

WHAT'S GOOD?	WHAT'S NOT?	WHAT'S NEXT?	WHAT'S NEXT - POINTS
Leadership	Technology - devices, programs to support critical thinking, keyboarding, consistency across schools	Individualized instruction - meet the needs of all levels	
Common core - new reading series is better and asks good questions	School lunch	Teacher salaries need to be increased	5
Increased depth in curriculum - write to explain - demonstrate understanding	Block scheduling to free instructional time	Balance of technology across schools - a plan for integration; increase devices	9
Read to learn - read to understand	Gym, no daily physical activity	Parent and teacher voice in school decisions/action	
1:1 technology at select schools	Consistency for scheduling between schools	New ptorams (community school, magnet) based on data. Stop programs that aren't working	2
3D printers	Not enough support for advanced students, struggling students demand additional attention	IB feeder middle school	
CTE building upgrades	Accountability related to value-added	Advancement based on mastery - identify these students	
STEM academy		Take away some responsibilities placed on teachers	2
Raised expectations		Allow time to transition to CCSS instructional strategies for teachers and students	
Elementary ENCORE classes		Alignment of student testing	
		Increased supports for struggling students - tutoring, community schools	
		Parent accountability and increased involvement	
		Peer tutoring - heterogenous tutoring	
		Identify advanced students in order to provide additional opportunities to challenge	12

Students are learning	K-2; good grades aren't a problem but when kids hit 3rd grade the students are showing more difficulties. Lots of homework because it doesn't get finished in class	A new Gibbs Middle School	9
IXL Math and extra resources to help parents help students at home. Would like an ELA version	Excessive amount of work for 3rd grade students	Community school for all	3
School fusion and updated grades	Funding for extra-curricular to keep programs consistent and provide choice for students	Common core - help students to achieve the more complicated standards. Students in the upper grades who have not had the "training" of the new CCSS and the PARCC assessment. What do we do for them?	8
Accelerated reader program	Provide resources for all schools to consistently help students (IXL, AR)	Younger students feeling stressed with CCSS. Impacting confidence and self-esteem	1
Intervention programs are helpful	Holston Middle School is too far away for Gibbs ES students	Be cautious on all the new implementations for parents, students, teachers and principals	3
Happy with drama department to create a well-rounded student	Money spent on textbooks and those resources are not spread evenly	KCS needs to make sure to retain employees in a competitive community of other school districts	1
	Lack of available preschools	Technology for PARCC, knowledge of the tech skills needed to be successful	4
		Availability of pre-schools for all (each elementary school)	1
		Lowering ratios of students to teachers in the new technological revolution	7
		Funding for extra-curricular programs to keep options consistent for all students	2
Insight meetings	Flexibility in graduation requirements	A vision and funds for recruiting and retaining teachers and principals	13
Decrease in drop-out rate	More vocational training classes	Hands-on guidance counselors to help guide students to appropriate career choices	
Accountability of teachers	Need more technology (devices and infrastructure)	Recruiting teachers for "real work" jobs (professionals)	

Building programs (new school facilities)	TA schools not performing as well	Writing more grants (utilizing parents) and retired professionals	1
1:1 technology initiative	Balancing equitable resources	Building Gibbs Middle School	3
Use of technology to communicate to parents (phone calls)	Balance the amount of influence of Big Business	Out-dated textbooks in the high schools	6
College scholarships for seniors	Autonomy to make decisions based on specific school	Fundraising to provide equal opportunity	1
TEAM evaluations are helping to improve instruction	More compensation for classified staff	Decrease the amount of testing time to increase the amount of teaching time	2
Human capital (leadership structure)	More compensation for all staff	Teaching creative problem-solving to students	8
New standards	Transportation and nutrition for students	Restructuring the school calendar to year-round	10
		More technology to balance out the schools	14
		Autonomy to make decisions at the school level	
		Teachers and students have the training to use technology to the best possibility	
		Flexibility in academic and curricular decisions, courses and how students learn	5
		More well-rounded education - life skills and social skills	7
		Balance of equity and autonomy for schools	2
Insight sessions	Communication comes in too many forms- it can be overwhelming	Change start times to 8:30 for elementary and 7:45 for high school	
Unscheduled In-service opportunities	Too progressive sometimes- we should wait to see how others handle the changes	Organization of schedule for students - not as much emphasis on sports and shift to foreign language, related arts, etc	
Progressive- KCS tends to be ahead of surrounding districts with new initiatives.	Technology access is not equitable across the district	Move away from block scheduling and create a continuous learning schedule that allows more time for the core subjects	1
Technology - some schools have a lot of technology.	Active Directory and other technology make using the technology difficult	New Gibbs Middle School	6

New resources	The teacher evaluation system makes teaching too formulaic.	Administration needs to communicate better around technology initiatives in a streamlined manner	
Focus on the student	The Gibbs community has no representation at the middle school level.	Engaged parental and community knowledge and expertise - leverage school to career connections	2
	Too much attention on the extra classes (music, art, PE). They take away from math, reading, science, and social studies, and world languages.	IB consideration for primary and middle years program	5
	Prescribed times for reading blocks	Challenge students at a young age by increasing rigor	
		Establish programs to support higher achieving students (don't leave to classroom teacher)	1
		Promoting world languages in elementary schools	3
		Evaluate technology with a focus on efficiency and software development and qualified personnel support	5
		Return to common sense education and focus on skill development that comes before moving onto technology	7
		Stop teaching to the test	6
		Provide a way for each student to reach his/her personal best	
		We are moving towards too much collaborative group. Need to balance independent and group work	
		Too top heavy - look at salaries and the numbers of people in the central office. Return autonomy to principals	1
		Keep cursive in schools	
		We are losing teachers and mid-year	

