

2019 SCHOOL CLIMATE SURVEY RESULTS

I am new at my school, but teachers who have been here previously say they can tell which students are from other schools because the behavior problems have increased.

I believe student welfare has improved in that we have access to more resources and this is likely the case even more across the district for schools that had less access in the past than we already did. However, climate had drastically declined as demographics have shifted and kids from multiple schools have merged. Meanwhile, the pressure from the top down to see P2G succeed has led to increasing academic pressure, leaving essentially no time for things that can build climate (social-emotional learning, team building, etc) in a time when it's needed most. These climate issues lead to distractions from the learning environment, but the pressure is so high to push students to succeed that we don't feel we can do anything but academics, even things that would improve climate. Those things that are mandated (ie guidance classes) that are supposed to bring positives end up adding stress because they are schedule during time that takes away from academics when the pressure is so high to increase instruction. However, I believe this pressure is coming from outside our building. Administration seems to relate and sympathize but be under as much or more pressure than we are.

OKC needs a place to place students that disrupt the learning process.

Too many sped kids and disruptive students in our classes. The system is broke because of disruptive students are placed in the class.

Because of P2G, there have been many more referrals and many more serious issues to deal with among our students. The district continues to pile on more and more demands on teachers. They seem to have absolutely no idea about teacher time and what is needed to fully implement everything they push at us. The lack of substitutes is a huge problem. Having to split our classes, as we have to do all the time because of the lack of subs, is a huge problem every week. This disrupts everyone in our school as the class who is split is disrupted plus the classes receiving students are disrupted. Pay substitutes more!! The process that potential subs have to go through is utterly ridiculous. Fix this problem OCPS!!

I have been very supported by my administrators as I returned to the classroom after being in a new profession for the last 8 years. I have been here one month and I see a lot of passion from all admin. The negative teachers need to learn to not say nothing if they can't say something nice. The only complaint I have is that there are specialty teachers out wayyy tooo much! Classroom teachers have more administrative tasks than ANY OTHER TEACHER in a building. Our time to PLAN and meet admin expectations with lesson planning, classroom wall expectations, center planning/creating should not be compromised! The district needs to hire a certified staff as a building floater so business can run as usual EVEN if someone is out....withOUT a sub.

It seems like this year teachers have been overloaded with extra assessments, putting standards outside the room, inside the room, I can statements, journals for students to write standards. Every week administrators give us more and more things to do like having a folder for each student to keep up with attendance, their own test scores, and reading log. The would like students to be rewarded everyday for bringing in homework and going over homework every day. All these added things take up so much time that we have little teaching time. I think we assess more than we can teach.

My building spends more time starting data walls, charts, boards, etc. but there is little to no feedback or evaluative measures being taken to help teachers use instructional time effective. More and more time is taken from our plan times to complete mandated tasks that are not analyzing our students growth at their actual capabilities. The computer testing is inaccurate and developmentally inappropriate. We are not discussing ways to improve more than creating data charts that are never followed up with or finished in enough time for it to monitor actual progress.

The classes that have increased in size without an increase in support are not doing well. We doubled in size and have only 1 working copy machine in the building for teachers. The nearby school that closed and sent us their students sits empty with Smartboards and copiers being unused while we need them and our Smartboards continue to deteriorate.

There's little time for planning because teachers have to cover for absent teachers on their plan time. New teachers don't have the necessary aid to be successful.

<p>Putting a principal at a jr high that has no experience was a huge mistake. Letting her bring 20 of her friends to Capitol Hill is a crazy huge mistake when principals were told to only take 5 teachers. We need a diverse staff not mostly one race to teach Capitol Hill.</p>
<p>No time before instruction is to begin (8:20) or after it ends (3:10) to plan, work in rooms or collaborate. We have duties until 3:30 every day and monitor children and begin teaching from 8 am on.</p>
<p>Our school is now bursting to the brim. We do not have room for volunteers to come in and help in ways they have been able to in the past. We had 28 kindergarten students each and took over a month to get approval for a new teacher. Our cafeteria was not remodeled to hold and create meals for 250 additional students.</p> <p>Problems that were on the South side of the city have not been flipped to the north. The issues did not go away, they were transferred. Many new issues have been created and will continue to arise. We do not have the room to hold the load we were given. We feel at our school, the new boundaries were created geographically, not demographically. We inherited 11 apartment complexes. 11. That is astronomical and our "projected" numbers were WAY off. I feel this P2G should of been one in phases or test it out in some areas and learn from the areas of weakness. I have been told the reason we went with Istation was it was the cheapest state approved assessment/screener. I am tired of hearing that we are choosing options because they are the cheapest - not the best for kids. Our school was not supplied with the proper and developmentally appropriate tools. We were lucky that we had an ipad cart (17 working ipads) to share with the 137 kindergartens. We were given a two week window- each student took 30-50 minutes per Reading test and 40-60 minutes per Math test. I did the math.... it took us well over two weeks to test all of these kids. We had to rely heavily on parent volunteers to help monitor. School required assessments should be able to be done with a teacher in a reasonable amount of time.</p> <p>With all that said - I have full confidence that P2G will work itself out. It has been meaningful to have an assistant principal and full time support staff. I am grateful for those trade ups. It's just right now in the trenches, it is hard. We are tired, we feel unappreciated, and loaded down. It would be nice if P2G really listened to its teachers and gave us a little relief.</p>
<p>I have three socially emotionally disturbed children in my class who I have to keep away from my other 24 kindergartners so they do not punch, trip, or spit on them. I don't feel that I have taught anything this year because of these students. I have to test my 5 year olds each month on a program on the I pads that they can't even do. It takes two days if I do nothing else, I have never even looked at the data. I is not a true representation of my students. We had to get another Kindergarten teacher because the five teachers we had already had 28 students. So now I have 25. I have never had one social worker, counselor ask if they could help with the students that run out the door whenever they don't like something. The sad part is I have the best class out of the six!</p>
<p>Teachers who worked here previously say school climate has declined from last year. The biggest hurdle has been issues with the master schedule. Multiple classes are scheduled for the same teacher at the same time. Large amounts of students who did not enroll in particular classes were placed in those classes, as well. Corrections to schedules were made more than six weeks into the school year, and some corrections were not even addressed by counselors after multiple correspondences were made between parents and counselors and teachers and counselors.</p>
<p>P2G has increased my class sizes from last so much that I just have enough desks for students. Behavior issues are so out of control that administrators are not able to deal with all of them at a timely manner. There are students that are on IEPs and aren't getting disciplined because of it. There are not enough teachers at our school. We don't have a nurse for students to go to. I don't have enough resources for my SPED students.</p>
<p>I was told by the bus barn that P2G decreased the amount of bus stops. I know of 2 students (1st and 2nd grade) that had a bus stop inside their trailer park last year and this year they have to walk an extreme distance to reach a bus stop because they are within the ridiculous 1.5 miles from their school. That is too far for a little 1st and 2nd grader to walk. The people that decided 1.5 miles was an acceptable amount to walk need to get out and walk that distance in the cold and see how they like it.</p>

I believe John Marshall Middle School's building layout is all wrong for middle school students. They need to look into opening another school for schools that have up to 1,000 people. Squeezing everyone into one building has not been working out very well. Teachers are having to be responsible for teaching too many students throughout the entire day. Our workload has increased since last year and I have not seen any great gains from P2G. I was hopeful and accepting of change, but it has been tiring and stressful, with the current workload. I hope to see new changes next year and for the superintendent to correct the things that are not working, because I really feel like some schools have gotten worse.

I feel like our school climate and student welfare have improved since I have been here. However, staff climate is more stressful than it has been since I have been at this school. I feel like this is mostly just adjusting to new admin after the old principal had been here for so very long. Many of the new things that have been implemented under this new administration has been implemented to benefit the staff and students. For example, office citations for behavior help me document poor behavior, communicate with parents when there is a severe enough problem to issue one, and give me guidelines for when I can send a student to the office for behavior intervention with an administrator. There are, of course, exceptions to the rule for when a student is immediately dealt with by admin. I like the tardy slip policy that was started. I like the way this admin communicates with the whole staff using remind messaging. I love the PBIS app and am excited to start sending students to redeem points in the store.

However, some of the things we are required to do are a lot of extra work. For example, very detailed lesson plans take a long time to complete and make me feel like I am not being trusted to do my job. I have a great curriculum that I am following, standards to use, and intervention materials, I stay on track with where I am supposed to be for the most part. Safety Net intervention plans are redundant when we have a set APP and RTI process. They are just more work to do. Even with the implementation of istation, there is way too much testing. We should be satisfied with the monthly istation results we get. But benchmark tests, and performance assessments just take away from instruction time. Honestly, they are just one more thing I have to do. Performance assessments are pointless. I give the tests, which the kids never do well on, the put in the score, then put them in a file to never use again. Weekly staff meetings and PLC meetings always leave me stressed out and overwhelmed because it feels like every time we have one of those we are told about something else we have to do.

We are still experiencing unexpected changes in the transformation school. We are not given clear requirements for lesson plans and now added new power standards we have to make a 2 month lesson plan calendar for a new added test for our students in 3rd grade this December. They expect us to hit all the power standards before the test and the students are expected to move up 7%!!! No way we can accomplish this by only having 6 weeks to hit these standards for a few days and move up 7%

With the redistricting, there are days when I'm not sure if I work in a school or mental institution. Some of the new students from who knows where, need a psychiatric ward and not a classroom. I feel that wherever they were last year and before set these kids up for failure allowing them to act crazy and now we're the ones having to pay the price. It is ridiculous!

This year, most of the teachers are covering other classes every day. We might get one planning period a week. 5th grade being added to the middle school level has caused problems with school and teacher morale, school climate and student interaction. This grade should be returned to elementary or placed in 5th year centers.

There seem to be no effective consequences for disruptive student behavior. Student frequently leave classrooms to roam the halls. Several students run out of the building and off campus causing administrators to chase after them and leaving the school without leadership. Students are allowed to tear up teacher's classrooms while the "other" students' learning is disrupted and they are ushered to "safety" outside of the classroom. Students have no accountability. THE OVERALL FOCUS IS KEEPING KIDS IN ATTENDANCE RATHER THAN PRESERVING THE LEARNING ENVIRONMENT.

With about 2/3 new students, I have noticed our students had a hard time coming together and working on common procedures. Teachers worked hard to make the students feel safe with all the changes. Things have settled down and our new family is working together with respect and progressing fairly well.

School has a Nurse but throwing them in the deep end with little training is not going to keep them around. Trying to provide care with no equipment or supplies. Not to mention denying them full year for year nursing experience with regards to pay.

Our 5th grade teachers are not getting plan or plc time on a regular basis!
Current adopted curriculum for subject areas is not an adequate tool for teach my students content being taught. OKCPS does not provide support or adequate resources to give students the proper tools needed to be successful.
There is a lack of accountability for students with behavioral issues and the like. Why write referral if admin is not going to follow thru or go against and tell students to ignore a classroom teachers policies are.
I will not be returning to OKCPS next school due to the above reasoning.
We need to have more time to meet emotional needs of overwhelmed students.
I teach kindergarten. I have students who are running off from the classroom for various reasons. Telling them to be respectful and to share is just an example. We have broken kids that we need to be helped but I honestly think that parents should be held accountable for teaching their own kids how to behave at school.
When a student hits a teacher, is charged with assault and battery and a court levies fines/probation or jail time then that student should be given more than 4 days off (called out of school suspension). Even PBIS allows up to 10 days suspension (which isn't enough). In my thinking that child has shown no respect for adults, no respect for school and puts people at risk for their safety. I would rather he/she be expelled, but since some people would vehemently disagree I think the student should be sent away for half a year. Alternative school is actually preferred by some of these students because their actions are reinforced by others with similar behavior problems. The point is hitting a teacher should be taken much more seriously. I would hope that the school district could grant the teacher 1-3 days off, separate from sick leave, to adjust to the psychologically damaging incident. Teachers should not have to fear their environment and should be boosted up by their administration, not to be made to feel insignificant. REGARDING CURRICULUM: I'm happy to have Achieve 3000 for reading but I'm sent to no reading training and I can't even get basic supplies in my room (for example I've put in requests for pencils and a pencil sharpener, and have gotten NONE. I also asked for colored folders for my students to keep grades in (as an incentive, to show off) and was told "couldn't you get them from donors choose?" I'm still shaking my head.
Student welfare and school climate has improved in most cases except in certain areas it stayed the same.
5th graders should not be at the middle schools. We have seen increased discipline and chaos since they have come to the middle school. Classroom sizes have NOT went down. This alone is hurting student learning and increasing behavior problems. Our school is almost full Summit Learning, and it is not well received nor approved by the teachers being forced to use this platform. It is horrible for children in Spec Ed., and teacher support and collaboration is not effective with this curriculum. Not all teachers do it with fidelity, while others are giving children answers to pass mandatory tests on the platform. There is no accountability because our admin is constantly dealing with behavior issues that they are not in the classroom on a consistent basis.
P2G has created a hostile environment at our middle school. Fights have escalated. Children routinely disparage teachers and staff with a complete disregard for the rules. I have personally been threatened. I cover classes 3-5 times a week during my only planning period which stresses me out even more. Students schedules are changed without notice or informing students which frustrates them even more.
Whoever came up with the idea to put 5th-8th grades together has no knowledge of the intricacies of dealing with a large population of disadvantaged students, made to wait hours for a bus to and from their homes in clothing that is inadequate for the weather. Justifiably students are already angry by the time they get to school. By Friday I am too stressed, exhausted, and sick of being verbally abused by students that I feel helpless and I just pray for the end of the school day. If these conditions do not improve, I plan on leaving the district.
Our school is a mid-high. I currently have 169 students on my roll. Twelve new students have been added to my classes in the last week. Middle school students get schedules changed at the drop of a hat with no regard as to how I am supposed to mark their grades prior to when they came into my elective class. How can I give them a semester grade if I've only had the student for the second quarter?
Teachers are constantly forced to deal with students that have severe behavior issues. Lots money and time wasted on curriculum that usually only last one year.

I have 5 classes which I must plan for each week. 3 of the 5 have no curriculum; therefore I have to spend hours researching to find suitable material for these classes. Some teachers do no lesson plans for these subjects at all due to that fact, some do little and some make them a study hall or something simple with no lesson plans. I feel there should be some district or simply school ruling on this matter as to whether it is or isn't required to plan for classes with no curriculum provided. I don't feel phones should be allowed at all. It is a constant battle having to have them put them away, and they sneak them back out at every opportunity. We have phones in the room if they need to call home or there is an emergency. Just my opinion. Didn't teach last year but have over 34 years until then.

There are too many students per classroom. The classroom is not big enough to accommodate all students. It is hard to meet all students needs daily when you have almost 30 students in a first grade classroom.

Student behavior is a main issue. It is a difficult time at our school. I see many teachers discouraged about behavior. Students would rather play in the class than learn. It is difficult to keep students' attention except when using chromebooks. I would like to use them more for instruction but many items through the district are not working at our school. I am sent to someone else when I ask for help in getting programs working.

I like my administration, I feel they are as over-whelmed as the teachers are. The promises made about everything being ready for the school year is a bold...NOT TRUE. We all support each other so we can make it through this.

P2G has made work so much more difficult. The morale at my school has gone down hill, too many new teachers at my school do not know the "ways" of my school (not their fault). The communication has become very difficult, sometimes non existent. P2G has messed up everything (I have been at my school 19 years). My school does not use the referrals we have a discipline plan in place that we follow.

As a teacher working at a school under investigation by the Civil Rights Commission, I often feel that my work environment is such that referrals for anything short of serious issues are looked down upon. This means behavior such as disruptions, language, cell phone usage, etc. that are chronic issues do not get addressed in the appropriate manner. There is a culture of "the teacher should be able to handle small issues like this in the classroom" or "well... call the parent!" for such issues. And while a parent contact is appropriate for a serious issue... most behavior is more akin to a "death by a thousand cuts" variety in that no particular behavior is such that a parent call is warranted, nor a referral. But over time, and across multiple and at times various students throughout each day and the week, the behavior becomes very disruptive in total. Behavior does not happen in a vacuum and it may not be that "this" student or "this" behavior on its own is an issue... but the overall behavior of the student body as a whole is the issue. If I were to call a parent for each and every issue that the admin says I should, I would spend the entirety of my work day making phone calls and never be able to grade, plan, tutor, prepare, or any other activity necessary to educating my students. If I were to follow up such phone calls with referrals for each of these behaviors, I would have large sections of my classes missing each day. Those students would then get behind in class further increasing my work load as I would then be held responsible by the admin, at least in attitude if not in fact, (as opposed to the student) for the students' grades and performance in class. It's a no win situation to where the most workable solution is to just "take it" each day from the students, keep them in class, forgo calling parents so as to have time to do all the other things I need to do, etc.

Even with the improvements to the curriculum students continue to have an apathetic attitude towards activities. Participation is still low and response has been minimal. The same groups are the leaders and same with followers. That is student population and teacher population. It is a close knit clique in all facets of school leadership.

Plan time is taken up by meeting 2-3 times a week. Everytime we meet in PLC there is more paperwork and more non negotiable items added to our list. Every PLC meeting adds another 45 -60 min of work to my daily workload. We have grade level lesson plans due, classroom lesson plans due ,small group guided reading lesson plans due, and RTI lesson plans due weekly in detail weekly. It takes about 5 hours off the clock time to complete these. Then add success criteria that we have to develop, vocabulary instruction we have to develop, spelling we have to develop, iep accommodations, ell accommodations, data notebooks for each child, interactive notebooks for each child all have to be done off the clock because they consume so much time to put together. All the paper it takes in order to complete the data tracking, PLC data tracking, notebooks and we have been given one team of paper this year. To run off a week of math ,spelling and vocabulary for our grade level is almost 1000 copies a week. We have almost 175 students in our grade level. Two of us don't have any resource materials for teachers to use but what is available at math in focus website. Then we were told these are the only standards we are to teach this quarter which of course isn't covered in Benchmark Literacy, so everything for that standard has to be developed, and running off by us. Including, success criteria, assessments, daily lessons, Kagan strategies, anchor charts, homework, reteaching, activities, guided reading groups, and accommodations for different groups of learning students. Add another 3-4 hours to complete this off the clock.

