WHAT'S GOOD?	WHAT'S NOT?	WHAT'S NEXT?	WHAT'S NEXT - POINTS
Focus on students' achivements and successes	APEX is too random	Expand TAP model and resources to all elementary schools	11
Deliberate focus on data	Contradictory information from the district	Bridge classroom between K and 1st grade	
Development and communication of strategic planning process (Knox Schools 2020)	Random roll-outs of information	Updated tech infrastructure	
Focus on professional development alignment	No teeth in the attendance policy with tardies	Support for behavior challenging students by creating an alternative elementary chool	3
School Technology Challenge	Not enough personnel to support intervention programs	Higher salaries for all	4
Improvements in Title I	Teacher and principal stress, low morale	Standards-based grading and promotion	
District wide staffing forumals	PD is not evenly or consistently accessible	Innovative school models (alternative calendars, alternative schedules, technology, etc.)	18
Instructional coaches	District PD days have minimized opportunities for school-specific in-service	Year-round contracts for all administrators, 220 contracts for teachers, extended school year	
Personalized learning movement	Murky role of principalship	Additional personnel - Administration, APs, instructional assistants	5
Strategic plan is active	No full time Aps for all schools	Site-based management of resources	9
Improvement in the nutritional program	Parent involvement	Continue 1:1 technology initiative	
EMIS	Transitioning into new assessment (PARCC)	Udpate technology and create a sustainability plan	
Professional learning opportunties	Evaluation model being seen as punitive	Equitable resources across the county (personnel)	3
Teacher talks and community forums	Transitioning from a TAP to TEAM as an evaluator is difficult	Expanding coaching network	1
Continued common planning time	APEX	Individual learning plans with digital portfolios	

Upgrades in security	Micro-management from the AJ building on what and how to teach	Levels of mastery vs. letter grades	1
Available intervention for 10-25th percentile	Consistent messaging about expectations, make a decision and stick with it	Expand STEM to elementary	
Increased preK programs	Too many emails	Increasing number of instructional assistants with competitive pay	2
Organized facility maintenance	Work load is too high for the amount of pay	Expanding CTE at the high school level	
Early hire/late non-renewal	Conferences of concern with teachers after only one year's worth of data	Building level analysis of space	
Intranet resources	Lack of adequate support for severe behavior students	Rezoning	1
There's a plan in place	Too many emails	Improve school facilities	
Analysis of data	Meetings with no agendas, which result in lack of focus and outcome or next steps	Expanding community schools, after school activities	
Increased standards	Too many initiatives to be implemented well	Recruitement and screening process that's more than Gallup poll	
More health options in cafeteria food	Communication around Instructional Rounds	Interpreters for schools that need them	
Improved instruction	Layering initiatives on top of existing initiatives still create a learning curve that takes extra time to process and implement	Year round school	
Focus on technology needs	The job of the principal takes too much personal time to do the job well	Competitive salaries across the board	4
Common planning time	Not coherent or effective technology system	Administrative supports(Aps, testing coordinators, SPED administrators, building managers, instructional manager in each building)	29
Coaches	Resource allocation is not always equitable	Right type of people in schools with principal input	3

Multiple pathways for students and teachers	DEA and Voyager	Year round school, balanced calendar	21
Increased expectations for teachers and administrators	Partial implementation or RTI	Plans to keep teacher at high needs schools and give them higher pay	
Leadership Academy	Low compensation	Expand and extent personalized learning environment that includes full-time tech support	3
Improved response time for maintenance requests	Communication is poor, mixed messages, accusatory, non-reesponsive, non-apologetic	Equal ENCORE/arts in all schools	
Safety and security	Tutoring pay is not equal	PreK in more schools	5
Focused professional development	Lack of balance between professional and personal life	Recognize differences in each school and let principals say what they need and their priorities	9
Compensation	Hiring is not timely	Students support for behavior	13
Specific expectations regarding job performance	Budget finalization is not timely	Full-time social worker with defined roles	
Focus on indivdiual students and specific subgroups	Too many changes at one time	Restructure APEX	
Common assessments across the district	Level of intensity required is not sustainable	Coaching support	
Safety and security	Too many emails	Placement and interventions for extreme behavior children	22
Instructional focus at the AJ building	Not meeting the needs of all schools for resources	Streamline process for RTI processes (ID, paperwork, intervention selection)	
Coaching resources	Presentation of initiatives is sometimes condescending and misrepresented as required and mandatory	Administrative "teams" at each school	5
Financial transparency (Title I and general budget)	Too many hours required to do the job	Plan technology resources for PARCC	3
Innovations	Losing administration and teacheres to other systems	More individualized instruction	
Bringing back PLCs	Inconsistent communication from central office	More equitable prinicpal compensation	