		Regarding the teacher evaluation system, focus on the more abstract aspects of teaching and not just measurable objectives	15
		Focus on data is ruining education. Consider holistic student evaluations	10
		Return to different learning modalities	
		Higher expectations for all students	7
		Teach to the top. Don't differentiate, kids will rise to the top	1
		Stop micro-managing teachers and students	10
		Increase importance on social studies and sciences. Eliminate time blocks	
Parent portal	Teaching to the test (because of pressure on scores)	Think outside the box, transform all schools to IB schools	2
Collecting community input for 5 year plan	Not every community has a middle school (Gibbs needs one)	More gradual implementation of curriculum changes	2
People are free to speak up - not thinking "in the box"	School zones have some students on buses too long	All school employees (certified and classified) should be subject to more thorough pre-hire testing that should be revisited periodically	11
We have clear direction and focus on student learning	Commission and school zone/board lines are not aligned. Different representation	New Gibbs Middle School	19
Good strong relationships among parents, students, schools, teachers	Lack of transparency, parents not allowed to watch their students' classes	More summer and after school opportunities for remediation and enrichment (use KCS teachers)	6
	Talk is very child-centric but the reality is not. Very military-type direction and structure especially in elementary schools	Move to flipped classrooms - use technology to capitalize K-12	3
	Schools seem to be their own "fiefdom" and not seeing consistency across schools in programming. Little collaboration within school or between schools	Increased time for outdoor free time in K-12	2

	Evidence of non-Knox County residents in our schools affects our budgets but doesn't grow our tax base	Smaller class sizes by hiring more teachers for better student supports	5
	Class sizes too large	Each school should have its own advisory board	1
	Teachers appear unhappy to the public (low morale)		
	Pay is too low to keep best teachers here, losing them to surrounding counties		
Raising the bar for education	Teachers not being allowed to be creative, too much emphasis on testing	Reduce class size by adding teachers	5
There's variety in communication formats	Teachers are undervalued	Increase technology and infrastructure	6
Increased parent communication	Not enough transparency, parents need more "say so"	Support parents to help students through change to CCSS	4
Technology for students	Implementation of standards makes education more robotic due to time constraints	Consider flexible daily time schedule	3
Staff development	Difficult to separate KCS requirements from State requirements	Reduce overall homework load through better teacher collaboration	1
It's all about the kids	Not enough prep on keyboarding for PARCC	Building Gibbs Middle School	12
Standards for teachers are higher	Classes too large	Reduce academic demands on small children	2
	"Middle" range kids not getting enough attention	Begin school after Labor Day	1
	Gibbs community needs middle school	Allow for more creativity time by not micro-managing teacher time	3
	Zoning doesn't line up with community	More parents access to classrooms	
	Too much time spent on bus rides	Distribute funds more equitably	5
	Peer evaluations by teachers	Be more fiscally responsible	2

	Inequitable distribution of funds	Group students heterogenously by academic level	2
	Alcohol dollars are not going to our schools	Separate SPED students who do not benefit from inclusion	2
	Lack of support for parents in being able to support students	Re-evaluate quality of cafeteria food	
		Let cafeteria workers serve food	
Committed teachers with strong work ethic	Class sizes too large	Teacher retention	18
Increased PD	Overwhelming staff and students with too big of workloads	Reduce class sizes	7
Leadership Academy for administrators	Tax base not supportive of initiatives	Perfect current initiatives before adding more	4
KCS committed to higher standards and test scores	Purusing dollars from other funding sources that come with strings	More community schools based on geographically diverse communities	3
Vision at the district level	Long work days for staff	Close the achivement gap	13
Challenging classes	Teacher pay not competitive with other districts	Challenge "honors" students by maintaining the integrity of "honors" classes	6
Fun and engaging educators	Poor treatment of teacher (evaluation system)	Offer standard, CP, and true "AP" courses in middle and high schools	
Diverse course offerings that are rigorous	Excessive testing, meetings (PLCs), responsibilities for teachers	Offer pre-vocational courses	
Timely and consistent communication from the district	Dated textbooks at schome schools	Home set of textbooks or online access	3
	High teacher turnover	Reduce testing and increase instructional time	1
	Technology and interventions can't solve all KCS issues	Develop plan to increase school budget	11
		Address concerns related to CCSS	
Input	Long commute for Gibbs community	Capital improvement plan based on building needs	22
Dedicated staff	Disconnect between central office and school staff	Need a long-term plan that's longer than 5 years that takes into account teacher input and needs of community	8

Parental support	Teacher effective scores don't allow teachers with high performing students to grow	Reevaluate 1:1 Technology (structures aren't there to support teacher)	5
Building administration	TEAM rubric is one size fits all	Review SPED - not all schools have equal support to integrate	2
College prep	Too much testing, not enough time to teach	Provide parents with tools to support kids at home - more information on curriculum, worksheets, textbooks	1
Parent portal	Overcrowding at some schools	Teachers need current materials	1
	Need a middle school in West Knoxville	Not full-impleemtnation of CCSS, younger students may not be ready	15
	Not sufficient infrastructure for PARCC		
	Non-competitive salaries for teachers		