I feel there needs to be additional alternative placements for students with severe behavior issues. Teachers are unable to teach the other students because all their time is spent taking care of these issues. The additional counselors don't seem to be able to provide any help in changing these behaviors.

This year has been horrifying in that it has not provided equity. It has isolated poor populations, provided inferior or no resources and has widened the distance between staff and administration.

Student behavior is atrocious, admin support is absent, we get dinged on Marzano if we use district curriculum, we spend about 2 full days a week testing instead of teaching. JUST LET ME TEACH!!! When we've asked about getting our contractual 30 minute duty free lunches, we've been told, "I guess you don't get it today."

Students are disrespectful and use inappropriate language daily, reduces quality instructional time.

Our administration seems to be afraid of offending any of our student's parents. They give the parent what they want without asking/consulting with the teacher and trying to solve the problem first. This is showing the children that whining and complaining gets you what you want. Lack of communication is a MAJOR issue between staff and administration. If you are one of the favored teachers you get more information, if you're not you are out of luck.

Some gang activity has increased at my school site.

Very poor climate with teachers leaving like a revolving door.

I am at a different location than I was last year. I'm not sure if student behavior has changed. The student behavior IS much better at my current school than my previous school though. I do have a longer plan time than I did at my old school. I am assuming the 20 minutes this survey is referring to is the time from 8-8:20 and 3:10-3:30, if so, I do not get to work in my room free of students because I am either welcoming students into my classroom or I am participating in dismissal.

Students have to ride a bus now. Also, there are some teachers having students do push-ups as consequences for behaviors.

My thoughts are that over time we will see a decrease in negative behavior and improved academic performance with P2G

There are more full time staff but they are serving more kids. We have 1 counselor everyday but now the building has around 500 kids.

P2G has affected student welfare or school climate for the better. If anything the multitude of changes has brought about new challenges to face.

Since schools are larger now, further supports are needed.

We have too many students with behavioral problems that can't handle being in a classroom with a group of students. It's too much for them and they become aggressive toward teachers and fellow students. It's hard to teach when you have several students who can't sit down in their chairs, run around the classroom screaming, tearing up the classroom, or not following any directions from the teacher because they don't want to. These students need a one on one classroom where they won't be distracted and actually learn something instead of acting out in class causing the learning to stop for the whole class. Then when you talk to the parent they either don't care or say they'll fix it, but nothing ever changes. The students with no behavior issues are not being able to learn either because the teacher has to stop class because a student has a behavior problem and becomes a threat to the teacher and students in the room. Teachers should only have 18-20 students in a room. When you have over 20 students, then learning suffers because you can't have one on one time to help each student, classroom gets louder, and it's crowded.

Nothing has changed with P2G. It just seems like it's worse.

Station data is not accurate and is being viewed as the sole data sources. Class sizes are increasing.

Even with growing pains...for my school P2G has been beneficial

TO BE HONEST, I AM DISAPPOINTED AND SADDENED BY THE BEHAVIOR THE CHILDREN AT BODINE. THEY HAVE NO RESPECT FOR THEMSELVES, ADMINISTRATION AND TEACHERS. I CAN SAY THAT THERE IS VERY LITTLE LEARNING TAKING PLACE AT BODINE.THE CHILDREN HERE RUN AND CONTROL THE SCHOOL STARTING FROM MORNING TO THE AFTERNOON.

I cannot make comparisons of last year with this year b/c I was not at this campus last year. My thoughts on behavior are not fair either, b/c I am in a different area than I was last year. it is not fair to compare the two different campuses b/c demographics are NOT the same. I cannot say how P2G has effected this campus, b/c i don't know how it has been here in the past. I don't think this is a very fair, or effective survey b/c it is asking staff questions based on their knowledge of the campus that many of us were not on last year and have no prior knowledge of the campus. I would LOVE to participate in a survey of our opinions on the new school calendar, compared to the "continuous calendar" we have been on the past 8 or so years.... :)

The positive school environment has decreased this year. Some students are out of control. The class sizes are 28-30 per section, with a total of 116-120 kids per teacher. There is no consistency and always seem to be in chaos. When administration has been approached to be presented with problem solving ideas, teachers are being told "welcome to middle school". I have never considered leaving in the middle of the school year but I am contemplating it.

Student behavior is on the decline. Students have figured out our administration is not really disciplining our students. Alternative education should absolutely be an issue that is discussed. Our school probably has 40-50 students that are disruptive. They have no intention to do work and prevent others from completing theirs. All interventions have been followed with no results yet these students remain in the classroom. Teachers do not feel supported by the district and administration. When teachers are regularly cussed at by students, it is hard for teachers to feel like anybody cares. The climate in our building is not very positive.

I try to handle level one behaviors of my students in class. However, the amount of students in each class that are disruptive, disrespectful, and purposefully off task and distracting to others would take my entire planning period and lunch to document, and make parent contact. When we assign lunch detention, the students do not show up. I would have to spend half of my 25 minutes chasing down kids that refuse to come. I see how other staff members do write referrals and not much of anything is a consequence. I see how admin. stands in the hallway observing all of the behaviors that come from the hallway into the classroom and they say and do nothing. These behaviors are specifically mentioned in the student handbook and they are ignored and not addressed. The response is "that's middle school".

Trade-Ups: we have all except full time media specialists (not enough students); the content area curriculum (reading and math) has been provided but parts like online access has just started to appear and work, we are using an old out dated social studies book with no support online for teachers and students, we have had issues with istation and mastery connect that has caused us to be completing beginning of the year testing in late September. I understand the need for data but it seems to have taken forever to gather it this year. It has been a rough start for both students and staff and students are still not completely settled. I love my team I work with and we are working well together. So that is a huge plus.

New administration has caused a negative vibe in the building. Many of us referred to our school the past several years as family, this year that vibe has not been felt. I feel I am questioned about my job daily and not left to do the position I was hired to perform. I have duty before school, lunch and after school.

The district has adopted a "well, I sure didn't see that _____ behavior" I wrote 3 students up for assault on another student and they were not worked. One AP said that they hadn't even been submitted.

Students have control of the school. It is a massive, chaotic arena that has students cussing us out, running up and down the halls, failing to return from a pass.

A student hits a teacher and they are left IN THE SAME school. That should be an IMMEDIATE suspension and removal from the school.

The district assessments rob my students of about 2-3 weeks of instructional time each year. I believe the district needs to adopt a better way of assessing reading levels than the outdated Gates-McGinitie tests. I have not seen any improvements from P2G. My class sizes have increased dramatically, building repairs take far longer to be addressed, and our staff reduced due to P2G despite additional students being added to classrooms. I am also deeply concerned with the high number of school buildings in the district with mold levels that are high enough to cause illness in students and staff. This appears to be something no one is willing to address.

I am an ESL teacher so some of my answers are skewed to a more positive response since we have a limitation on our class sizes and very little behavior issues. However, I have been treated disrespectfully by students in other areas. I have witnessed an increase in violent behaviors and disrespect. It is only November and the behavior is more extreme than in March of prior years. Everyone in education knows that behavior only escalates throughout the year I am also becoming worried for teacher and staff safety when spring rolls around. We haven't really seen the trade-ups because my school already had everything that we traded up for. So we are only gaining students that are not prepared for a classroom setting. I have never seen an entire Kindergarten grade level so out of control before in my life. Our principals spend their entire work time handling extreme misbehaviors along with our counselors. We are all pulling together to make this year a success but we are dealing with extreme student behavior and an overflowing building. We do not even have one room to spare.

P2G projected that US Grant would have 1450 students, down from nearly 2000. Those of us who have taught here a while knew that this projection was laughable and idiotic, and sure enough, enrollment is hundreds of students over what was projected. We ended up being a full 7 teacher allocations short, which is embarrassingly high. I can name several teachers who have been forced to teach classes with nearly 40 students - a few of them have had to see over 200 students per day!! Even for Grant, this is abnormally and ridiculously high. Our school has been overcrowded for years; P2G was supposed to make this better, not worse. We've gradually ameliorated these issues as more personnel have been hired, but the projections have forced us to cut teachers who have since found other jobs. For instance, we had to cut a very promising young math teacher last year; that teacher is now happy at another school, and we have been so far unable to fill the vacancy. P2G had the right intentions, but whoever projected that Grant's enrollment would plummet to 1450 understands absolutely nothing about this school or community, and teachers and students have suffered because of the district's horrendous mistake. We will be okay in the long run (again, positions are being filled, and class sizes are decreasing, though it did take 3 months), but it's just another embarrassing episode in the perpetual saga of OKCPS incompetence.

I am in a self contained classroom. I have had a student that was placed in here that probably should have not been. He has been placed in another classroom, but he is very abusive in language to others.

I am always covering everyday, so I never get time to plan or take a break. I feel like my student referrals are being worked, but they almost always end in conferences. I feel like the teacher morale is low and that many of us feel burnt out and on the verge of a mental breakdown due to high demands and little to no support or time to implement. I have to teach an elective class that I have had no training and lack of knowledge in.

The addition of 5th and 6th graders into the middle school has not been a positive thing, in my opinion. The administration are not leaders. They do not have the skills or experience to control the school environment. There are a lot of unhappy teachers and other staff members. Sometimes (many times) it is appalling the way the staff are talked about and treated. It is not a professional atmosphere. There are a lot of absences and few to none substitutes. Teachers have to cover classes. Morale from the top is almost nonexistent; this makes teachers unhappy and unhappy teachers make unhappy students.

Adding the 5th and 6th graders has changed our middle school into an elementary school. Having to do recess and walk students to and from lunch is an elementary school brain wave. When 6th graders were in middle schools previously, they were treated as middle school students and acted as such. Since the 5th grades have been thrown into the mix it does not even resemble a middle school any longer. I am a secondary teacher and refuse to work in an elementary school.

5th and 6th grade students are completely out of control. This creates a completely different atmosphere along with all of the emergency certified teachers who do not have a clue what their doing and the huge number of absent teachers is completely intolerable and morale sinks lower by the day. We cover classes more than three days a week.

Add to our problem is an entire school on Summit Learning, which the students do not like and are bored out of their minds. I cannot even teach the standards for my subject area because there is no curriculum for it. I have taught 20 plus years and watching students try to master concepts from watching a video or reading about it is completely ridiculous. Summit was made a supplemental program not the be all end all. Add to all of these frustrations are students on IEP's who are supposed to manage concepts from this computer program. More than 1/2 of 2 of my classes are students with IEP's. Modifying for all of these students is completely impossible on Summit.

My suggestion would be to open a few 5th grade centers and move 5th graders there. Keep 6th grade in the middle schools, but treat the entire school as a middle school. Keep the Summit program for honors classes or as a supplemental program, but allow teachers to teach again. We are doing our students a grave disservice the way things are operating at this time.

Speaking for myself, if things remain the same next year, I will transfer to a high school or to a different district all together.

We have 2 ID classes combined with no aide and at times when one teacher is out they have no other teacher available to help in the class.

I teach at the new application middle school and our students are truly a blessing. The atmosphere is wonderful because of our staff and students; however, many promises were made during P2G that were not fulfilled. I can't believe that the district would create this application STEAM school without funding it properly. Our kids didn't get what was promised. We've worked around it, but it was disappointing. Class sizes were big. Our Administration has had to beg for so many of the things we have. No concessions were made, it seems, for us being new and needing to build our student body based on our criteria. I also thought that moving 5th to middle school was a great idea at first. However, the district is still treating them like elementary and it is not fitting. The whole PE nightmare without staff to meet those needs was an embarrassment. If we can't do better next year, we need to put them back in elementaries. They need to be middle school students or not. We did not have enough staff allotted to be true teamed; so, our PLCs are not as beneficial as they could be. They gave our staff allotments back after the start of the year and the people left to hire were not the best possible matches. I was on board with P2G all spring and summer, but after starting the year under it, I think we did it too fast. More pieces should have been in place before they launched such massive changes. I'm extremely happy with my school and my environment. My school does exist because of P2G, but I still feel like south OKC kids deserved better walking in the door.

Special Education Teacher

The problem is that now, where Britton has consolidated, thus compound the number of students with severe behavior problems in one building. That's also going on over at JMMS. SO many students with trauma based behaviors in those buildings. Per Dr. Elliot/Bell, Counselors are under strict guidance to implement 2nd Step, which is an OLD social/emotional program. There are a LOT better programs out there to be purchased. Therefore, Counselors are not able to assist w/trauma based beh going on in the building as much as they can because they are supposed to be teaching 2nd Step. Counselors' hands are tied. The ONLY way that Britton will be able to turn around their classrooms/school would be to put a TA in every classroom. (I know...\$.) Then, those buildings would have the manpower in order to intervene and keep students & teachers much safer. The 20 year old Sped model in place is now bursting at the seams. It's not adequately set up to support Sped teachers and their much higher caseloads, more students with severe beh prob, & amount of time spent on paperwork. Time is the enemy & effective decisions should be made in order to move OKCPS in the right direction. The OKC community is counting on it!

My self contained class now has 5th graders, which are not mature enough in my opinion to be in a school with teenagers.

When I was observed, my evaluator heard students call other students racial slurs, but the evaluator did not intervene. So--- while I was observed, an administrator heard the students use derogatory language towards each other and did not say anything to the students. I did not know of this until a few days after my evaluation happened when I saw the report in iObservation. I understand she was in the room as an observer but had a fight started, would she have intervened? Insults are not tolerated in my classroom! And I am offended that she would assume such language would be. Are these evaluations more imperative than the climate in the classroom? what about the feelings of the students?

It is hard to control cell phones. Students do everything they can to hide the phone and it becomes a huge distraction to one's learning. My students that are failing are failing either because they are absent frequently or are on their phones- Constantly while in class. Our weekly PLCs are not effective or efficient! We meet weekly as an entire department. We rarely ever get actual work time during our PLCs. I am in PLCs up to 6 times a week between grade level and subject areas. Also, we rarely leave any of our PLCs on time. Sometimes it isn't until after the bell, so we are squeezing through the hallway with our laptops and papers trying to get to class on time.

This is so frustrating.

However, district trainings have been very beneficial this year. I was able to attend those before the school year and during the first break. I do not recall the names of the training- but they had to do with the social wellbeing of the students. Trauma awareness, compassion fatigue, and something about feelings are the gist of the names.

Also, as a math department, we have a new curriculum, but many of the teachers in the building do not follow the pacing of the book, so when we are working in PLCs, it puts more work onto the teachers, especially the new and untrained teachers.

Combining the schools, plus adapting to our usual transfers into the school, has been challenging in that many students who were not previously part of our advanced classes are struggling and we did not receive the promised resources for addressing the needs of those students who needed the extra support. The teachers at our school feel like we're being blamed (not from our administration, but from the next level up and from some of our parents) for these students not succeeding on the same level as the kids who are used to the system. We've been told that we need to provide more opportunities for these students to come in for targeted tutoring, and though we would be compensated for that, we feel that we don't have the time nor the resources to make up these gaps on our own.

My school has nearly doubled in size with the majority of new students coming from dysfunctional school settings. They have severe behavior problems.

The students that are in the transformation schools have awful behavior. I have seen the police called out for students. I have seen teachers assaulted and cursed out on 100's of occasions. Most of the behavior probably could be controllable but it is not. I 'assumed' that being in a transformation school would be better but it is NOT. The principals are doing all they can and are being treated so unfairly. They are severely overworked and underpaid. They have had to put on new hats to accommodate the children in this transformation. Most of the students are on IEP, ED, LD, low performing, etc. This has altered the climate of the school. They want students on grade level but when over half of your class is below level, you struggle all year to get them near or on level. This is a hardship to the school and the district. Hopefully, the transformation will be better next year.

There seems to be little done as far as discipline and behavior at our school. We had an administrator tell a teacher today if the students asks for another snack and we tell him no and he throws a fit, instead of him destroying the classroom like he did(throwing stuff all over, tipping desks over and throwing her personal stuff everywhere as well as classroom stuff) she is to go ahead and give him another snack to prevent it. This particular student has demonstrated this behavior close to 10 times already this school year and nothing has been done about it. I personally had a student get mad at me because I wouldn't let him throw a fit and had him sit away out of the activity KICK me in the leg, then I wrote him up with a referral, he was back in my class the next day.

A nurse in every school every day is a laugh. Some schools only get a nurse one day a week. The ratio of students to nurse is not equitable.

we finally recieved the rest of our science curriculum after we inventoried them at the beginning of the year and realized that our kits were practically empty after being transferred to us from a different school. it took until the week of november 1st to recieve our kits. i had to give my students a state assesment over chemistry when we had to skip chemistry and move onto physical science because it was the only kit i had that was remotely full enough to do the experiments and my principal still had to order things in order for me to even be able to do that. it has been incredibly stressful. if the option to take the physical science test instead of the chemistry one would have been available it would have been far more beneficial. because now their scores reflect a lack of knowledge at the end of a unit we did not even get to start because the district was not prepared for day one readiness for our classrooms. the process of getting what we needed was ridiculous.

The students receive art at their homes after leaving our site. The number of teachers was cut and the class size has gone up.

