.60)

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 one (1) the percent of students graduating from SCPS as measured by the *Federal Uniform Rate (FUR) (2014: 85.1% to 2019: 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. Monitor annually
 - 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+.
2. Monitor annually students who enter high school as a member of the at-risk cohort.
 - a. The at risk cohort for graduation base years 2015-2018 is defined as students who exit middle school scoring a level 1 or level 2 on FCAT reading or math.
 - b. The at risk cohort for graduation base years 2019 and beyond is defined as students who earn
 - i. a Level 1 on either the Grade 8 Reading or Math FSA exam, or
 - ii. if they earn a Level 2 on either the Grade 8 reading or Math FSA exam and have a GPA of 2.0 or below, or
 - iii. are absent 15% or more of the school year (unexcused and excused included). (Baseline 2014-2015)
3. Monitor annually 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. Monitor annually the number of students promoted to Grade 4 on time after one year of Grade 3. (Baseline 2015-16 pending reinstatement of third grade mandatory retention.)



System Initiative B: High Standards and 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. Monitor 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 2015-2016)
5. Monitor 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 2015-2016)
6. Increase annually by 1 (one) from 4% to 5% the percent of free/reduced lunch students enrolled in gifted programs.
7. Monitor annually 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 2015-16)
8. Monitor annually 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. Monitor annually the percent of student's proficient on the Algebra I End of Course (EOC). (Baseline 2014-15)
10. Monitor annually the percent of high school students in the FL DOE High School Accountability Formula Acceleration cell. (Baseline 2015-2016)

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 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.



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

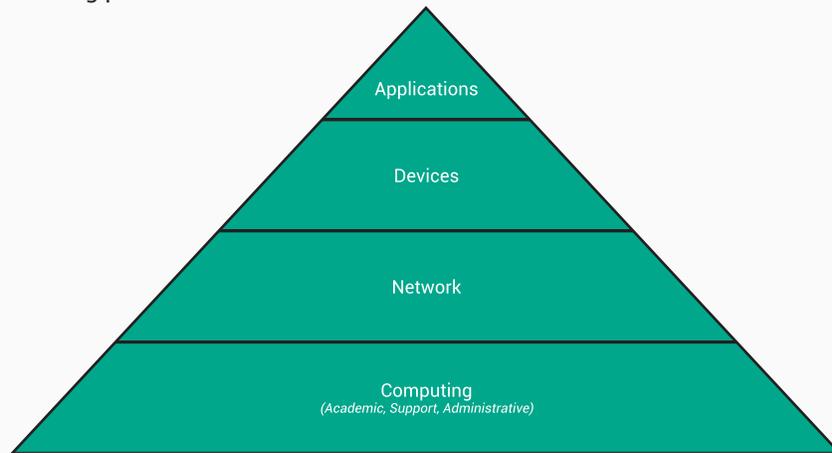
A critical component our restructuring of Human Resources will be to have the Employee Benefits Department coordinate staff wellness programs, activities and best practices that focus on reducing medical claims, healthy lifestyles and awareness by setting matrices that target health improvement over 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.

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

Network	Devices	Applications
<p>1a Network availability will improve to and be maintained at the "triple 9s" level (99.9%).</p> <p>1b Conduct an annual security threat analysis on network vulnerability.</p>	<p>2 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.</p>	<p>3a Provide all students with the district's current enterprise communication & collaboration toolset; Microsoft® Office365.</p> <p>3b Design, develop, and deliver training on feature sets provided within the new unified communications applications.</p>

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.
 - 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.
 - a. 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.
 - 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.
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.
 - 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.

System Initiative G: Partners, Business and 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.