Increase in rigor for teachers and students	Every school does not have an AP	Monitor Common Core State Standards so that we can continue to ensure alignment and set high expectations	
Focus on all children	Some school autonomy has been lost with increased district requirements	Need more coaches	4
Professional development for all	Schools are under-staffed administratively	Individual school technology plans and support	6
Focus on instructional strategies	Inequity in resources is wide-spread	Expansion and continued implementation of TAP	20
District Capital Improvement Plan	Salaries are not competitive with other districts	Provide appropriate staff to support RTI process	3
District communication to public	We are bombarded with emails and requests yet we don't get responses for our requests	Ensure content knowledge expertise	
Parent and community involvement	There are inequities in salaries of administrators within the system	Let some things go, focus on quality	1
DAC programs to all schools	Staff is split up on professional development days	Increase parent accountability and engagement	
Leadership Academy	Individual school-focus for PD should be available	Parent training and education	
Improved classroom instruction through TEAM and TAP	Losing our I.M. was a huge loss	Prinicpal autonomy in number of evluations for Level 4 & 5 teachers	
More efficient Title I program, more connected to general education population	Putting more and more on our plates with no more resources given to help and support	Focus on emotional health of educators	2
Grants that support student achivement	APEX	Increase compensation for teachers and classified staff	9
Training for new and veteran administrators	Communication with central office needs to be improved	Increase PD for all, including classified staff	
Academic growth	Work load issues	Focus on emotional health of student	
PD Around Common Core, PARCC, etc	Support of experiences school leaders needs to be improved	More opportunities for advanced students	
Training in advance of initiatives rather than in response to them	Clarity on roles, job descriptions, and responsibilities	Our achievement scores should align with the US norms, reach even higher	

Opportunities to give feedback and respond to feedback	Losing teachers to other counties	Enough time to effectively support teachers	
More data available (SAT 10 for K-2)	District budget allocations so that communities know what other communities are given for allocations	Continue with 1:1 technology initiative	1
Focus on early interventions	Unclear hiring protocols	Equal rsources for all schools (Aps, coaches, 255 contracts)	4
TEAM allows for higher expectations, common language, improved quality of teaching, structures in place to address ineffective teachers	PD is more than 12 hours of unscheduled inservice	Year round calendar	1
Improvement in maintenance and food services	The irreplaceables don't know they are irreplaceable	KCS should be fully-funded by the public so we don't rely as much on grants	3
PD provides quality opportunities to grow professionally and there's a systemwide focus	Morale issues across the board	Alternative elementary school	3
Transition to Common Core	Too much, too soon	Full-time counselors in all schools	
Focus on student learning	Anxiety and stress for students and teachers	More site-based decision-making	7
Transparency of direction	Retaining our people	Return to an "educational culture" and not a "business culture"	7
Instruction is stronger due to TEAM/TAP, coaching support, teacher preparation	Amount of testing and frequency	Enlarge and improve incentive program so that APEX includes all teachers and classified staff	4
Aligned professional development	Not enough hours in the day	District help with the recruitment of teachers	
Academic rigor	Equal academic options across county	Representative sample of "grade-levels" at central office. Balance of elementary and secondary staff	
Security additions	Teacher morale	Equitable pay for all principals regardless of number of tudents in the building	9
Understanding and access to data	Too much testing	State and national politicians should make more educated decisions about education	
Financial stability	Untimely communication, need more notice	PD needs to be more differentiated for teachers and principals	