I am self contained. I'm just pissed I was screwed 2 years in observations.

I believe that having the passing threshold at 60 is a low standard for our students, and should aim to have a higher passing grade.

We are now in two buildings and there is a noticeable difference in student behavior, interactions towards each other, and towards teachers and school in general. Several teachers have commented on how different and everyone knows it's different- and it's not a good different.

I wish our counselor was better at working and talking with our students about their needs and feelings.

There is an increase in teacher responsibility but not enough time to properly carry out those responsibilities

The school is over crowded due to the district not taking into account where students live such as apartments. There are 4 apartment complexes in one school location that the school was not prepared for.

Children are coming to school from behavior facilities and are not prepared for general education

Need more counselors to provide crisis counseling while the other counselors are doing all of the paperwork that is required

I have 5 hours of plan time every week. One hour goes to PLC and at least two more I spend covering classes. Our gym is packed with three grade levels of students with about 3 teachers to watch 600 students. There is no organization in the gym. It is standing room only. If there's a fight or a fire, we will have a student trampled. I am shocked someone hasn't called the fire marshall.

I haven't had necessary things since the school year has started. Books came in two weeks ago and supplies last week. I don't have a sink in my class or any safety equipment. This year has been very frustrating.

My admin team is so behind with referrals, I don't ever see them. They aren't very visible in the halls and I never see them in the morning when I'm on duty unless I call them for help. (Radio) I have duty EVERY day. This is not normal.

If I'm in class, I don't really know how to contact my administrators. Phone, Call button, Text, groupme? Sometimes there is a response and sometimes there isn't. I never know if someone is going to help me. I almost had to leave my class unattended because I had to use the bathroom so badly.

I have seen students go into the principal's, and the counseling office and shut the door. When I tried to open it, locked. I knocked and was greeted by students who were unattended by adults. I reported to admin and they acted like it was no big deal.

Our students are running this place. I feel safe right now, but I'm not coming back to this site (RMS), regardless of admin. This building isn't fit for Middle School. The gym is too small, not enough bathrooms, and too many places for the kids to hide. It's a tough building to work in.

I changed from a regular elementary school to an application middle school. Our student body comes to school every day ready to learn and motivated to do well. It is a joy to teach students without the distraction of negative behaviors that I have dealt with in previous years. All the teachers at my school are so happy to be teaching in such a fine environment and with teachers who are committed to student success.

I recently transferred from another school so it is hard to answer some of the questions. I am also a sped teacher where behaviors and discipline is constantly a problem.

Quail Creek Elementary School is over crowded!!! The quality of instruction in my class has been watered down.

My site administration is so rude. Changes that have been implemented do not take into consideration the welfare of the students. All of my students have high ACES scores, they all have been diagnosed with PTSD, or PTSS, Testing our students creates additional trauma for my students. For a district that is supposed to be trauma-informed, the administrators apparently didn't get the training or the memo.

P2G is the worst thing that could of happened to OKCPS. They set us up for failure at FD MOON! This will be my LAST YEAR with the district.

P2G did not provide equitable trade-ups in the Spencer Community. Rogers ES has 5 teachers per grade level for grades 4, 5 and 6. Each classroom averages 25 students. With only 3 Elective teachers, Art, Music & PE, Rogers ES is unable to provide common planning time for an entire grade level team of teachers to meet for critical data collaboration through the PLC process. Rogers ES is a late start. Teachers report at 8:30, directly to Breakfast duty. Buses arrive at Rogers ES at 8:15 to deliver students. There is 4 staff on duty in the cafeteria at 8:20 am the principal, assistant principal, and two assistants. Approximately 200 children arrive by bus and eat breakfast. The rest of the student population at Rogers ES arrives by car, daycare and walks. Teachers must arrive at 8:00 am to have any time to themselves to prepare for the day.

All staff is on duty for dismissal from 3:40-3:55 pm, which leaves 5 minutes of duty-free time for teachers.

Student behavior is extremely problematic for the 6th-grade. Those students resent being in an elementary school setting and display the typical behaviors of preteens. Since the resignation of one 6th-grade teacher and the replacement of the assistant principal in October, student misbehaviors have escalated.

The first 2 questions do not apply to my 7th grade class, it applies to the 5th and 6th grade levels.

I have students from 7:45 until their parents pick them up after 3:10 with out a break. Behaviors are worse because parents don't parent and our hands our tied. We suspended a student and called the mom to come get him and she refused.

<p>Ross Middle School is out of control. Administration does nothing. The students fight, curse teachers and admin. out daily, disrespectful, will get in teachers faces, hit teachers and other students, smoke any and everything in the bathrooms, will not follow directive of any adult(teacher,assistant, admin.) ect. No need in writing referrals because nothing is done. They are blown off like us.</p> <p>The classes are large. Special education teachers and students are moved out of classrooms into closet that are cold with no heat,air, whiteboard, and don't mention a smart board. P2G is really not working. School climate here is a joke. It is awful!!!! It is so bad there is staff not going to come back after the breaks.</p>
<p>The student behavior has completely dictated the poor results at our school here at MGR middle school. Students run the school and there is a lack of discipline and it shows. Students are basically rewarded for poor behavior, by allowing them out of class to help with school projects. Class coverage is causing lack of planning time for teachers, since teachers are being requested to cover classes on a daily basis and sometimes multiple times during the week. More discipline and less teaching is happening in the classroom because there is no admin support with teachers. I believe ALL children can learn, but only in an environment that is conducive to learning.</p>
<p>There are at 2 to 4 students in every class that have terrible behavior. They verbally abuse teachers and scare good students, as well as disturb the educational process. Punishi is not harsh enough to handle defiant students in the class room.</p>
<p>My site is overcrowded which affects educators in assisting students in character development and adherence to school policy and guidelines. Arrival, lunchtime and dismissal is chaotic and disorganized, again mostly due to teacher / student ratio making it difficult to manage an overwhelming amount if students gathered in a general area.</p>
<p>Behaviors have increased! Students are out of control! There are ABSOLUTELY NO consequences for bad behavior! If this continues, we will have more and more problems in the future! I have more students this year than last! Why do I have so many while others at different schools have so few? There is not any equality from this transition...</p>
<p>The students have no appropriate consequences. This is a joke! I don't blame the principals . The fundamentals of respect does not exist exists with over 50% of the students. The other well-behaved students now act like the other. WHAT CAN WE DO!!!!!!!!!!!!!!!!!!!!!!!!!!!!</p>
<p>Staff's before instruction and after instruction during contract time is all scheduled. Absolutely no time to prepare or work in our rooms during contract time.</p>
<p>We have many students that came from a different school and would rather go back than buy into our school.</p>
<p>Student inappropriate behavior has increased. I spend extra time contacting parents and dealing with multiple unacceptable behaviors. One particular student in my class displays inappropriate behavior on a daily basis.</p>
<p>I do not believe my administration is capable of providing a well-rounded disciplined school. It is a constant battle to get things done and a constant battle to receive proper discipline for students.</p>
<p>Increased size of Elementary Schools has created problems.</p>
<p>For some Special Education students, the transition of moving from class to class is confusing and/or agitating. We need more self-contained SpEd rooms on the secondary level for core subjects.</p>
<p>P2G was a mistake. There should have been a year of planning after the plan was chosen. Jumping into it with little to no preparation was irresponsible and selfish. If the superintendent stays on after this year, I will be shocked. It is clear to most of us that the reason he rushed into implementing this plan was so that after he threw this nightmare together he could quit and have this big plan on his resume. Selfish. Detrimental to the entire district. We added music programs to all these middle schools without ever making sure they had the materials they needed (like CHAIRS!). Ridiculous.</p>
<p>We are seeing more behavior problems in the classroom and school-wide, more fights, more profanity, more disrespectful behavior.</p>

Some of these issues do not apply to me, as I teach at an EES site. I have needed books and materials since before school started and I have gotten NOTHING at all!!! Every single week, there are new hoops to jump through, such as book studies, Mastery Connect, detailed notes required from weekly and monthly meetings, all that have to be uploaded to the Google drive, where everybody in EES can read every document that we share, including our time sheets, our PLC notes, our committee notes, test results, and a new check out form that was just sent to us today. I feel it is an extreme violation of privacy to me!!!

Working at a high-school, I am concerned about the elementary and middle school students who seem to be bearing most of the pain of P2G. I am concerned that they are going to have a difficult time these next couple of years, that their transition into high school will be full of hardships, behavioral as well as academic problems.

I'm OVERLOADED with work, short on supplies, and have received no help from administration! Some teachers in my alternative school (Emerson South) are only teaching 4 students a day for only 2 classes! My workload is 100X more than some of my colleagues which I find completely unfair! I'm being forced to teach multiple science sections and classes in the room at the same time (Chemistry 1, Chemistry 2, and Physical science 2) while other teachers are making the same income as me teaching only 2 sections in an entire day. Why is the district paying them to do NOTHING?!? Why is some of my workload not being passed to teachers with empty rooms??

We need social workers. Real social workers that are trained to deal with students who have emotional issues. I have too many students that have emotional problems. As a teacher, I am not properly trained to help students who have these issues. We used to have Community Works in our building. When they were in our building, we could teach without having to become a "social worker." They would check on students on a daily basis or if we needed to send a student to see their counselor, we could do so without classroom interruptions or any confrontations with the student. Please help us so we can teach.

Also, we need to have Reading Specialist. It is so hard to teach a student (high school) who is not on reading level. Misbehavior, disruptions in the classroom are up because there are students who can't read.

The Singapore Math does not work for our students. They do not have the prior knowledge in order to be successful, it is very hard for them. It makes it very difficult to teach. We are forced to spend money and extra time to provide adequate lessons for our students.

P2G made it terrible to have so many middle school students crammed into a tiny cafeteria. I question what the actual number of people allowed by fire code. Wheeler should have been an elementary school and Chavez with large halls and cafeteria should have been middle school. A lot of the students aren't eating because they want to socialize. Then we teachers need to deal with hungry, hormonal students. I rarely write referrals because we use the online tracker. When it's something serious, administration will ask, "are there any witnesses?" I feel that what I see and try to document doesn't matter unless students are willing to write something down explaining what a peer did. It only takes one student to say something about a teacher, but teachers need another adult as a witness. I wish I could wear a body cam or have a video camera in my classroom. The administration did not schedule students according to services listed on their IEPs at the beginning of the year. Now administration has decided to open Science and Social Studies classes beginning with quarter two. They moved students before any IEPs were changed. A parent didn't want their child moved and when I told my administrator, she wants data to move him back according to his current IEP placement. THEY ASKED GEN ED WHO THEY WANTED TO MOVE TO SPED for Science or Social Studies! No data, not SPED teacher recommendations or parent requests, grades maybe, but I'm supposed to provide data to quit messing with my students' schedules and put students back in GEN ED. If they wanted to add more SPED core classes, they should have told us, allowed us to meet with all of the involved families, create a list of students who would begin at the start of the following quarter, and PREPARE to teach new subjects. All of these schedule changes have been hard on students and teachers. I'm in a Co-teaching assignment with a new emergency certified teacher who has a lot of behavior problems in his classes. (They sat there and said why I was being placed in co-teaching) I SHOULD BE ALLOWED TO HAVE A TIME BLOCK OF STUDY SKILLS FOR MY SPED STUDENTS INSTEAD because it was listed as educational services on their IEPs. I have never seen so many schedule changes. The changes in EDplan have made creating a new IEP an insurmountable task that lasts hours. Favoritism of specific teachers (most of whom were at the school the previous year) has impacted instruction at my building. Our school didn't have printers for the first two months. NOT GREAT! Teachers were not required to share Chromebook carts, they were primarily for the "dream team". The principal shares social media with them and makes frequent comments favoring her "dream team". They even have Halloween pics posted in costumes. I'm sure they don't have to keep asking after they complete the Google form to get materials. I have 3000 copies a month! WHY??? It takes weeks to get anything. I finally got some printer paper today. I wondered if it was delivered because of this survey.

Schedules are not balanced fairly although I can't explain it clearly because the real 5th grade schedule does not match what IC shows. Our SPED department chair has only had experience teaching SPED Pre-K and other far more experienced teachers and capable were passed over for few class periods and a large full size classroom. Another SPED teacher has large groups of students in a small room throughout the day. She is also being told to keep students for much longer than their IEPs require. The GEN ED teachers don't want them (Dream team again). When I have needed to turn in medical neglect issues to DHS, the resource officer told me he didn't handle that. Then, the next time, I was told to talk to the district attendance officer. TIPS requires a police report number and I could not get that from our resource officer and I noted as such in TIPS.

Thank you for listening!

I'm a Special Education teacher in a middle school that prior to P2G was an elementary school. We are short three SpEd teachers. The SpEd teachers in this building are being forced to do the IEPs and IEP related paperwork that would have been done by the three SpEd teachers we are short. We get paid \$50 for each of the IEPs related to the three vacant positions that we do, but we are literally forced to do these IEPs, and it is causing us to work weekends (both Saturdays and Sundays) to try to do it. Some of us spend almost all of our waking personal hours working on that massive paperwork. Furthermore, all of the SpEd teachers in this new middle school worked previously for OKCPS as elementary special education teachers, and the jobs we are trying to do are totally different from the jobs we did in the past. Three of us are not planning on returning next year; two of us plan to retire and the other new SpEd teacher hopes to work as a regular education teacher next school year because she is also a certified elementary school teacher and is a Hispanic with a teaching certificate in Spanish.

Morale has declined.

I have a teacher edition and one student workbook for two of the three grade levels I teach. No additional materials were provided although I have access through clever.

I teach visual art and do not deal with district-initiated assessments, so I can't speak to those. I work at Classen SAS MS and I've been disappointed in the lack of care and intentionality when it came to combining the NEA kids into our program here at the MS. The students do not have majors like the other students who applied. The social-emotional aspects of having their school closed and them being uprooted to a new building, across town, with new teachers was not thoroughly addressed or carefully scaffolded. Not to mention the fact that many of the students are struggling academically here at CSAS MS. It doesn't seem like enough supports are being offered for students or teachers. As a result, I think we are seeing a great rise in discipline issues and disrespectful behavior.

90 minutes of planning time with 30 of that time going to PLC meetings. Staff meetings are every week and the principal keeps us waiting or cancels last minute and makes us come the next day. Principal lectured the staff on taking too many sick days and how we need to improve on that, yet let us know in our PLC meeting she would be out so she could attend a concert. We have no art, music, media specialist, nurse, or counselor in our building. Principal created our schedules without input from FAC. Principal ran the Teacher of the Year elections without FAC. No sinks or toilets in our rooms. Missing supplies and resources from the move- keeping getting told we are trying to locate those things-don't offer to replace items lost in the move(teacher resource book)TOO MANY TRAININGS. TOO MANY MEETINGS. Principal uses TLE as a threat instead of learning tool. Several staff members have complained that they have caught the principal play games on her phone. Teachers and assistants are on duty for lunch and recess in our building-the principal said to figure out your own lunch time. There are many students with discipline problems placed in my room. (Is that fair and equitable???) I have a student who is dangerous to himself and others in the room. He had a melt down and was throwing chairs and manipulatives at the teachers and other students. Asking the principal to come and help was like pulling teeth, she didn't want to help. Parents are not involved or supportive-shadowing is useless. I'm tired of tip toeing around parents because the district is afraid of law suits. Principal put pressure on staff to run aftercare. Principal got us involved in some book club without input from staff or FAC-Then told the staff each teacher will have to take turns picking up the books for the entire school-her project-she should do it! When is it going to get better???

I am a library media specialist, and the media specialists were all of the understanding that the trade up for media specialists is that we would be available to collaborate with the teachers. We were told that there would be enough PE, music, and art to cover teachers' planning time and not have to use the librarians. That has not been the case. Some of us are still being used as planning time and the library is still not being utilized to its fullest for the learning standards that the District is pursuing. I personally wanted to be available to work with teachers on more research projects that would increase their students' critical thinking skills. This trade up is not happening, and I am very disappointed about that.

With P2G every mid-high model was ended except at my current school where we absorbed 7th and 8th graders. Most of the discipline issues have been in the 7th and 8th grade. Last year we had less than 5 physical altercations this year because of the addition of the 7th and 8th grade students disciplinary issues have more than doubled.

We have no autonomy in our classrooms whatsoever! There are too many assessments given that are useless, in my opinion. I feel that ILD's and Instructional Coaches are a waste of money for the district. The stress put on the classroom teachers this year is OVER THE TOP and it is pushing teachers away, making them want to either leave the district or find a different career.

Last year, I taught sophomores. This year I teach juniors and seniors, so I think that has a lot to do with the behavior improvement.

We have too many mandates and we have no choices, no voice, and NO AUTONOMY! We have people judging us constantly! The district is spending so much money on Instructional facilitators who do not impact student learning. ILD's are costing a fortune! Lower class size would be best. Taking all our books away and refusing to let us use any of them is wrong.

(New)Principals at our site chose not discuss with the teachers how our sites actually work. Instead, they come in with preconceived ideas and try to fix "problems" that do not exist and create more problems. The do not have the children's best interest in mind. We have seen this happen with many of our past Administrators with the exception of last year. Last year our Principals were outstanding and worked wonderfully with the teachers and our sites flourished, the children were put first and the teaching climate was amazing. Since the consolidation, they moved our exceptionally prepared Principal to a new site, we in turn received micromanaging Principals who present a hostile work environment, one of which was removed from his previous school for creating/allowing the same environment there. It's not fair to students as well as the teachers to be subjected to unqualified Principals who do not show proper respect to the teachers they are over. Working at my particular site, we have highly traumatized youth and trying to force extra testing only traumatizes our children more. Mastery Connect is one example, our children's stays range from days to weeks to sometimes months, depending on their particular situation. They come and go daily, testing in this manner is pointless and a waste of time, it also takes away from teaching time and only frustrates and deters the children's main purpose which is their mental health.