► Appendix - Key Performance Indicator Definitions

System Initiative A

- KPI 1.a. By September 1st entering 6th grade students over 12.5 years old are considered overage. Indicator = number of non-overage students/ total 6th grade enrolled students from survey 2.
- KPI 1.b. Numerator: students with promotion status "P" (promoted) at the end of 8th grade; Year to Date (YTD) Grade Point Average (GPA) 2.0 and higher, and has a 6th grade record 2 years prior on survey 5. *Denominator: students with promotion status available at the end of 8th grade and has a record 2 years prior on survey 5.*
- KPI 2. For students in the 2015-2018 cohorts, the definition of At-risk will remain the previous Florida DOE definition of Level 1 or 2 on FCAT 2.0 Reading and Math. For students in the 2019 cohort and beyond, students will be considered At-Risk if they: earn a Level 1 on either the grade 8 Reading or Math FSA exam, OR if they earn a Level 2 on either the grade 8 reading or Math FSA exam AND have a GPA of 2.0 or below OR are absent 15% or more of the school year (unexcused and excused included). An At-Risk graduation rate will be reported for the prior year graduating cohort. Cohort sizes will be reported for all other years.
- KPI 3. Numerator: number of KG students promoted to 1st grade with SCPS PreK records. Denominator: number of KG students with SCPS PreK records. (Any students with promotion status code "P" after finishing KG will be included in numerator)
- KPI 4. Baseline 2015-16 assuming 3rd grade mandatory retention reinstated.

System Initiative B

- KPI 1-3. Ranking methodology based on percent proficiency or state percentile rankings depending on the data FLDOE provides. All students are included in this calculation.
- KPI 4-5. Baseline 2015-16 so the learning gains calculation is based on the same assessments. Accountability students are included in this calculation.
- KPI 6. Numerator: number of FRL students enrolled in gifted program. *Denominator: number of FRL students in survey 2.*
- KPI 7. Percent of non-proficient FRL students in grade 3-10 on FSA ELA. Accountability students are included in this calculation.
- KPI 8. Percent of level 4 or 5 students in grade 3 on FSA ELA. Accountability students are included in this calculation.
- KPI 9. Numerator: by grade and in total the number of 8th, 9th, and 10th grade students enrolled in SCPS at the end of school year with passing Algebra I EOC. *Denominator: number of 8th, 9th, and 10th grade students enrolled in SCPS at the end of school year.*
- KPI 10. Acceleration component calculation on HS accountability matrix. The FL DOE currently includes Advanced Placement (AP), International Baccalaureate (IB), Dual Enrollment and Industry Certifications.



For news and updates about Seminole County Public Schools, please follow us on Twitter and Facebook:

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 /SeminoleCountySchools





School Board Members

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Jeffrey Bauer

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Amy Lockhart

Dede Schaffner

Superintendent

Walt Griffin, Ed.D.



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Seminole County Public Schools Educational Equity - Notice of Nondiscrimination

The Educational Equity Administrator for Seminole County Public Schools has the responsibility of assuring compliance with the educational equity requirements by providing technical expertise, monitoring activities or programs related to compliance, and responding to equity complaints. One of the responsibilities is to administer the Educational Equity Complaint/Grievance Procedures as adopted by the School Board.

It is the policy of the School Board of Seminole County, Florida, that no employee, student, or applicant shall - on the basis of race, color, national origin, sex, disability, marital status, age, religion, or any other basis prohibited by law - be excluded from participating in, be denied the benefits of, or be subjected to discrimination and harassment under any educational programs, activities, or in any employment conditions, policies, or practices conducted by the District. Additionally, the School board of Seminole County provides equal access to public school facilities for the Boy Scouts of America and other designated youth groups as required by 34 C.F.R. 108.6.

Every employee, student, or applicant for employment at Seminole County Public Schools has a solemn right to be treated fairly, equally, equitably, and with dignity. If for any reason you - the employee, student, or applicant for employment - find that you have been victimized by acts of discrimination and or harassment, whether intentional or unintentional, you are strongly encouraged to file an Educational Equity Complaint or Grievance with the Educational Equity Administrator, or any county or school-level administrator. All such complaints must be immediately forwarded to the Educational Equity Administrator for dissemination, action, and resolution. Forward to: SCPS Educational Equity Administrator, Seminole County Public Schools, Educational Support Center, 400 E. Lake Mary Blvd., Sanford, FL 32773-7127. (407) 320-00198.