Common Core focus	Confliction and too much information by email	More technology	
KCS as a leader in the state	Fewer initiatives at once	More time between learning about an initiative and implementation, and a clear and sustained focus on what's most important	11
Teacher leadership opportunities	Individualized emails when needed	Compensation for PD after contract time	1
Large network of student support services	Teacher input into principals' evaluations shouldn't be anonymous	Increase classifed and certified staff's salaries	
Teacher collaboration	Stressed out teachers and administrators	Make stakeholder input actionnable and show that central office heard it and care	
Common planning time for elementary	Pay for all increased	TEAM schools should have equal support as TAP schools	
Use of technology to increase efficiency	Teachers leaving profession due to work load	All schools get a good AP	
Elementary supervisors have experience, which is accessible to principals when asked	Administrators leaving profession	Don't mix roles of people in the building	
Increased school security and support	Data alone to determine 50% of effectiveness	Increase community partnerships	
Professional development	Lack of trust	Significant increase in principals' autonomy	12
Identifying the irreplaceables	Untimely response from some directors and supervisors	Fine-tune TEAM model to increase morale, retain staff, and to support the whole teacher	10
Support for Common Core implementation	Not enough support for behavior issues and concerns	Find ways to prioritize and limit initiatives	20
Technology innovation and support	KCS staff, across the board, has low morale	Full-time school counselors in all elementary schools	1
Intervention tools to support struggling students	Loss of collective bargaining and tenure	More resources to allow the best education for every child	
Improved teacher effectiveness because of TEAM/TAP	Lack of preparation and support for implementation of major changes	Recruit and retain outstanding staff and minorities	9
Increased coach support for all schools	Too many irons in the fire	Support the whole teacher	1

Expand ELL services for students	Technology needs to be sustainable	Essential and additional information on how the new 5-year strategic plan will impact individual schools	
Leadership Academy to grow leaders	Hard to meet the needs of students needing additional support	More opportunities for high achieving and low achieving students	
Professional Learning Communities initiative	APEX creating culture of divisiveness	255-day contracts for principals	
Additional administrator positions at schools	Too much testing	Provide greater alternatives for educator career pathways	3
Increased online resources and services	Overall morale is down	Consistent and streamlined communication from central office	1
Curriculum guides, curriculum frameworks, pacing guides, overviews	New initiatives are being rolled out without perfecting the old ones	APs in every school	
APEX	Technology upkeep and support	Behavioral coaches, if needed, for any school	
Evaluation process	Too much change	More instructional coaches in every school	1
Yearly evaluations	Need more focus on science and social studies	More support for first-year teachers	
Student growth	More special education students without the proper support at the school level	Aligning curriculum to future assessments	2
Focus on professional growth	Focus on numbers and not people	More administrative supports	
Access to data	State is making decisions without real honest feedback from schools	Year-round balanced calendar	
Additional of personnel	Hard to schedule so that everything can fit	Stduent supports for behvioral challenges	
Leadership support	Schools are being run like businesses	Instructional teaching assistants in every elementary classroom	4
Communication to community from Superintendent	Not enoughs trong applicants for "hard to staff" areas	1:1 technology for every elementary classroom	9
Strategic hiring	Severe behavior problems that aren't being dealt with	Instructional coaches expended to provide more support for teachers	7
Increased security and safety	Teachers can't teach because of behavior	Same supports in TEAM schools as in TAP schools	4
Decisions based on what is best for students	Equitable technology	Full-time behavior coach in every school	

Support of supervisors and directors	Programs for advanced learning	At least two administrators in every school	4
Accountability across the board	Doing away with intervention mentors	Alterntive elementary school	4
Coaching support	Lack of resources and support for severe behavioral students	Increased SPED consultant support and S-TEAM and M-TEAM support	1
Increased achievement and growth	Instructional time to meet demands in classroom	Central office recruiter and placement person	
Instruction has improved	Too many high stake initiatives in short people of time	Equality with facilities	2
There's more support	Not enough PreK classes	Competitive pay and benefits	4
Innovative actions with programs	Not enough ELL supports (interpreters)	Eliminate APEX	1
Willingness to improve and change	Punitive measures for teacher effectiveness	1 evaluation process (not TAP and TEAM)	
Initiatives related to and aligned with the strategic plan	Lack of choice for non-tested areas for evaluation choices	RTI processes is daunting and need intervention mentors back	6
Higher level of accountability	Overall morale for staff	Need to look at materials and resources and multiple sources of data for RTI process	
Academic departments collaborating	Administrator's time to implement TEAM with high fidelity. Balance with other administration tasks	Timelines and timliness of material delivery and Voyager materials	
Communication has improved	Lack of principal autonomy	Equal pay contracts for all administrators	22
Training and development of leadership	District mandates are not aligned with timeliness of school schedule	After school tutoring and bus service for all students	
Increased financial support	Requirement to complete conferences of concern with teachers with whom we have no concerns	Decision-making at the building level	
Availability and support of central office supervisors	Judgements made by district based on one school visit	PreK for all students	
Title I support has improved	Reactive central office	Site daycare for staff	
Evaluation system led to improved professional conversations and growth	Lack of equitable support services across all schools	More tutoring and enrichment opportunities for students after school	