Teacher time/planning time is often taken away either by weekly required PLC meetings or covering an absent teacher's class. I personally have gone 4 days without a planning period! Also, discipline issues are at an all time high! (based on my 10 years teaching in OKCPS) My school (not my classroom in particular) has a lot of repeat offenders. Some of their infractions include, but are not limited to; repetitive abusive language to a teacher, threatening a teacher, walking out of classrooms without permission, multiple fights almost daily, and the list goes on and on. In addition, my location now has over 250 5th graders, who all have the same lunch and recess. It just seems a bit excessive. My hope is that these issues can be resolved, or I may be forced to find a different career path. Thank you for the continued support of teachers!

at EES we deal with a different kind of situation than normal sites. we deal with a lot more vulgarity and violent behaviors. most students are either on an IEP or are low performers not on grade level. some cannot read or do basic math and yet we are expected to write lesson plans and plan elaborate lessons for classes that generally don't have kids that are the same grade or skill level as each other. for instance we might have a kid who can't read in the same class as a high school senior reading, or someone who is in trigonometry in a class with a kid who cannot do multiplication tables without a calculator. on top of that we have been bombarded with a book study, mandatory plcs with our site that the teachers don't teach the same subjects, both administrators are doing evaluations at the same time in your classroom taking pictures of all your stuff, mandatory committees where we were told we had to join one or even two committees, the have asked for a master schedule at least 3 times now in different submission formats, we are being told we all have to become wida certified regardless of how many ell's we have at our site and just today we are being told we have to fill out a google form to "check out" of our site any time we leave the building to go to lunch or take our laptop to IT etc.. it's hard to keep up with everything they keep demanding of us and often times the requirements seem to be ignorant of how our sites operate and work. for instance if we have hospital staff to deal with excessive disturbances several people have been told to verbally intervene which is not what we are supposed to do as it disrupts the staff member's disciplinary actions. we may have extra planning time to compensate for teaching multiple subjects and grade levels but that time is constantly being bombarded with extra meetings and expectations and micro-management and it's just crazy.

Moving principals who have little or no experience to a unique environment that requires adaptability and a learning curve has affected our school climate. Also, moving principals who have failed to maintain control in other schools is unfair to the teachers at the principal's new position.

I feel by removing the 5th & 6th graders from our building helped the climate & safety.

In our building we do not have enough textbooks for most of the classrooms. If we have them they are outdated, old, and not enough for each student. As a result Teachers are left to finding resource materials on the Internet, repeating last years assignments , and printing from various sources. We use the Lexmark printers a whole lot!!! We run out of paper all of the time. When we have paper the printers do not have ink, when we have paper and ink the printers break down and need to be serviced. When this happens the printers in the Office are unavailable to Teachers because they do not want us to use up their supply of Ink, paper and time on the printers takes away from their availability to the Office Staff.

Voting for TOY was done by the FAC but then another round of voting was held with three candidates AFTER the FAC selected person was notified they were the TOY. No announcement as been made about the new vote

Closing such a large number of schools (15-17) in a matter of months (in one school year), has been one of the most ridiculous things that I have witnessed in my entire life! A TOTAL CLUSTER!!!! This has negatively impacted students, faculty, and staff. This will not be an easy fix. If schools were going to be closed, they should have been closed in PHASES (a few schools, every 3-4 years).

Teachers have no time before or after instruction.

Constantly being asked to give up my plan. Fifth grade is too little to be in Middle School and crammed into a portable building with no play equipment and mingling with older students. Sixth grade has no outside play time, and has generated unnecessary outbursts.

Class sizes are too big. They need more teachers. Behavior is worse.

Students are not being held accountable. Example: A student has been given 5 referrals for ditching and on the 5th referral, still only served one day of ISI. It is the inconsistency of the administration that is creating a lot of the problems within our school environment.

<p>Administration is allowing "frequent fliers" to be office aides, classroom monitors, and other privileges that should be held for students with good behavior and who are academically in the position to miss class. The principals are too worried about being liked by the students. They let certain students slide and not follow policies (cell phone, language, etc) and prefer to be friends with the students. If I was a student I would love to be in trouble at our school. It looks fun. If a teacher corrects a student behavior, the principal will tell the student, "I'm on your side, you're right". Teachers are not backed up, we are enforcing admin set rules, but then getting overruled. We are losing authority and respect rapidly. Students actually say, "Mrs. _____ said I can." Its not fair and it's exhausting. We actually have a student who threatened a teacher walking the halls and eating chips with the principal in front of the other students. In our ISS class, if the students work quietly for a set amount of time, they get a piece of candy. What message are we sending? I am very sad for our students.</p>
<p>Student misbehavior is at an all time high at this building while student lexile level is at an all time low.</p>
<p>We are seeing behavior issues mostly from students who came from other schools. New and returning staff and admin have been very positive but are struggling with the low achieving and misbehaved students that are new to our school.</p>
<p>Since I moved schools, I'm not sure if these are legitimate answers or not. Coming from a pre-K - 6th to a 5th grade Center due to lack of room at the Middle School</p>
<p>The new staff that came to my present school were predominately from another school. The new principal brought several people with her. It feels like we have two schools under one roof and not the inclusive environment that I had hoped for. The staff original to the school has bent to welcome people to the school but have given up almost everything in the process. New administration...new rules I get but having no voice I can not understand. It is has become a very divided climate and the polarity has to have an affect on the children which breaks my heart. I am not a person who struggles with change but I sure miss my old school climate.</p>
<p>The first ten weeks of school the administration was simply trying to control the fifth graders. They have no business being in a middle school environment with an elementary schedule.</p>
<p>As a result of P2G there have been many issues that has arised . Our class sizes are higher. Granted we have hired new teachers, but there isn't enough room for all the teachers that we need. Counselors and other staff are working out of closets! We do not have room for everything we need (tutor space, calm down space, classrooms, etc). As a result of P2G some of the students that have integrated into our school have not acclimated and are having a hard time adjusting to our expectations. There are several students who take away from everybody's time. There are students that are CONSTANTLY with the principal;/counselor/specialist. There is a whole list of students who need services from the counselor but they haven't had time because everyone's attention is on certain misbehaving students. There are students that prevents teachers from teaching and the other students from learning. The new Benchmark/Istation assessments are inappropriate. They are not developmentally appropriate, VERY time consuming, and they do not accurately display student's knowledge .</p>
<p>Within the school where I serve, there has been over aching improvement within the school, the students, and the staff. Without question, there are hiccups, however, I have enjoyed teaching this year more so than last year.</p>
<p>Yes we have more counselors, but they are forced to teach a new curriculum all week. The 10 counselor referrals I have filled out so far have NOT been looked at or addressed because they spend all their time in classes instead of seeing students who need help. Our school and classrooms are over crowded, we are merged with other schools. We now have a huge increase in discipline referrals and behavior issues. Principals are discouraged from suspending. Istation testing taking a tremendous amount of time each month. Kids are penalized for not knowing how to use a chrome book. P2G has been only negative for our school.</p>
<p>25 min lunch time is unacceptable especially if we need to do lunch detention.</p>

My teammates and I are looking elsewhere for next year. We were promised specific things, and they have taken them away from us. We are lucky to get a plan time, because we are covering other teachers. We have NO PLC'S because special teachers were overcrowded so their solution was for us to teach PE. Our students do not get PE, they have "instructional activities" we have to come up with. Our grade level has to teach our subject (on our pay stub), PLUS- Social Studies and PE. Middle school is TOUGH. Why do we not have more resources for them?

My students are reading 2-3 reading levels below and we have been ASKING for more materials for guided reading. We have yet to receive them.

The school that I am currently placed was an A school with a very different dynamic. The mix of children, and dynamics of children has drastically changed and the school has seem to decline. The behaviors are a challenge and the education level of the incoming students were very low. The students that were on track from the previous year, it seems as if learning has taken a brake due to trying to get the lower students just to get to learn a little bit.

I am very pleasantly surprised at the level of commitment, and pleased, with the district mental health plan.

The school that I teach at is now preschool only and the site administrator and staff seem to do walk throughs quite frequently with a great deal of negative responses. I've taught prek and kindergarten for 12 1/2 years and feel like I know how to do my job. I would like to see more trust from them.

The amount of students that are allowed to disrespect staff is increasing. Administration does not hold the students accountable to ensure the "numbers" are still high. The amount of energy all staff members have to use just to address dress code and cell phone use that Administration does NOT back is amazing! Why have rules? I mean they refuse to go to ISS , lunch detention and NOTHING happens because again.... that might affects numbers. This district and the administration needs to come back into the schools they are assigned and stand with staff and enforce the rules which is a MINIMUM part of their job. Staff stress is high and what has the upper Administration done to help? In my opinion , nothing.

Most of the students who have been transferred from another school in the district are finding it hard to follow normal, regular, classroom and building procedures.

We are having way to many observations by district personnel.

Our principal, vice principal and instructional coach are all observing us which is to be expected. The ILD comes in and also observes us and now we will be having other district personnel coming in as well 5 at a time apparently. It is getting to be harassment. Every teacher is stressed beyond belief and many have considered giving up teaching or going to Epic. Enough is enough!

As a result of P2G it seems that our alternative school here at Emerson has become a dumping ground for some high schools that wish to get rid of students with truancy issues, but otherwise not kids that have disciplinary issues or other special needs. When we have smaller classes here, it is much more likely to develop strong personal relationships with these kids and see them to crossing the line at graduation. Regretfully, the increased class sizes, with frankly, the wrong kind of students, has hindered that very ability of having the time to know all the students well. I sincerely hope someday this district takes alternative education seriously and gives us the allowances to run the school correctly as a alternative education programs need to be run.

Students really unhappy with P2G (I teach 8th grade so all these students were moved to another school when they were mostly happy where they were). Student behavior suffers due to their perception of the climate, they "feel like they're in prison," they feel like they're being treated like elementary school kids, and they constantly ask why they couldnt just stay at old school. There are chronic discipline problems that are allowed to continue to occur and we are told to keep them in our classroom so they don't ditch class, but the disruption they cause is such that it makes instruction near to impossible. I spend more time trying to deal with student misbehavior that in other OKCPS schools is swiftly and effectively dealt with, so that students who WANT to learn suffer because I end up not being able to teach as much as I need. Teacher time in PLC is constantly being tied up in other meetings, and we often don't get our planning time because almost every day we're asked to give up our plan time to cover other teachers since we don't have subs. This is the most I've ever had to give up planning time to cover classes. Still don't have enough textbooks and am using 3 students to a book right now, which just exacerbates student behavior issues.

<p>Class sizes are too large for the type of school we are here at SEMS, an application school. Classes should be no more than 25, and most are way above that. We were not given the allocations we needed in order to offer the types of classes that we should be offering at a STEAM School. We have some but not all that we deserve. Every student should have their own electronic device assigned to them; there is way too much having to share technology at our site. There are still some teachers who only have one plan time. Even for some of our elective classes, we've had to limit those sizes (for instance, dance) because the space allotted to that teacher is way to small for what she needs to do with her students to make this the most successful program. Our needs list should not be a wish list - we shouldn't have a list at all because that's what P2G was supposed to address.</p>
<p>I think we did not see trade ups that we thought we would with P2G, in fact, I feel like we may have received less. However, it is nice that the middle schools have been pulled out and I think that has improved school climate, but I would also say that ongoing changes have also improved the climate.</p>
<p>Our school is number one in poverty and child abuse removal cases in Oklahoma County. The district should've foreseen this and provided more supports! Students can't learn if their basic needs are not being met.</p>
<p>Snapshots are over-done and students do not value them. The mid-year administration of this test should be eliminated. The Unit Formative and Summatives should be created by each PLC and approved, rather than created by someone outside of the classroom. This will make it possible to effectively measure student growth and performance</p>
<p>Student behavior has definitely decline after P2G implementation. I think it is in part absorbing students who were coming from environments where there may have been different expectations. I believe some is also attributable to students being disappointed, resentful, and confused why they have to attend a school very far away from them when their family has limited resources, rather than a school they could walk to as they have outright said as much to me. The P2G redistricting has also made it difficult for a portion of our student population to access needed after school services such as credit recovery via night school or making up time for excessive absences to retain credit as they live on the south side, lack there own transportation, and we are not providing transportation after these services.</p>
<p>I haven't had a plan since 2016</p>
<p>P2G opened a second school site. While we welcome the addition of another grade level, two school sites has been an unfair work load for our principal and fine arts team who are forced to travel back and forth. Additionally, it is very expensive to operate two buildings and has had a huge impact on school culture. However, while the impact has still been great for our school, I do feel we have handled it well and have been fortunate enough to not have as many challenges as most other P2G affected OKCPS schools.</p>
<p>JMMS is an extremely challenging educational environment with nonstop play fighting and use of vulgarity. Very difficult to implement a true educational environment. Very little instruction occurs. No sub coverage for teachers who are out so other teachers are tasked during their planning periods which is also detrimental to the learning process. ZERO curriculum standards for two of my classes - study skills - so I am winging it each day.</p>
<p>I think P2G is a great idea, but I think it has been poorly executed so far. They tried to make a significant amount of changes in a very short amount of time, and it has left a lot of people unhappy with the culture and the atmosphere of not having the materials or the facilities. Half of the new middle school's do not have competitive gyms. We are throwing 60-80 kids in a PE class with zero to no room to teach any of them anything. Students are so disrespectful, it is hard to get through a single lesson.</p>
<p>Student behavior has increased and class sizes are too large. Especially the kindergarten rooms who have no assistants. As a parent whose child is going into kindergarten next year, my child will not be attending a OKCPS school based off what I have seen.</p>
<p>At U.S. Grant, we lost 24 teachers, 1 admin, 1 librarian, and some other support staff because the district anticipated us losing 600+ students. Last count, I believe we only lost 150 students. They have hired a few more teachers, 3 or 4 that I know of, but nowhere near the amount we lost. This isn't a reflection of our school, but the poor foresight of the district.</p>
<p>Behavior issues are rampant and issues are not addressed. Children get to go to the office and play.</p>

class sizes are too large.
Seems like everyone is overwhelmed and stressed out! There is never enough time in the day/week to get everything done. Students are much more academically lower this year than I have seen in years.
What a joke P2G and this has been. While I'm given a plan period, it's basically only 40 minutes and 80% of that time I'm having to cover someone else's class. I'm only able to plan because I'm given ZERO time during the day. It's also frustrating when other teachers throughout the school have 3 hours off during the day for PLC's, Lunch, and Plan. I get a lunch, but by the time I get back to my classroom to eat I have 18 minutes left OR I'm having to resolve behavior issues and I don't get a lunch. PLC's were taken away from my grade level, so the only break we have throughout the ENTIRE day is that small lunch, because our plan is the last hour- which we are always covering classes. Honestly, not having a break throughout the day is really started to get to me and everyone else on my grade-level team. Also, the students are fed up too! They aren't getting a break until the end of the day either, so behavior problems are rising, defiances is rising, and absences are rising. If I wanted to work all day without a break, a time to use the restroom, or time to even plan for the day- I would go work at a prison system. Oh, wait....
Things have been a tad rough but that was expected and we are making good headway
For one I know our band director does the same job that three or four people do at other districts and by other I mean all other districts.
Between dealing with student behavior and overcoming all the shortcomings of students from the preview year, this has been the most challenging year of my teaching career. Wireless devices are a complete distraction to these students and their ability to learn along with outside distractions. Society has changed and kids have changed in how they want to learn, but students don't have the discipline to follow small directions. So many outside influences on these kids are showing up and hindering the education environment. Both 8th grade groups that I currently teach in 9th grade didn't have a math teacher last year and it shows tremendously. Chronic absenteeism is through the roof along with students who are unable to act accordingly and are excluded from class through suspension and in-school intervention. Not that I'm stating anything that most don't already know, but there is a huge culture issue in this district among students and their thoughts about education.
INCORRIGIBLE STUDENTS WHOSE GOAL IS TO DISRUPT CLASSES ON A DAILY BASIS ARE ALLOWED TO CONTINUE WITHOUT FEAR OF CONSEQUENCES. I HAVE TO FILL OUT DAILY INCIDENT REPORTS FOR THE SAME STUDENTS BECAUSE OF LACK OF PARENTAL SUPPORT & ADMINISTRATION TO CONVINCING STUDENTS TO CHANGE THE NEGATIVE BEHAVIOR. MOST OF MY REFERRALS ARE THE SAME KIDS (7 TO 10) OUT OF 110 STUDENTS. THE CURRENT PBIS METHOD GIVES STUDENTS TOO MANY CHANCES BEFORE A REFERRAL CAN EVEN BE WRITTEN. I HAVE TAUGHT FOR OVER 20 YEARS & I HAVE NEVER SEEN IT THIS BAD. I WOULD LIKE TO TEACH ANOTHER 10 YEARS BUT NOW I'M THINKING ABOUT RETIREMENT. FEELING UNAPPRECIATED & FRUSTRATED.
I am aware that the Superintendent wanted the kickbacks from closing and renting those buildings but he got too greedy. He closed too many building and put too many students'and teachers at risk both academically and physically. We have over 780 students at this school and we began the year with two LD positions when the district knows damn well that one-third of all students in the district receive special education services.
Lunch break is too short. We only get 30 minutes, and that INCLUDES the passing period at the end of the previous class. I don't have enough time to eat all my food, handle lunch detention for discipline issues with my students, go to the bathroom, call the repairman for my house, catch my breath, etc.
We really are rocking over here at WMS. We are a new middle this year and when I say it starts at the top, I mean it!! When you have a leader that is willing to be seen in the halls, to mediate with students, cut up with students, check on her teachers- it's EVERYTHING!! I feel, and I would think other staff feels the same, that I can go to her or any of my admins with anything and they will talk to me and guide me or advise what I need to do or say. They have my back 100%! It's a great place over here.