Effort to coordinate with state-wide curriculum initiatives	Site-based management has decreased	Get rid of outlieres with TEAM evaluation	
Improvement with family engagement	No full time school counselor in every school	Centralize evaluation process for non-core areas	2
Beginning of commitment towards using instructional technology as an educational tool	No alternative method to place students with behavioral issues	Restructured school year	2
Partnerships with UTK, Pellissippi, PIT	Moving too many administrators to different buildings	More support for principals especially those with no Assistant Principals	5
Coaching support for our teachers	RTI	All schools be equipped with technology	
Plan has been actively communicated and implemented with all stakeholders involved	Equal pay for administrators	Increase technology support	
Student achievement has grown	Too many emails	Narrow and align initiatives (PLC, ILC, etc.)	7
Rigor is increasing	Behavioral problems on buses	Revisit district PreK so that the transition from PreK to Kindergarten is more cohesive	3
Technology is being utilized to enhance job performance and learning	Invest in full staffing (coaches, assistant principals) to support all students	Level 4 and 5 teachers do 1 evaluation	10
Quality and staff effectiveness has been enhanced through professional growth	APEX is undercutting morale	District level supports for hiring and recruiting	4
Instructional coaches' support is irreplaceable	District-wide PD days are not differentiated	Smaller discussion groups prior to new implementation	3
School security officer in every building	Lack of school funds for PD	Retaining good teachers	
We are more responsive to community and parent needs and wants	PD is not practical	More transparency on how evaluation scores are calculated	1
We have focused on teacher effectiveness through TEAM/TAP	Asking for online testing without infrastructure	Continue coaching, master teaching support	3
Full implementation of Common Core has increased rigor and college/career readiness	APEX should be everyone	Job-embedded PD for teachers and administrators	2

Teacher leadership at the building level and at the district level	Inequity among schools regarding support	Attendance and tardy policy expectations needs to be raised	2
Unifying mentoring program	Need for support but lack of available time to provide support	Less testing in primary schools so that data can be immediately used	2
Security	Not where we need to be with parent involvement	Better substitute teacher process and availability	
Collaboration of PLC	Implementation of new initiatives not fully planned out		
Good progress in Common Core	Lack of time for teachers to plan		
Technology push			
Professional development availability			
Response to work orders and mainteance requests is better			
Strong content area supervisors			
1:1 technology			
Increased graduation rate			
Increased TCAP scores			
TEAM/TAP rubric			
Quality and streamlined PD			
Alternative options to graduation			
PLCs and common planning			
Increased PD opportunities for teachers			
Instructional coaches			
Focusing on Strategic Plan			
PreK-12 Perspective			
Cross-curricular spirit of collaboration			
Strong magnet programs			
Restructiong of central office and support			
Increased collegiality and collaborative decision making			
Voice and representation at the state level			

Increased communication between parents, community, and schools			
Evaluations to help teachers grow			
Test scores			
Technology increased in classrooms			
Structure of teacher evlauation			
More data oriented			
More comprehensive data collection			
Everyone as part of the school community			
Raising expectations			
Improving technology is a priority			
Increase school securty			
Increase NAEP scores	Induction and onboarding of new teachers	Mastery-based advancement through courses, not based on age	1
TEAM/TAP rubric	Rollout of programs is too fast and too often; initiatives are often unaligned	Closer and more aligned relationship with teacher preparation programs and businesses	
1:1 PLE implementation	Inconsistent messaging from central office	Recruiting teachers outside of TN	3
Reflective district and progressive in practices (research-based)	Uneven buy-in from principals	Balanced calendar with interventions and enrichment	10
Leadership Academy	Too many touch points in the central office	PD needs to be job-embedded	
Increased rigor and expectations	Not enough planning time before implementing an initiative	PLCs and coaches need to be practiced in a way that's more aligned with TEAM	
Focus on high-needs schools	Strength of community relationships is inconsistent	Evaluation, norming and support of evaluators	
Coaching support is better	Sense of disconnect from state policy	Appealing and updated facilites for a sense of pride and professionalism	
Willingness to listen for input into the strategic plan	Board is not inolved and visible in schools	Appropriately compensage all staff	13
Interest in raising salaries for employees	Community engagement doesn't seem to be a priority of the district	PD for administration about change management	