Behavior at John Marshal Middle School continues to worsen, and has not improved since the beginning of the year. I've been injured twice this year and am constantly watching my back do to students running out of control, conflicts and fights in hallways, and students throwing objects at me in my classroom. I use to have a hall patrol officer in my hallway I could "depend" on when students got out of control, but he was removed at beginning of this quarter. The supervision says the hallways have supervision, but that is rarely the case. I love teaching but I don't need an environment where it becomes increasing difficult if not impossible to teach because of the total lack of any discipline or respect for teachers.

We are having some students new to the school or district who are having difficulty getting with the program.

I was under the impression that we would have smaller class sizes. Well 27 second graders in one room is way too many! I also don't like that now that P2G has happened it depends on who you talk to as to whether or not we were promised smaller class sizes!

Administration frequently verbally abusive to staff in front of students, including belittling or bullying staff members. One teacher has left the building because of this behavior. Staff that are not part of the principal's inner circle are treated poorly.

I am a specials teacher and my class sizes are too big. Because of the overwhelming number of students and the behavioral issues it makes instruction time extremely stressful and many of the PBIS and other behavioral recommendations do not work. For the most part the administration does a sufficient job handling student issues but when there is constant physical and verbal altercations and destruction of materials in the classroom sending each child to administrators is impossible.

Students seem to be experiencing more upheaval and turmoil due to school changes. Children seem to be in need of even more services than before.

The selling points for PG2 did not materialize, but his salary increased with new, upper, and worthless positions. I had to move, ect. I'm lucky my staff is as good as they are.

Fifth grade should not be in the same building as sixth, seventh and especially eighth grades. They are not mature enough to have the responsibility to rotate classes on their own. I can not walk to the bathroom during my one planning period without seeing kids in the hall who are skipping class or mis-behaving.

Students are coming into the building at 840 when school begins at 910 despite the fact they are asked to stay in the cafeteria or gym. We have minimal administrative support in the halls and are ignored when teachers confront students who are not in class. Fights occur every day and when I page the office, no one answers. If someone happens to answer, I have waited 20 minutes or never for help to arrive. Announcements are made during the day with zero relevance- like asking teachers to come to the office and I can't hear them anyway because my intercom system doesn't work correctly.

We are understaffed over populated.

I am a special education teacher. Unfortunately, my new principal has made adherence to the minutia of school paperwork the priority over the work with students. I no longer have time to plan for class due to all of the other things, the non-teaching non-compliance things, that I fall behind in compliance or feel like I am continually playing catch up because plan time and compliance are not priorities, testing students is now the priority. If I want to work hours after school, hours on the weekend, hours upon hours at my home, taking time away from my family, I can stay caught up. I don't get paid overtime, I am not covered by school insurance if I work outside school hours. I can only do the best I can. I used to love teaching. Not so much now.

We have a very unstable environment at our school. Students will not allow the teachers to teach. I have held parent teacher conferences, conferences with coaches, and I still have students who will talk to their neighbors over me while I try to teach. Having the fifth grade in the same campus has also added to the difficulties we face. The emotional levels of a fifth grader and an eighth grader are so different the problems escalate.

Teacher Morale is extremely low. ILD's are micromanaging and overbearing and expect so much from building admins, who in turn are on teachers to produce more and more. I have been in my building for several years and the teacher morale has not ever been this low --- a good number of teachers will not be back after this year. Our ILD's have flipped everything we have been doing upside down. Our lesson plans take hours and hours to include everything that the ILD's want. Our lesson objective/goals have had to be completely changed and the language is different, requiring an additional amount of work hourly. This is all because of ILD's. this is not making us better teachers (or administrators). It makes us spend unnecessary time to jump through hoops when most of us just want to teach and build relationships with kids. The lesson planning that they require is absolutely over the top.

Marzano also does not make us better teachers. It also only makes us better at jumping through time consuming hoops. The Tulsa Model would be much more beneficial, in most teachers' opinions.

No elementary teacher in my building has the 20 minutes before or after class . We are on duty in the gym before school and we are all doing an after school duty after school.

We have at least 3 designated counselors in my school. They have told me they are too busy working 504 plans and having meetings to actually meet with my class. It usually takes me a week to get a student referral for counseling answered. It is not enough to have the counselors in the building, we actually need to have them work with us. Not just when we ask for it. There needs to be a counselor curriculum.

Having a designated school nurse present almost everyday, has helped me spend more time on instruction and less time on being a nurse myself.

I am currently teaching an intellectually disabled classroom so some of these survey questions have to be answered with the students' mental disabilities in mind. We are told (required?) to be stationed in the hallways during class changes. This is where I have observed most of the defiance, pandemonium and nonsense to happen. To a lesser degree in severity, some of these offenses have occurred in my classroom.

This year has been the most difficult of all my years in schools in 3 states. Even with all of the changes, transfers, increase in caseloads and all the other changes brought by P2G, nothing compares to the ever-worsening behavior of the students who all know the teachers and administrators are completely powerless to deal with them and their behavior. Very little academic time actually focuses on academics because of behaviors that teachers are trying to manage. I have seen teachers and principals cry this year more than I have in 20 years. I can foresee many, many, many good teachers and leaders changing careers or retiring simply because they are no longer able to manage trying to work without the most basic of materials such as books and no way of dealing with kids who will not behave. I've heard teachers speaking of health issues that have been created just this year from the stress of teaching: high blood pressure, anxiety, depression, insomnia. If we were working in the stock market or some other high-stakes job that paid well I could understand having to deal with some of the undesirable things we have to deal with, but not for the pay we receive and the students we must deal with. Something truly needs to be done. Parents must be held accountable. Soon there will be no one left to teach the students who do want to learn.

Behavior issues are not addressed. It is extremely frustrating to have students with chronic discipline problems continue to exhibit the same behaviors because they know there are zero consequences. This leads me to not write referrals because it is a waste of my time when nothing is done about it anyway.

I teach in a self contained room, so a lot of this doesn't pertain to me. What I do see is fewer discipline issues, and more students receiving specials.

<p>District assessments are too time-consuming and not useful or aligned to ACT.</p> <p>Teachers are not being allocated by student need rather they are allocated by numbers. We need teachers. We are expected to remediate on our own time while teaching so many levels in one class. District did not consider remediation needs for students at merged schools. We cannot catch up kids that are years behind. We have less planning time each year with Mastery Connect data driven PLC, Professional Learning Goals , District trainings etc.. We need time to work and plan.</p>
<p>*I do not feel like the Summit program is a good fit for all students. Therefore, some students are frustrated and act out. Also, it is a constant battle to get the students to stop playing games and browsing the internet and remain focused on their assignments.</p>
<p>Due to the large number of SPED students at my school and the vacancies of three SPED teachers, our students are not receiving the services they need and our some of ourSPED class sizes are well over the state maximum.</p>
<p>This year was a difficult start with the merging of schools. The level of parent involvement has decreased which is alarming. I hope next year parents will be on board with the school their child attends.</p>
<p>The students disregard the code of conduct as much as the administrators do.</p> <p>We are still doing entirely too much testing that we never see the data from, or benefit of.</p> <p>It is pathetic that we cannot hold a parent or a child accountable for cell phone use.</p> <p>It is pathetic that this district allows promotion regardless of days or of number of student absences.</p> <p>The district needs to share the gifted and talented block of money from the state department of education. It is bullshit that Classen gets most of those funds. Doesn't OKC have other application schools?</p>
<p>The 5th and 6th graders that have joined us are disrespectful, refuse to follow directions, and are violent.</p> <p>We have had more fights from the younger kids than the older. They hit others at the slightest provocation.</p> <p>I have heard more profanity from the younger kids than the older. I only see the general ed kids before school, after school, and sometimes during passing.</p> <p>When I do get a minute to leave my room, I can hear them screaming at the teachers, refusing to do what they are asked and they are destroying property.</p> <p>They refuse to clean up their breakfast and lunch mess. There are several teachers that are thinking of leaving the district because of the student behavior.</p> <p>We have many parents that do not answer the phone, return messages, or the phone numbers we have are disconnected.</p>

I work in EES, so that's why I do not have any referrals. We have staff that are contracted through the program to handle discipline issues. Some days this is prompt and effective, other days they are understaffed and disruptions take too long to contain. Every day there are threats of violence, cursing, taunting, refusal to stay in seats or quiet down long enough to teach literally anything. It's a mad-house at times where student, staff, and my own safety is at risk. Very frustrating. I am under the impression there is a wait-list of kids trying to get into the program to get a second chance, yet we waste a majority of those seats on kids who flat out refuse (even when the site-staff addresses them) to wake up, work, be quiet, pay attention, stop cursing/fighting. Some days I literally get maybe 5-10mins out of a 50-60min class of actual instruction time. I've had a hole kicked in my wall, a chair almost thrown at a student standing 1 foot away from me, constant hygiene issues (chronic, room smells foul), and have even had staff close my door (with just myself and a handful of students) while they deal with behavioral issues in the hall. This does not make me feel comfortable or safe. While I feel I would be capable of handling any violence that a student might enact, my career, reputation, and sanity is put at risk when this happens.

Facilities are generally in some form of disrepair or lacking in basic amenities.

Meetings are constant, from IEP's required on cycling students, to staff meetings that always run over on time, to "mandatory" PLC's and committees, etc. Even with the extra time EES gets many teachers have been vocal about how constant the extra meetings, duties, etc are eating up more time than we have each week. Sites and EES and administration do not appear 100% on the same page about what is whose responsibility. Stress, anxiety, and frustration appears to be extremely high.

I have to give up my planning period to coach 8th hour sports. It was implied that this was required to be able to coach, as in, you don't have to do it and you don't have to coach either. I have been coaching for 20 years and this is not the first time I have had to give up my planning period. One coach in my school has his plan and has 8th hour sports as a class, this is very unfair to us who have given up our plan. I know the district has been made aware of this but no action has been taken.

P2G has resulted in my regretting that I did not retire. I love teaching and after 32 years still enjoy it. The problem is that I am teaching less and dealing with discipline and disruptions in my classroom. My classroom is well managed and I don't have to write referrals, but that is because I spend a great deal of time redirecting, reviewing procedures and correcting students who are not used to discipline. I have had to re-write my self-created curriculum to accommodate the large number of students that are here thanks to P2G. This is a problem only because there are often 30 of them in each class and over half of them have not received the same level of instruction as the students who have been here since PreK. The District has set us up to fail: overcrowded classrooms, inadequate supplies and technology, inconsistent discipline, required documentation that has no proven effect on the quality of education, evaluations, Marzano visits, etc. Our requests for relief go unanswered, as do those of our parents. We have a mess not of our own creation and no recourse or remedy. Sad.

Making our classrooms larger and moving students from other schools has caused many challenges this year. Most of our students have continually attended school here and the new students do not behave the same and do not adhere to our expectations.

Right now there are seeming improvements, and class size has been larger. More kids keep enrolling every day and the class sizes keep getting larger.

I am an ELD teacher. I create the "district-initated" assessments for my class, which is used by ELD teachers across the district.

I was not at this school site last year, but as an outsider, I see teachers who were here previously and teachers who came from a school that closed are not happy about the change. The teachers who were here previously are unhappy about the change in administration and the people from the closed school are unhappy about the challenging behaviors of students that they aren't used to. The staff is professional and gets along, but there is always a sense of someone being disgruntled about something. "We always did before and it was fine."

Some things just seem to be really unorganized and not well thought out. Some things fall by the wayside because paperwork, pressure to "transform" (we are a transformation school), or outrageous student behavior take all of everyone's time. Yes, we now have full-time art, music, and PE but those things are not seen as especially important or given much attention because "we must improve our test scores!!!" "We must have this many minutes of this or that reading/math!" It doesn't leave time for those enrichment activities which I believe would increase scores anyway. Actually having more time doing musical, artistic, and physical activities would increase students abilities in their core areas, but this doesn't seem to be considered.

Honestly, the lack of curriculum is astonishing to me. There are some "resources" and frameworks available from the district, but none of it is complete. It is essentially a lot of various methods just thrown onto a website. Our students suffer because teachers are not provided with curriculum. I do my best to create my own, but I am not a curriculum specialist. Additionally, there is a lot of talk about tracking data, but no real strategy provided to do so.

I am in a Transformation School. I am a non-classroom teacher. Classroom teachers receive more money because they are compensated for after school required meetings and planning sessions. I do not think it fair that non-classroom teachers are unable to get this bonus. P2G has merged three schools into one in my situation. Only one teacher was kept from the previous incarnation and no teachers from the other two that merged. It is like opening a new school. Students from all three schools were not held accountable for actions. We have far too many procedure and policy learning time, even now in the third week of the second nine weeks. Yesterday, three female parents had a cat-fight in the parking lot in front of students and staff. I have called parents of sever problem children only for them to call the office and say it is all my fault or that all the teachers in school are ganging up on their child. We were tod at the last staff meeting that 90% of our referrals happened in the classroom and that we could have prevented those. I teach a 45 minute lesson to all but PK, which gets 30. 45 minutes is too long for 90% of my students, My biggest concern as a non-classroom teacher is that we can not figure out what to do when there are not five teachers on a team. This leaves a one day a week with no classes. I fear that someone will file a grievance because we get more than the allotted planning time than classroom teachers. Yes we are supposed to help in the classroom and make ourselves visible, but I do district wide event planning, field trip planning and other things aht a middle school or high school electives teacher with a choir or team would do, even though it is in elementary.

There has not been open communication. Students,parents, and teachers feel as if we were promised certain things and those promises are not being met. This has caused a school climate that is not as conducive to building relationships as it was before.

The one chronic behavior student has over 20 referrals, all above level 2. My building is still understaffed in special education teachers. My classroom situation has improved over last year.

During the 20-minute period before instruction begins and/or after instruction ends, are you able to work in your room free of student responsibilities?

I found the above question funny. Teacher are required to be at their doors to greet students the 20 minutes before instruction begins, and teachers are the ones getting students headed home the 20 minutes after instruction ends. Technically teachers have to work for free during part of the day because it would be impossible to clock in at 8am and also be settled and ready to great students at the classroom door at 8am. Dismissal to me is a scary process. We all walk outside the building and stand waiting for a parent to pick up their child. If a violent attack were to occur, it would be very difficult to account for all the children, and to safely secure the students within the building.

So far it's been a ragged, difficult year !

<p>I think the school climate has had some change is good but some is negative.</p> <p>We don't need an instructional coach we need a teacher!</p> <p>We don't need a crisis counselor with bean bags for students to hangout and have a party when they should be disciplined. We need a teacher!</p> <p>Our class sizes are much larger and we need more teachers and elective teachers.</p> <p>We need one more administrator since Centennial came over to John Marshall.</p> <p>I think ALL teachers need to go back to 2 plans a day... there is not enough time for all of the new demands and expectations.</p> <p>More consistency with discipline amongst students from Centennial and John Marshall.</p>
<p>This district is in a big mess. Something has to be done.</p>
<p>District mandated benchmark testing takes away valuable class time.</p>
<p>I am a related service person who works in several buildings. I answered questions relative to all schools I work in. One middle school is great, the other is out of control regarding student behavior that is threatening to most in the building and also interferes constantly with the ability to teach of those who really care and want their students to learn.</p>
<p>If this hadn't been rushed and slammed together it might have had a better result. Unfortunately, it is the same old song just a different verse with shoving so much work on the teachers that we are drowning and cannot come up for air less spend time with family.</p>
<p>We don't use referrals at my school, we have a discipline plan where we use marks, I have given many marks. P2G has split my school up and the cohesion we had last year and the 17 other years I have been with this school has deteriorated. Procedures that my school had in place for years that ran smoothly, effectively, and efficiently are now a struggle to maintain. I am so disappointed with P2G. I know it has had much worse consequences on other schools in the district. One question on the survey should be "is this your first year at your school, if no, then how does it compare to last year?" P2G has really put many students at a disadvantage and made teachers and administrators (really everyone- even parents) have more hardships. This is my 19th year in the district and at my school. I would change back to last year's ways in a second (even move my own stuff again).</p>
<p>I have a couple of students that if I turn my back even for a few minutes they do things that they know that they shouldn't be doing, disturbing the class and makes the whole class except the one I'm working with loud and misbehave as well.</p>
<p>The class sizes are ridiculously too big. I spend more time getting them on task and to get off cell phones than I do teaching. I did NOT have this issue last year or previous years. P2G=Pathway to Disaster. Thank you so much.</p>
<p>The issue we have experienced with P2G has been having to work in a split-campus format. Our school does not feel very unified, and it's frustrating trying to collaborate with colleagues we once freely could meet and now have to make special arrangements to see. Our fine arts teachers have to have travel time incorporated into their days, which takes away from their ability to do other things they were able to provide our students in previous years, leading to a loss of valuable learning experiences.</p>

Concerns that I have are about leadership.

*It's a shame when the assistant principals sit outside the school in the a.m. taking names of teachers that don't arrive at 7:10, granted they need to address this, maybe in a private way, not an all out email to those that are late, furthermore, I would think there are more important things on a campus than to "sit at the door and monitor adults coming into work" specifically at 7:10. Maybe this wouldn't have occurred had it been a consistent behavior expectation.

*It's a shame when SPED teachers have to conduct meetings and do other extra stuff for SPED (of which the 5% really doesn't touch), however they are expected to participate in everything SPED and Regular Education related. Why is Regular Education not expected to do the things required of them for SPED related items: ie: federally mandated meetings.

*It's a shame when you have "administrative personalities" that don't want to work with all, (but others are expected to work with all). In other words, the administrator will correct one for a behavior but others are allowed to do the behavior.

*It's a shame when you have an assistant that consistently sending emails with "threats of disciplinary action", when there are no grounds. How does one defend themselves?, but it's okay---- because that's the way one is?

These things seem to be "petty"; however, they add up and when you say something to someone---it is explained to you, "that's just the way they are". Well personally, using that statement is giving that person an excuse to do wrong. Nothing has been done about it.

So, the kids are going to be kids and we are consistently teaching behaviors, we shouldn't have to put up with some of the administrations and front desks behaviors.

The general consensus is that Pathway to Greatness has been a Pathway to Disaster. Things overall were FAR better last year at this school.

Scanning duty is from 7:10-7:35 first hour starts at 7:35. Teachers who have first hour plan are held after this until 7:45, this is an extra 10 minutes each morning. This is for 3 weeks at a time twice a year which equals 300 minutes total a year and equivalent to 5 hours a year of lost plan time, I did not know our plan time was able to be cut into to this extent.

The demands that have been put on teachers in our school this year have teachers frustrated, not wanting to come to work, and feeling overwhelmed. I have been at my school for a long time compared to most and have seen more stress this year than any other year. Teachers are constantly in PLC and losing their plan time. Last week teachers were required to attend PLC 3 times leaving their classrooms and taking up their entire plan period. Teachers are expected to write data driven lesson plans, teach to the test, follow accommodations, write IEPs, attend or hold IEPs, do grade reports, put in grades, keep up with PLCs, deal with in class behavior issues, call parents for attendance issues, and the list goes on. This is compiled with duties that take up the entire morning. It seems as if the administration is so focused on data and student achievement that they have lost sight of what is really important, which is our students and their well-being.

Classes are overcrowded making it difficult to teach. Students who were made to come from other high schools are having a horrible time adjusting. It does not seem like making teenagers switch schools and leave their friends in the middle of their time in high school was considered. This has had a huge effect on their emotional well-being. This is the first time at my school that I have felt that only one principal genuinely cares about the students - and we have 5 APs and 1 head principal. It is also the first year I have considered leaving the district when the school year is over. I love my students but the demands and the concerns that fall on deaf ears are getting to be too much and taking a toll on my own emotional well-being.

At this time, I receive time before classes to work, but I am expected to join a committee beginning next nine weeks. That may take up the majority of my time.

<p>Too many students are defiant and administration REFUSES to hold them accountable. Staff is in danger and there probably will be a incident due to the lax in discipline and/or refusal to discipline to help increase numbers or to just hide and make things look "good". Smoke and mirrors.</p>
<p>We are a south side school, so we are very crowded. We recently received additional teacher allocations for a few grades, but our classes still have to be overcrowded during specials so that I teachers can have common planning time.</p>
<p>My school does not offer foreign language, chemistry, physics, or any electives that are academically career oriented - AKA the trade-ups promised. My principal is unorganized and has poor faculty relations. We are unsure of what our school is actually called. We have students walking, in the evening, to another school hours after theirs has ended to train for school sports. We also have middle school students (11-13 yrs old) in classes/ lunch with high school students (up to 19yrs old). There is little separation between these age groups.</p>
<p>The change has not been as easy as I thought. Specials and lunch has had to be adjusted because of additional classes. Getting used to new administration, staff and the kids from other schools. I have no complaints against anyone, it's just different.</p>
<p>Putting the district through a blender did nothing to decrease dysfunction. This (W/E 11/01) week I got desks and chairs for my students before this I had none.</p>
<p>Perhaps the Southeast Middle School data should be separate from other data as we have been incredibly lucky to have received mostly only kids without behavior issues. Our school would absolutely benefit from a meeting between our ILD and any of our lead teachers or teacher leaders. There seems to be a giant disconnect between these levels.</p>
<p>My issues aren't the students or P2G. My issues all stem from administration. When the rules for students and teachers are enforced, it is sporadically. Sometimes rules are enforced, sometimes they aren't. Different principals enforces rules differently. There are no set expectations and students and teachers are penalized for it. Morning duty is not equally distributed and teachers are not held accountable. Some teachers teach six classes, some only have 5. Teachers with 5 get to work with colleagues in PLC, those with six classes don't get to collaborate in a PLC. We are consistently told to "work with our PLCs on that" but most of us don't get to. Communication in the building between teachers and admin is poor or nonexistent. Teachers are fighting amongst themselves and admin refuses to step in. Moral is poor and multiple staff members are looking for new jobs to leave midyear.</p>
<p>Each year the incoming freshman class exhibit an increase of behavior issues, indicating that whatever discipline practices being used in elementary and middle school are not working.</p>
<p>ILDs reworked the lesson focus and are micromanaging educators changing lesson standard focus midstream and increasing testing time instead of instruction time. Teachers are teaching new curriculum for standard one day only then testing the next day. Bringing that data back to plc and then reteaching it again. Retesting. Teachers are being data machines to death. Students are being tested to death. How about we let teachers teach instead of micro managing them? Let's trust teachers! The Principals are absent because of the stress primarily. Let's reduce ILD and admin positions. We are admin heavy. ILD and admin are to far removed from instruction and they have no idea the stress and ridiculous things they are changing.</p>
<p>We have a great discipline plan that works for our students, my teacher time is great, and our we help one another</p>
<p>Our classes have increased dramatically. Also I feel we do not have enough restrooms for the number of students we have.</p>
<p>Phones need to be banned from schools. They are by far the number one problem I face each and every day. I do ask my students to use their phone for research on occasion but the bad greatly out ways the good. I do not understand why we can not take this stand. If a parent needs to contact a student, the parent can call the office. It's worked for years before cell phones and it can work now.</p>

Can you please ask the superintendent how keeping the high number of directors at the central office and hiring 5 new ILD's has helped with student achievement. As with Benchmarks and other assessments teachers give, there should be some data as to the district's effectiveness by now. Not just P2G but the effectiveness of having a director for every little department and having 10 ILD's. If there is going to be accountability for teachers there needs to be accountability for central office personnel as well!

PG2- We don't have our 5th and 6th grades anymore but we are still too large. We got another 1st grade teacher and another 4th grade teacher. We are supposed to get another 2nd grade teacher but she hasn't come yet. We really need another 3rd grade teacher, ELL teacher, and more assistants.

Still I have about 35 students in each block.

Look when the state report card comes out and we are not doing well with reading etc.... Understand one thing, we are all evaluated on doing the same thing and then blamed when it does not work. Administration is to blame, Principals, Superintendent, and the Board. How many more teachers have to leave to another state, leave the profession, or get sacrificed at the alter of responsibility and accountability. Failure is a learning tool, until it is uses as it should be with students nothing will change. It has not and we continue to blame teachers! Teachers need more money and we need to be left alone to teach.. Teaching is a messy process and unless you are in the classroom daily you are not part of the answer. Marzano, is a complete failure, too! Having administration act like counselors and therapist is a dangerous proposition. We spend 110 percent of our time and training on 10% of our problems. I have not had a positive PD in 12 years. Every single one of the PD's have been about the problem with not one solution but more questions.

classes have been overcrowded this year. Teaching has been made more difficult due to overcrowding.

Teachers simply have TOO MUCH to do that has nothing to do with actual teaching. Constantly being asked to load this app or that app on our phone to use with the students, endless assessments, etc all take time away from actual teaching. My school has already had two teachers quit in the first nine weeks! Pretty soon it will be impossible to staff an entire school due to the constant discipline problems, high stress levels and busy work being dumped on teachers just so administrators can make themselves look good to their supervisors.

There is a lot more apathy among the student body this year than in any previous year.

I am a resource special ed teacher in an elementary school. I have NOT been given any curriculum by the district. I especially struggle with math.

We still have a ton of kids at US Grant.

We had to fire teachers and now we struggle to re-hire.

kids supposedly fudge the address to get into our school but we can not stop them because of the McKinney Vento Act.

Some sections are huge and others are small. We have students in classes above the level they are supposed to be in when they have not received credit in pre-requisite courses.

This is the first time I have taught middle school, and the first time that core classes (I teach art) have gotten more plan than the electives. They have 2 plans every day and we have 1 every day of the week. That makes me think it is unfair. I still have more than 200 minutes of plan time a week, but core teachers have twice as much. We also do not have all a same plan time (electives), or lunch to meet up and be in the know of what is happening around the school.

Also, middle school seems to have more referrals, but our administration is good about working them.

Student behavior has been fine, I can accommodate additional students and those bringing in special needs. The large class sizes are difficult, but have been generally manageable. What has changed is the teachers in the building. New staff are causing problems, from the master schedule to student complaints. New teachers are bringing in a "punitive" model of behavioral management which makes the school feel more like a prison than an institution of learning. Student rights are also under assault, with microaggressions and outright prejudiced and bigoted remarks being said to students constantly. Transfers are treated poorly if they are students of color (it is often assumed they previously attended NE Academy whether they did or not). Gay, lesbian, bisexual, and transgender students are facing increased scrutiny and hostility from adults. Academic needs are ignored, even when backed up by a 504 or IEP. This entire process was poorly planned, and even more poorly implemented, causing stress and frustration for students and parents alike.

No problems.

P2G is a disappointment. Maybe we should have put middle school students in one giant factory because that is what it feels like. They have hired more counselors and support staff and instructional coaches, but the Library staff is inadequate is only meeting accreditation. We have only seen the ILD at our building one time.

5th grade should NOT be in middle school!

We have recess or lunch duty everyday. This is an increase from years past. We have more adults in the building but more duty than ever before. Class sizes are too large. 26-29 per class and our building doesn't have enough bathrooms to accommodate the number of students we have in our building. Teachers are extremely unhappy with all the data gathering and having professional development thrown at us continually. Many teachers will be leaving the district at the end of the year, myself included. P2G was a BIG mistake

The P2G may have looked good on paper however, it appears to be failing to the detriment of the students. I spend a majority of my teaching time dealing with unruly students and lack adequate time to get the lessons across. This is due mainly to the referrals not being worked in an timely manner and little to no consequences for behavior. i.e. I have a referral waiting to be worked from September where a student threatened to knock me out.

I began the school year at one school; now I'm at a different school due to students' behavior issues. That is the only way that students' behavior has improved.

The incoming 6th graders have been terrible. We have had 6th grades challenge teachers to a fight. We have had a large number of 6th grade referrals due to fighting, challenging teachers, and refusing to follow the rules. The 5th grades have to follow a different schedule and be escorted to certain classes. Their passing time does not fit the passing time of the rest of the school.

Violence in the school is a huge problem. I wish I could gripe about cell phones turning students into zombies, but I'm too busy breaking up fights.

My school was one of the top 3 in the district. Now it's on level with Parks, Britton, Moon. This moving and closing has had severe consequences on behavior. We were an A/B school - this year we will be lucky to be a D.

I am a teacher in the district but also a grandmother raising a grandson going to school in the district. He is in 5th grade and being bullied every day. I have had numerous conferences with the prinipal and moved classes. It is to the point the child is getting physically sick thingking about going to school. I dont see that havig them naround the influence of the older kids is a good thing. Most of all the parents of the fith graders are not happy wth their young children being areound the older students. I have taught n this district for over 30 years and stood by all the constant changes but I think this has got to have been the worse. 10 year olds are not ready for the way a jr. high s run. They are not ready for that responsibility nor do they have that maturity. I am too the point of pulling him out of the district all together and home schooling him. I am afraid I have lost all faith in the decisions of this district.

<p>-admin has discouraged teachers from approaching the SRO concerning student misbehavior.</p> <p>-on two occasions this year student mental health issues have been swept under the rug and the student has continued to have issues, but because they are not behavior issues it is not dealt with.</p> <p>-we have been required to PLC during 2 planning periods per week. our scheduled only allows one plan period per day.</p> <p>-our school does not have a crisis counselor, which would be very beneficial to our students.</p>
<p>Teacher really need more in school time for planning, grading, preparing, etc. Can we advocate for a four day school week for students and a five day week for teachers? The extra day would be a teacher planning time and we would all be more prepared and on top of things. The district would save money (no buses to run, electricity, water, ect.).</p>
<p>My site did not need any of the "trade-ups" as those were already here. What we need is more core teachers.</p>
<p>P2G has cause a lot of trauma in our school and corresponding behavior problems.</p>
<p>Elementary staff now in middle schools still behave and treat all students and staff like elementary teachers or students instead of treating them like middle school students and teachers.</p>
<p>There are to many students in our classes! It is hard to work all the required initiatives to fidelity!</p>
<p>PG2 has brought a lot of different students into one building that come from very different backgrounds. It was a lot of change all at once.</p>
<p>P2G has been a joke, honestly. Our class sizes are terrible, teaching 5th grade in Middle School has given me more responsibility than I've ever had. My IEP kids are not taken, like they should be. I have more kids in my class than other grade. Other grades have two periods off a day for PLC and Plan. However 5th grade only has one period off and half the time we aren't getting to use it to plan because we are covering classes. We also have to do lunch duty and recess duty, our kids are all clashing and it's been more stressful than I ever imagined it being. I have gone home more times this year so stressed, I've been unable to talk about it most of the time. Our nurse is constantly pulled to other schools so we barely see her, we have 1 counselor per two grades. She never gets to pull our students because of the workload. At one point I had students sitting on the floor because I didn't have enough chairs and table space for my classroom. All in all, this year consist of... Classes with 31 students in them, little to NO plan time, coming in early in the morning out of my contract time to even have PLC's, teaching 3 grades because they can't fit 5th grade into PE, so I'm doing grades now for PE since they legally have to have so many minutes a week in PE. This is a dang joke.</p>
<p>My school does not have a nurse, media specialist, social worker, music, or art.</p>
<p>It would be better if teachers were put in the areas they specialize in and have certifications. Also, veteran teachers should be placed first, prior to TFA teachers who can be placed anywhere. It's very frustrating to be moved from specific grade levels just because TFA teachers are given more priority than veterans. Then, 5th grade teachers should not have to teach 3 subjects to the same students! And, if 5th grade stays at the middle schools, they shouldn't have to be escorted everywhere. 5th grade teachers are being asked to do a lot more than teachers in other grade levels.</p>
<p>Outsized class numbers and bloated additional responsibilities have made it literally impossible to do my job during contract time, even working at peak efficiency.</p>
<p>I changed buildings so I responded that I did not teach in OKCPS last year because I cannot compare last year to this year. However, I do know that every school does not have a full time Media Specialist or nurse. I know friends' class sizes have increased, not decreased in many buildings.</p>
<p>Not enough space to go into what the climate is like in our building. This is the first time I have every dreaded coming to work.....not because of my students.....because of the change in administration and staff changes.</p>
<p>A lot of students joined our school just because they don't want to go to John Marshall.</p>

<p>We were given a great administrative team, and the existing administrators are elsewhere. The new administration brought many teachers with them from their previous site. The newest teachers have experience and know what they are doing. School climate and support are greatly improved. The ILD is in house almost every day. He is trying to fix the mess that was left here, so kudos to him. Kudos to the newest staff members. And, the remaining staff members have picked up their chins and have assimilated to the new brigade and are making it all work. Our school has benefitted from the P2G changes</p>
<p>The behavior at my school is atrocious. We have students who are physically/verbally abusive to students and staff. We have students who will not follow any rules or procedures. Every class at my school has at least 1 or 2 students who keep the whole class from learning. These disruptive students are basically running the school. P2G has ruined the school climate!!!!!! I will probably not be returning to OKCPS next year.....along with MANY of my colleagues.</p>
<p>P2G might be saving money but it's made the schools worse. The discipline problems make it almost impossible to teach.</p>
<p>Would be nice to have a nurse at least one to two times a week. The nurse could travel.</p>
<p>All students receive breakfast and come to the classroom to eat. It is a big mess most days. Milk has been spilt, syrup gets on the tables, cereal goes on the floor. When students are late they take up instructional time to eat. I am not able to set up my classroom due to the fact that the tables are used for breakfast. We have to clean up all of the mess and are not able to teach until that is done.</p>
<p>It is ridiculous how the district/school dictates what we do on our plan time. I am very upset. I get two plan times a week 40 minutes each that I am not told what to do. Duty outside during lunch and recess every day so we get 30 minutes to eat technically but it is usually cut short because a student needs something. No time to prep for the afternoon. It's like our school/district tries so hard to manage us that it has moved to the point of dysfunction. Teachers are exhausted. We should move the PLC meetings to a late start day and give us back one of our plannings. Especially if you only get four days with planning instead of a plan time five days a week. I have to decide if I want to eat something on lunch time or go to the bathroom but both are not happening unless I take my food to the restroom and eat while I'm using the restroom.</p>
<p>We have a more adequate building.</p>
<p>In regards to the student behavior I teach at the juvenile detention center.</p>
<p>For my immediate circumstance, P2G has allowed for better one-on-one instructional time with my students due to a decrease in class size. In my opinion, some student behavior such as use of wireless devices, defiance, etc., still are a work-in-progress for disciplinary actions.</p>
<p>As a district, and as individual sites, we did not prepare how to handle the fact that the entire building climate would be changing. 1/3 to 1/2 of our students are new to our school this year and we didn't really think about planning to help them make the change and feel a part of the school community. It was like we had to establish a completely new identity as a building. The common language, and procedures that we had been working on for years to perfect all went back to square 1 and teachers and principals were not prepared for that. As a school we take special consideration when we place students into classrooms and we had 1/3 to 1/2 of students coming into the building that we knew nothing about, no background information was given and because of that the classroom dynamics were greatly impacted. Students with severe behavior issues ended up in the same room and ended up escalating one another. Instead of having the schools focus on establishing and building this new OKCPS community we as a district tried to dive right academics and we have failed miserably to unite each campus' new mix of students and new mix of staff. Maybe if we would have had some funding allocated to doing team building and community building at each site things would have gone over better.</p>
<p>The 5th graded was added to our school. Their behavior is the most difficult issue this year. The 6th - 8th graders' behavior is as aspected.</p>
<p>I am one of many teachers affected by P2G. The climate at my school is okay. Administration is over run with behavior problems from pre-k-4. A fourth grader assaulted his teacher. Student was returned to class and later suspended. This incident happened when both the principal and vice principal were out of the building for meetings on the same day. P2G is not so great!</p>
<p>Admin, and counselors and teachers should be in the hallway more between classes.</p>

<p>I'm at a school that used to be elementary. A lot of elementary teachers stayed and are teaching middle school now. I feel like the climate here is good since we still have an "elementary" feel. It has been an adjustment. I knew we would have some student struggles coming from several different schools. The students had to get to know each other. I teach study skills/computers. I have mostly 6th grade and 1 5th grade class. 5th and 8th grades are having a rough time with behavior but overall my classes are good.</p>
<p>Principals are requiring us to do more with less. They are requiring "committee" meetings and building meetings beyond the regular staff meetings. These require us to travel to I-240, and my work site in in Midtown on 13th. Those extra committee meetings are on I-240 as well.</p>
<p>PBIS is NOT working!</p>
<p>Students are being placed in regards to numbers, not according to needs or behaviors</p>
<p>We still do not have a nurse working in our building, we borrow a nurse one day a week. Last year we had a nurse 3 days a week. Our school size remained the same. We need a nurse.</p>
<p>We lost our principal of 9 years due to P2G. They were replaced with someone who is planning to retire in 2 years. This person brought with them, 14 staff from her previous school. They are all EMERGENCY CERTIFIED. One of them has a criminal record for Sexual Assault of another faculty member at a previous school. Now there appear9s to be 2 separate faculties at one school. It is incredibly stressful for those of us who are the original staff of the existing school., as there are two sets of rules (one set for her faculty, which is more lenient, and a stricter set for us). We have had many reports on tips line this year revolving around the unprofessionalism of this staff, when in years before, this was virtually non-existent. This was NOT a good move for our school.</p>
<p>the studets are rude and disruptive, rules don't apply to the new ones. the school is not allowed to suspend the students. They finally suspended one but becasue she brought a stun gun and mace to school. we have more fights than ever before. Our school is jsut like any other regular school now. They lowered the standards and took discipline out of the rubic. Rebeca K took out the discipline requirement and now we have more disipline issues than ever before.</p>
<p>There has been little to no improvement in student behavior.</p>
<p>Discipline is crazy! There are too many students in each classroom. Another teacher per grade level is desperately needed, but the districts fix to this problem is to add 1 TA to each grade level. The discipline would decline and definitely improve if there were fewer students per class. Fewer students means fewer opportunities to feed off of each other! Also, our building is at complete capacity! Not one room or closet is not being utilized! We have two wonderful ELL para's who must each day find someplace to work with their students because there is no space for them. Our speech teacher is using the lobby of our gym! Definitely not ideal for speech instruction. We have a kindergarten class in a room that was originally built as a shared room for speech and ELL! Our student restroom situation is crazy too. There are not enough restrooms to accommodate the number of students! The hallways are extremely congested, especially when we have indoor recess. There are classes going to a specials class, coming from a specials class, going to lunch, and going back to the classrooms for indoor recess! We cannot find subs and are forced to take students from other classes when a teacher is absent. I am sure I have had over the number of students in my class that is allowed by fire code!</p>
<p>I am a prek teacher and I am told that my assistant cannot be alone with the students for our rest time. ONe I cant have my lunch and planning together I am told and 2. They cant be alone with the students. They pass a background check like everyone else. A parent can pass a background check and take a child that's not their own on a field trip but some one who works for the district cant watch them in school? or on the playground? I dont really understand that. It seems better for the students if I took my planning time during rest time while they are asleep and be in the room when they are awake. I know everyone thinks that rest time is a break but we are working in our rooms in the dark. Not the easiest thing to do. Shouldnt we be doing what is best or gives us more instruction time ith our students. Im not overloading my assistant with work at that time.</p>
<p>Student behavior has gotten worse since the P2G. Teachers are inundated with even MORE paperwork than before. P2G is a NIGHTMARE and should not have happened. There are too many kids in our classes, some of which should not be in a regular school setting, but the alternative sites are full.</p>

I am at a school that is a different one than last year.
I like that the older grades are out of the elementary school.
P2G has not improved student welfare and climate for special needs students. We have experienced nurse shortages and a less welcoming climate for special needs students.
Teaching is much harder this year than any of my previous 35 year of teaching for Oklahoma City Public Schools! The schools are over crowded, There are constantly changing rules and demands on the part of the administration and often unreasonable timelines, The administration refuses to except and meet the needs of early childhood education and growing number of violent extremely mentally ill students in the regular classroom who need clinical care. Teachers are treated like trash! You are not doing your job right now. You have never done anything right. You are so luck we have not fired you. which we may at any moment! So SHUT UP! Follow the scripts we give and if you were doing your job right the student would not hit you. This is not said word for word. It is how we are made to feel!
Behavior has improved in the building because the older kids are now in middle school. As for planning, I spend 4-6 hours every weekend. Our school has done poorly over the last few years. Now the state is on us. We are being told to use the standards provided by the state to plan. We are told to cut and paste the items into our plans to save time. This may save time in the writing of the plans, but there is on work attached. This means I still have to find or create something. We also have to do our required 90 minute reading block pulling small groups. After this happens we are to pull the kids that are low according to IStation for 45 minutes. The kids are also required to do ReadWorks and a chunk of time on IStation every week. Too much for a 5-1/2 hour day. Sorry for the lack of paragraphs, but I am a bit irritated about this part of it and could ramble for a while.
TOOOOO MUCH TESTING!!!!!! Get rid of Performance Task - NO ONE uses this data to advance instruction! Use EITHER Mastery Connect as BENCHMARK or Istation for Benchmark - I don't care which, but the use of BOTH is redundant and a ridiculous waste of instructional/learning time!
I am a returning teacher to OKCPS. Although I am happy to be a veteran teacher helping those kids that really need it, the constant walk throughs, pressure from the ILD and principals to perfect the Marzano model is creating a lot of unnecessary stress. Everyone is stressed out constantly worrying about the next visit from the instructional leaders as well. Having 5-7 people in your room is overcrowding. Why do we need the instructional coaches? Take some of these constant visits away and teacher morale will go up.
I work in a transformation school. I don;t feel our district truly understands the needs of the transformation schools. Even though there have been some trade ups, it is not enough to truly meet the needs of the students and staff.
It seems that administration has blamed teachers for any/all student behavior on the teachers. The community in which I work, it seems like a 50/50 when it comes to parental involvement. We make contact with them, and we get lip service from them. Students do what they want, when they want. Then when students get in trouble, we teachers are to blame. Today, at an IEP meeting, I was asked how a student's behavior was. This student (and one other) placed hand sanitizer into a straw I was using and I consumed it. I told the parents I was pursuing charges against the students. The father then went off, talking about his child and how could I press charges 'against a little kid'. I left, and I was called a 'great role model' by him. This is the reality I face every day. I do my best with what I have, and somehow, end up getting slapped in the face for it. Please do SOMETHING about how things are running in Oklahoma (Oklahoma City specifically).
P2G has ruined the entire district. The big school model versus the small neighborhood community schools is a waste of money and resources. Students are lacking in basic skills and behavior. Parents have been less than impressed by the new schools.

The behavior has been more challenging since bringing in students from other schools. It is some better now beginning November compared to August. The testing is RIDICULOUS!!! The curriculum choices are, let's say interesting. Also there is no spelling or language arts curriculum. The reading curriculum requires teachers to search and find all student work, as it basically only teaches skills/standards, but doesn't supply any work. The little books that go with the units are too hard for the students. The constant pull out of teachers for training this year has created weekly challenges, as we barely have substitutes. So, once again it falls on regular education teachers. I will say I'm very pleased we have art again...and a full time counselor, and full time nurse.

We have a deaf student at our school who is not being served appropriately. He has not been taught basic sign language for whatever reason and has lots of behavior problems due to his inability to communicate with anyone in our building. No one in our building knows how to sign or teach signing. I don't know how anyone can expect him to learn in an environment where he does not get the services he needs to succeed! He is doomed to fail because our district will not place him properly.

Student behavior has been given too many chances with students, the real world does not give people chance after chance after chance. If a student is a repeat offender he/she should not be allowed to remain at that school.

I brought my son to my school and I am so worried about his safety. His school closed last year and I never worried about his safety before. If the parents knew all things going on in this school they would be so upset. The trade ups are helping but the problem here is out of our league. As a first year teacher, I feel like I am drowning when I know I would be doing better at my old school. I love these kids and I want to help them but I am unable to. We have two counselors and two principals we have two instructional coaches but I am still drowning and overwhelmed.

P2G is the same old story....it depends on how long the new guru is able to hold the " hundred thousand dollars plus perks" position....

We do not have a librarian or nurse in our building. We lost our librarian right after fall break and haven't been told if we will get a new one. Students are missing out on library skills. We also started our school year without a nurse and currently still don't have one. I have a disruptive student that often takes my planning time as well.

Classroom sizes have remained the same. A decrease in class sizes would help with some of the behavior issues that are going on in my building. I believe less daily assessment of the students would also decrease some of the behavioral issues along with providing more meaningful instructional time.

No.

Teacher planning during TB1 is reduced because scanning duty is extended for teachers who do not have class during TB1. This really isn't appropriate because plan time is lost. This year has become very stressful due to extra/new tasks being added to the SPED teachers' day. Every two weeks, SPED teachers are to check the status of each student and note those who have D's and F's; We are also being required to call the students' parents to let them know that their student is near failing/failing and about their attendance. It is very important to keep in contact with the students' parents but why don't the general ed. teachers not make the calls or at least half the time. SPED teachers who are co-teaching or SLD Lab teachers are required to attend up to 3 PLC's per week. They are also supposed to complete their IEP's,, hold meetings, and complete reports. Morale is very low for these teachers. This decreases the number of plan times a SPED teacher may have. SPED teachers are required to complete these at home on their own time. Most have already been doing that since the beginning of the year. I have felt that I was planted here by God to serve these kids. I love the staff and the students. However, because of the amount of work and being micro-managed. I have begin to think that a suburban district where I live is becoming more attractive; it would require less work. I feel that out AP's really don't care about the SPED students in our building; there seems to be only one who does. It appears that our kids are expendable and of little concern to meet their needs.. Yet their numbers add monies to our district's coffers.

P2G has greatly affected my students lives. Most of my students used to walk to school, now they live too far from their assigned school and can't walk. This causes a LOT of tardies and absences. My school was a new school so it was sort of forgotten about. Sports teams did not have uniforms or funds in order to be successful, allocations were not distributed in a timely manner, our school has yet to recive all of the curriculum that other schools have, we have had NUMEROUS schedule changes because our numbers were much higher than allocated for. Our class sizes are too large, some rooms have so many students that there is not enough space for more desks to be added to students have to sit in chairs along the wall of the classroom. I have heard NUMEROUS students state that because we are a new school we get the worst of everything and no one cares about them.. They are convinced that the district cares more about the schools that were already formed than they do about them. One of the biggest problems we have is that we are unable to fill our special education vacancies (numerous teachers left beacuse they didnt want to be relocated during P2G) and now my students do not recieve any type of pull out services like they are supposed to in their IEP's because the district says there "are not enough teachers." However, we wouldnt have such a massive shortage of teachers if they didn't leave due to P2G.

So far, I have seen zero positives come out of P2G. Our class sizes are way too big and do not allow for us to give quality instruction.

We are asked to spend almost EVERY planning covering classes. There is ZERO equity when it comes to who on our staff is given a PLC and a plan time daily. we have teachers who do not teach a testing subject who have a PLC and a plan every single day, and then none of the 5th grade teachers get a PLC and a Plan. It is not equitable. Why do some teachers get to have 90 minutes a day without students while others barely get their 40 minutes due to being required to cover classes. Also, someone needs to look very closely at master schedules and also at RSA laws and find out why we are being allowed to not give our students the mandated amount of ELA/Reading instruction.

I feel like we are being led by people who have no idea about educating students or what is best for students!

I'm an instructional coach and some teachers are dealing with out-of-control student behaviors all day long. So many children are missing out on their learning!

I work for EES, so most of these things do not apply to me at all.

My biggest gripe is expected to let students in at 8:00 and standing greeting students at my door as they trickle in. In order to be ready to gave my door open and my bright shining face at my classroom door @ 8:00 I have to arrive 10 minutes prior to my contract time . This is total BS!!!

Books to desks are needed in my classroom. We have very old copies of books that have been transferred from other schools. We also have very old desks and other equipment. We desperately need equipment to successfully teach our students.

Students are out of control. Administrators are telling us to call parents and assign afterschool and saturday detention. We cant do this unless the parents agree. I cant reach parents. They don't accept my calls, don't return my calls, or do not have working numbers. My next step is to mail requests to do detention. Discipline is a joke! These students are running wild and they are no consequences. These students know they have no real consequences and behave accordingly. I'm at a middle school with 5th grade students. This is a horrible situation. The classes are overcrowded and the disruptive kids are robbing the other kids of a education. I am in HELL! This is my last year in this mess.

The district continually changes expectations regarding Marzano/standards/rubrics/lesson plans and does not communicate these expectations in a clear, timely manner with teachers. Lesson plans get longer and longer as the year goes on. Many of the components now required for lesson plans seem to be more about what ILDs/district mandates are than actually helping teachers plan and organize for classroom instruction. I spend more time planning than ever and now have very little time to actually prepare materials for lessons.

The data that the district requires is not helpful and is also so frequent that it cuts into instructional time. I have to do additional assessments to actually get the information I need for instruction. The district departments do not seem to communicate with each other and give teachers conflicting information (ILD, TLE, curriculum, etc.). There are several new district initiatives (Math in Focus, iStation, Jan Richardson guided reading, OAS Standards, etc.) which is not manageable for teachers to implement all at once successfully.

There is just too much to do. They keep giving us more and more and takes away from instructional time. We are teachers and know where our students are at and should not be require to take extra assessments just to prove we are doing our job. We have plenty of data that we collect and I rather use this time to teach. I haven't seen a class reduction yet, the classes are still big. That should be a big priority that should come with the trade ups.

There are too many won't do, defiant, students. This school system need more places to educate these problem students.

Due to the closing of some schools and the alternative schools, our students are out of hand. Our class sizes for 8th grade are 32-38 per time bock. Students that have been at alternative schools and placed here are still experiencing behavioral issues some being severe. We can not implement group projects as the class sizes are too large and this, I feel, is a disservice to our students!

Without PLCs this job would be impossible. Counselors are worthless, do not help behavior issues at all.

I feel completely overwhelmed with all the changes that have been made because of P2G. Joining two diverse populations is extremely difficult. That should be our only initiative this first year. We should have had lots of PD about team building and creating an emotionally safe environment for all learners. Instead, we have had to learn about all the components in the STEM lab, how to manage iStation and test every month, and figure out how to teach a brand new math curriculum!!!! IT'S TOO MUCH!!! We've been sent to training during the school day which means more work on the classroom teacher! He/she has to prepare for a substitute and then go learn and try to implement the things taught at the PD. I'm a classroom teacher who is also the Science Lead and the STEM Champion. Everytime I turn around there's another training or meeting! I've missed some of the meetings because I couldn't get a sub. The rumor is that there are only 150 subs for the district!! That is so disrespectful. Why doesn't the district do a better job recruiting subs? It is so stressful to be sick or need to take off and there is no sub available so you have to split your class. No teacher wants to split their class up among his/her coworkers. It just adds to the mountain of stress we already have piled on us. I have taught 31 years, and I have never felt this stressed, overwhelmed, or devalued! My principal and assistant principal are doing their best, but the leaders of this district have really done a poor job of rolling out all these changes. District leaders owe your classroom teachers an apology.

I had a wonderful job before P2G!!! I could accomplish so many wonderful activities giving each student ample time for activity but now with 2 classes in one gym with not enough sound barriers it has been awful!! Even though there is another teacher here with me it is double and triple classes and we can not hear anything!! It is difficult to do anything but be a babysitter now!! Sorry do not think P2G has helped my program at all, just has made it more difficult!

Student behavior is out of control in the hallways and in some classrooms. Some teachers have been physically and punishment that the student received was a conference about acting appropriately. 5th graders have no place being with middle school students.

Behavior is an issue. We need additional resources to meet the diverse traumatic needs of our students. Elementary teachers need two planning times in order to meet the needs of the district. Parents are extremely disruptive. A district-wide policy of having parents drop their students off at the doors and not disrupt the teaching day would be great. Also, All doors are to be close prior to dismissal - parents need to stop checking their students out early to beat the car rider lines. More personnel is needed in elementary schools; parent liaison, full-time nurse, more social workers, and an ISS teacher would be wonderful!

I transferred to a new job and school so my input is not valid for some.

Hallways are too crowded. Lunchrooms are more crowded which agitates the students and causes those with sensory issues to flee. The gym has 2 coaches so now we have over 50 kids at a time in the gym - you can imagine how loud that room is. Our teachers are drained more than ever. I work in a transformation school and we are really struggling with the merge from other schools, no free space, no additional supports have been given.

I spend 1 hour a day covering lunch duties. I am a certified staff member and my library has to be closed so that I can perform my duty. I also have duty for the final twenty minutes after instruction each day. I do not have a scheduled lunch time, many times I have to eat during my lunch duty. Due to the lunch schedules and having to close the library for duty, there isn't always time left for me to eat lunch without duties.

Our school has not set up a FAC. All duties were set up by admin.

Student behavior is horrible at our school. Students behavior is not getting better. Discipline is not making any difference.

Our middle school students are highly out of control. Some students are HIGHLY disrespectful, they are rude to staff and each other, and they do not follow the rules and procedures, putting other students and staff at risk!. A number of students run in the hall and are ALWAYS LOUD and shouting. Often students refuse to clear the hallways and enter class when the passing period has finished. Their eye rolls and "sorry"s are worthless at changing attitude in the long term. As a teacher who does not know every student or teacher, it is necessary for all- students, teachers, staff and administrators need to wear badges on campus virtually ALL of the time!

Additionally students are allowed to sit in the hallway without supervision if they are disrupting a teacher's class! Then they disrupt the entire learning in the hall!! Teachers need training on how to PHRASE their requests to students. Ex: "Who's talking?" does not produce the response you want, which is for students to be quiet and listen.

As an outside perspective, It would be helpful if teachers had planned activities (bell-ringers) that they start with. We REALLY need to enforce using passes, and have consequences for teachers who do not use them - AND have significant consequences for students who do not follow procedures. EX: A fight happened during class change Tuesday across the hall from me. I assisted in intervening and having the "encouragers" get to class and clear the hall. 10 minutes later BOTH STUDENTS who were fighting were back in class, even though one student had a bloody nose! They should have been sent to ISS!! We really need to re-set with procedures, and get tough on the 5% of students who are highly disruptive! At my kids' schools in Edmond, no students AT ALL are allowed in the hallway 10 minutes before the bell and 10 minutes after the bell. Kids who are are HIGHLY SCRUTINIZED and being out in the hall because you're late is simply NOT permitted. Even the subs know this!

I'm not sure how we can do some of the positive re-enforcements because of the large number of students who are not doing the right thing! We almost need a security task force {with no weapons} to come in for about a month to restore order. When not in the halls, they could be in the classroom observing and helping maintain calm/discipline.

I think that GREAT EXPECTATIONS and "Harry Wong type" procedures would benefit our teachers and students. Our students have been allowed to get away with their mis-behavior all year and previously, and when nothing is done, it escalates. This is driving away great teachers!!! Our administrators HAVE TO GET TOUGH with these students who are highly out of control.

5th grade is too young to be in a middle school--the maturity level is not there and they are out of control. I also feel that 5th grade is not supported enough by the rest of the school and often feel isolated/not supported--especially with behavior.

We do not use referrals at my school, so that aspect doesn't count towards us. The curriculum that I am piloting out for the district does not work well, at least for my classes. But I also think that it is not well thought through. It is a bit challenging to fulfill.

P2G has ruined my school, and I'm not the only person saying that.

The P2G requirement that English and Math teachers need PLC time in school has created larger class sizes. This is an ineffective system when we have little to no co-teaching support. The curriculum materials that the school provides does not include an accurate reflection of the materials that individual schools have access to. In general, we are doing a huge disservice to students and their futures by not providing equitable academic resources to students. We do not have a foreign language course; we also do not have Chemistry, Physics, Trig, and other core math courses that will allow our students to attend high performing colleges/universities. Lastly, the district mandated tests are often unaligned to the core standards. This is the largest waste of time when the data is not useful. Students are over-tested.

I am a nurse so much of this doesn't apply.

In my opinion, climate in this school has declined this year as compared to last year. Dress code isn't as enforced as it was last year. Teachers aren't checking; and students are granted reprieve on dress code even when a teacher addresses the code. Hats, hoods, sagging pants, opened toes shoes and mid drift exposing shirts are commonplace and often go unaddressed. Dress code for teachers and staff isn't addressed either which isn't setting an example for students. Cell phone usage during class has created an unbearable situation. Those teachers that do have policy addressing cell phones in their syllabus, and work their intervention steps, don't feel that they can call an admin or write a referral for continued violations. Some teachers do not feel supported by administration and are becoming disgruntled. Moral is low. So much teacher time is spent addressing disciplinary issues that planning assignments and actually teaching the assignments are taking a backseat to all of the other issues. Moral among teachers and staff is low. Not all issues involve a violation of any policy addressed in the student handbook. Some moral issues involve the perception of discrimination or favoritism. For example, some teachers don't record the minimum of 2 grades and students ask other teachers why? The teachers being asked why, don't know and definitely don't want to get in the middle, but direct the student to ask the other teacher. Some teachers and organizations, do not follow the Smart Snack rules and this is common knowledge and visible to everyone. Some students then ask why their organization can't sell things directly instead of doing catalog sales. The students are noticing more and more moral issues among the staff and faculty. It can become difficult to keep the student moral up if moral among the staff and teachers is low.

I am fairly sure I will be leaving the district at the end of this year if at all possible. I am very sad since I have taught in the district 30 years and thought I would retire from okcps. Instead I will be desperately looking for a position in another district. I am in a school where children fight constantly and I am drained at the end of every day.

Fifth and Sixth grade students should not be in middle school. They do not have recess or playtime and are in a cramped environment. They are with seventh and eighth graders, whether you like it or not. There is no way to keep them apart.

We need self contained classrooms at each school site. I had a student diagnosed with O.D.D, E.D, and face affect. This makes it extremely difficult to teach my other students. I also have other students starting to copy his behavior.

P2G made some great decisions that have made differences this year. However, at my school the thought process of combining Edwards, FD Moon, and Thelma Parks was not well thought out. The students in the building bring so much trauma that the teachers in the building are not equipped, even with professional development, to handle the day to day struggles we have. Our administration is great and really helps, but the morale and mental health of teachers in our building has declined drastically from day one.

Student behavior, in my opinion, is due to the rigid, unrelenting, and stifling criteria that seems to be mandated by the upper echelon of administrators and set forth by the district for certain grade levels (5th grade), certain curricula programs (Summit), and poor master scheduling and student placement in all classes. 5th grade does belong in middle school, but not as a separate entity. Summit is a worthwhile program but the numbers and criteria are limiting and not an equal opportunity for students of all needs. Master scheduling and student schedule building training needs to be researched at successful schools outside of the district.

I can not put down assault and battery against students or school personnel because then "the police would have to be notified". It is to be listed as disruptive behavior or abusive language, profanity or behavior (repeat offense). However, there have been physical altercations/fighting between students and between students and school personell. The students involved usually get an in-school suspension because there is a limit of out-of-school suspensions a child can recieve. Our school has a full-time counselor, but her time is spent doing character education classes, not specifically addressing student's individual behaviors or needs. Our part-time counselor will be taking small group for grief counseling. We need our counselors to be available for our most difficult students, the 5% of students that take up 95% of our time. The curriculum that the district adopted is not appropriate for our students. Benchmark Literacy and Singapore Math are far above their levels of knowledge. It's a hodgepodge of information that isn't aligned to the standards and/or the pacing guide that we are expected to follow. We have one set of three FOSS Science kits to split between four classrooms, but we are supposed to be teaching from the same kit, 25 books and one kit for 100 students. That can be difficult when a student stole all the batteries that were needed for the "investigation". This is my sixth year with the district and we have changed reading programs four times (if you can call guided reading with Scholastic readers an actual reading program), math programs twice, and didn't even have a math book or workbook to use for the last two years. Now we are expected to crash teach specific math standards that the students scored poorly on in Mastery Connect in a 48 hour Challenge? We can't reach those standards until we review prior skills that are necessary for them to get there!. But somehow, magically, by throwing some unrelated information at them, they will test better. I'm beyond frustrated with the district.

Our school was not properly bought onboard with basic needs like heat, air, teacher's desks, working intercoms, phones for classrooms, ceiling tiles, and working technology to name a few things. It feels and appears that little thought was put into setting our school up for success. Failure to plan is planning to fail. Student welfare and school climate is the focus of this survey but I think teacher welfare questions should be added.

Roughest start of the year! The elementary math curriculum is terrible as in teachers are having to spend hours planning for it because they have to study it to figure out how to teach it. It is written as Where all kids are on the same page and written as if all the kids are coming in on grade level. We still don't have the Year at a Glance for ELA. Merging students from other closed down schools has been a lot harder than I thought it would be.

There are so many discipline problems the instructional time has declined. One teacher has quit and it has increased our classes by 5-6 student which is at least or over 30 students in our classes.

At my site we have had a huge teacher turnover due to administrator issues. The atmosphere in our building between teachers is full of fear and animosity. The students are very keen to that and feed off of it. Behavior has increased in violence and frequency. Increased amount of students running out of classrooms and buildings. We have increased the amount of classes per grade levels but class sizes have actually increased.

P2G has been a horrible experience and I will likely not be returning to OKCPS next year.

P2G has ruined the few good schools in OKCPS.

It is the death knell of public education in OKC. Parents and students are running to other districts or private schools.

Teachers are unable to teach effectively. Discipline is a joke. Students who misbehave are

Rewarded for a few days of minimally good behavior.

Teachers at my school have been kicked, slapped or hit by students.

We only have a nurse two days, the counselor doesn't intervene because she's teaching classes, the ELD team isn't pulling small groups because they are covering classes for teachers absent or in trainings, there are no procedures for student runners or defiance. Administration fights each other, ignores the problems and leaves it all on the teachers shoulders.

My answers to the first two questions do not refer to my classroom, but refer to hallways, passing time, before and after school time, and the time I stay with students from 4-5:30 because the basketball coaches don't get to school until 5:30. The behavior is amazingly disrespectful and incredibly rude, behavior that I have never seen in my 12 years being involved with my school. I have written one referral, but I haven't heard anything about it. I wrote it after being told by the administrator to write it, but still there is nothing.

I have duty for the 20 minutes before school, all week, every other week.

I really like my new math curriculum, but my students don't have textbooks or workbooks. I have to copy the pages we use each day, email them to myself, save them on my computer, then post them to google classroom. Some of my kids don't have internet at home and can't get to the math book on Clever. Some of them have trouble getting to google classroom. I have been giving about 1/2 the amount of homework as I gave last year. It's not right to not have materials for my students.

District-initiated assessments for math have been a mess this year. I think they could provide useful information, if I could have my kids complete them. But there are too many. The beginning of the year and the maybe February or March would be plenty. And one type of test would be fine. Either the comprehensive test or the performance task would be good. Having the first assessment ready for the first two weeks of school would help, also.

Last year my class sizes were 4 classes under 25, one at 26, one at 28. This year I have 3 under 30, a 32, a 33, and a 36. Big difference.

P2G is horrible. Fifth grade should not be in middle school. Eight of our teaching positions became 5th grade positions, and our student population went from 400 to 750. Without additional teachers. Students have been thrown into a program they are not prepared for. Transportation is a mess, we still have kids showing up late and going home late, because the district doesn't have enough bus drivers for all the new routes. The stories I hear from friend-teachers at other schools are horrifying. It's amazing more hasn't made the news.

Student disrespect is a constant problem, and I never know if admin get annoyed when I send kids to them. I wish there was a way for me to feel like I'm not a burden when I can't handle a behavior situation on my own.

The climate at our school has drastically changed. We used to be a big family and now there is so much division, despite so many trying to keep the climate going. I have seen teachers having students do push ups in the halls, even after a staff meeting dedicated to PBIS and TIPS reports on coworkers-it's crazy. The lesson plans I am being asked to turn in are ridiculous and there is no possible way I could finish them with all the requirements in the 160 minutes of plan time given. I would like to see some positivity from admin as well, it's just all how terrible this school is and how we are going to turn it around (by giving us impossible expectations). Never in my 8 years have I considered leaving education, but I'm strongly considering leaving this school (even though this is year #7 there) and possibly this district. Also, we went from a part-time (3 days) nurse to a temp nurse once a week. I think they will need to allocate more funds to draw nurses to fill our open positions.

This school has major behavior problem. We don't have enough help from the counselors. It is very difficult to teach. The kindergarten classes should have an assistant to help us. Adding to this, the istation test is not appropriate for kindergarten kids.

As an Art Educator, I went from full time elementary to part-time at BIEMS for just 5th grade. The class size is 25. Twenty-five is a very manageable size. BIEMS has a step program that works.

I don't know what you mean by "student welfare" exactly, but teacher stress levels are out of control and the amount of demands coming from district are out of proportion to the resources provided to meet demands. We are all overwhelmed and about ready to quit.

<p>My school closed so I'm not sure about the environment of the school I'm in this year. I have Ed received materials for reading but some important teachers items are missing. Also in math have materials. But administration is changing what was told to us about how and what to teach. Such as not following the new math curriculum.</p>
<p>Our school suffers. We're at the ENE part of OKC.</p>
<p>Our school is new as a result of P2G so some of this has been hiccups as a result of starting from scratch and not having time to have everything in place before school started.</p>
<p>The f word and cussing in general is used by students throughout the building. I am called names, there is rampant sexual harassment and bullying. Students are put into ISS then returned to class, days before their time is up. Behavior problems are allowed to roam the halls after being removed from class, because they are given special jobs by administrators. Students use this time to harass classes, teachers, and other students. Students are returned to class, during class, after admin has talked to them and the student walks in cussing , refusing to work, and further disrupting class. Dress code and other school rules are not enforced for students. Teachers are criticized, chewed out, and taken to task for the most ridiculous reasons. Teachers have to be at school a half hour early for duty, told to have parent meetings before and after school, told to find own covers etc. I, for one, do not plan to be there much longer. I am an 18 year Veteran teacher with many honors. I am incredibly concerned about the sexual harassment going on and truly worried that things will escalate. I have also been threatened many times, by numerous students. This school is truly out of control!</p>
<p>I can say much instructional time has been taken by professional development that is not always necessary for more experienced teachers. Some meetings and professional development benefit emergency certified and beginning teachers more than 3+ year teachers. Plan time has been taken due to turnover rates of staff and developments. Instructional time has been lost assessing students through station monthly when chrome books are not developmentally appropriate for 5 year old students (touch screens are more adaptable for them). Budgeting is not being planned effectively when we are paying for specialists with title I money yet paying for classroom headphones. The computer lab at my site has not even begun to be utilized either.</p> <p>Math kits are being built from previous curriculums instead of the district starting over new which is cheap and not being distributed fairly among staff members.</p>
<p>For an example regarding the new math curriculum, It is asking us as 2nd grade teachers to begin shortly teaching both multiplication and division in second grade. These skills were always introduced in 3rd grade NOT 2nd... and to make matters harder out of my 23 students 9 are on Kinder levels and 11 are on 1st grade levels with only 3 on beginning 2nd grade levels. These math concepts would fly over their heads they are NOT ready for these types of concepts but yet we are expected to introduce them anyways. THIS IS NOT BEST PRACTICE for our kids.</p> <p>The Reading curriculum is also based on the small group readers on 2 grade level along with the Reader's Theater Pays are as well....they are all far to difficult for most of my students in my classroom, I do pull small group book backs on their levels from the book room and I checked out a discarded LLI F &P small group sets of books on their levels as well.....but the ones for the current curriculum sit there in the way in my room collecting dust and that seems like such a waste of money that our district spent out on them.</p>
<p>The pathway to greatness has GREATLY influenced the attitudes in the schools in a negative way. The new ILDs having initiatives and knowing nothing about urban schools. Teachers , parents and students all feel a bit demoralized</p>
<p>The district initiated assessments provide no benefit for my classroom. To date, the district has not provided any data on the reliability or validity of the assessments. To date, no district representative has asked for my data or offered to help analyze my data in the past 3 years. Recently, a full explanation of the policies regarding these assessments was released. In this document it is stated were are allowed no more than 90 minutes for the assessments, an exact time is not mandated, allowing varied times by teacher. This alone makes the assessment not valid, specifically failing construct validity. This is basic assessment science and theory.</p>

At convocation, Dr. McDaniel told us we would be shifting from a culture of compliance to one of service, with those in leadership positions asking what principals and teachers needed to be most successful for kids. However, our ILD and principal have become more focused on compliance than ever before. Teachers are now spending more time creating lesson plans with all the new ILD-required components than they are teaching the lesson. We have been told by our ILD that we can not use grade-level PLC meetings for anything other than discussing standards-based lesson planning or Istation (i.e. we cannot use that time for problem solving grade-specific issues, PD, or anything else teachers might want to discuss as a grade). Our PLCs have become a very hostile environment, with multiple teachers ending up in tears afterward, due in large part to our administration caring only about what level students are on in Istation. Furthermore, we have been explicitly told multiple times to teach to the test (Istation) and teach the lessons provided by the Istation curriculum. However, we have also been told we are not to teach anything that is not directly related to our grade level standards. These often do not align, and we cannot do both. For example, Istation is requiring Kindergarten teachers to teach their students digraphs in the first semester. Digraphs are not a standard until 1st Grade. Our administration again and again chooses to believe Istation knows what students need, while ignoring teachers' knowledge of their students and their skills.

There also appears to be more confusion and lack of communication than usual in the district office. We have heard conflicting information regarding lesson planning, learning targets, posting objectives, and many other topics from our ILD, TLE, and the curriculum department. When we ask for clarification, it appears that each department is unaware the others have also issued guidance.

I will be leaving OKCPS at the conclusion of this year due to the lack of leadership, the lack of trust in and respect for teachers, and the overall negative culture.

The assessments and Marzano are too much for someone who is new to the building and teaching a new subject for they have which they almost zero background and/or from a new book.