Data-driven culture	Unequal resources between schools	Continue funding for Leadership Academy	
PD is focused on school needs	Teacher salaries are low	Increased visibilty of Dr. McIntyre and Dr. Alves at school and in the media	
Better job of differentiating instruction	Teachers don't care about APEX	Equal focus on enrichment as intervention; stop teaching to the middle in the elementary schools	1
Community schools have good parent engagement	Not enough positive PR about education	Recognizing high-performing schools	
STEM/STEAM initiatives	Early warning systems still have a long ways to go	More STEM, STEAM, Charter, Community Schools	7
Dr. McIntyre	Inconsistent alignement across feeder groups	Continue same number of evaluations for all levels of teachers	
Promoting teacher leadership	Not following through with dismissing ineffective teachers	Leadership Academy Fellows should run a feeder group and use it for action-research	10
Strategic placement of principals	Not addressing the 8th graders who are not ready for high school	For TEAM, use all 3 rubrics in every evaluation	
	Lateness of new hires	Greater technology use in KCS	3
	PLCs are a waste of time that force us to use data	More teacher autonomy	12
	PLCs are teacher-led	Less testing	
	Coaches' roles are unclear and inconsistent among schools	Consistent measurements (use one test)	10
	Teachers are doing excess work to support coaches' job and goals	More reasonable teacher evaluation framework	36
	Coaches are misalinged to teachers' content and grade levels	Focus on the 10-25 percentile of students	
	TEAM/TAP rubric doesn't fit all teachers' needs and is unfair and very subjective	More focus on average and high achieving students	2
	Rubric has too many indicators required for each lesson	Teacher pay needs to be equal to that in other state and counties	
	Evaluations take too much timeto complete	Teaching assistants aren't able to get the inservice opportunities they need	

	APEX is causing division amongst teachers		
	SAT 10 and TCAP should not both be used in 3rd grade		
	For Special Education students, they are measured on grade level and not growth		
	Moving too fast to allow teachers sufficient prep time for PARCC		
	Teachers are not treated like professionals (Core Extention/Core X)		
	Too much emphasis on "subgroup focus" while other fall through the cracks. Need to be just as focused on average and above students		
	PD makes us drive all over the county for Common Core support		
	Too many meetings		
	Tripod survey is an invalid represenation of techers by students		
	TCI - teachers are out of the room too much		
We are communicating	Overcrowded schools	Take away the numbers and money from the evaluation rubric	
Amount of increased professional development opportunities	Insufficient supplies, desks, books for each student	Enhance current evaluation model and move to a model that focuses on teacher growth	18
There is a vision, plan and focus	Too much testing without adequate teaching time	Systems upgrades for staff (hardware and software, supplies)	
New security efforts	Too many required meetings	TN teachers have a say in Common Core implementation	
	PLC meetings happen every week and with every grade that creates a loss of planning time	Evaluators will be trained properly	

	Evaluation model needs to be streamlined, too many indicators	Don't use peer evaluators	
		Downtown to be accountable to supporting teachers with basic needs (i.e. heat)	3
		Drop SAT-10 testing for K-2 students	8
		All administrators to be evaluated under a rigorous system	
		Teachers to receive scores earned	
		Recognize advanced degrees or extra certifications	
		If a Level 3 is rock solid, then reward as such	
		As professionals, allow classroom teachers to make professional decisions	6
		Evaluators need to have teaching experience in the area they are evaluating	
		Remove extra half hour from each day	5
		Downtown and shool board spend quality team in classrooms and be hands-on	3
		Central office speaks out against bad educational policies	
		Teachers to have input for purchases	
		Focus more on children	
		Teachers spend time teaching and not collect data	5
		Teachers are trusted, valued, respected as a professional from downtown	
		Improve teacher retention and morale	2
		Stop micromanaging	1
		View student as a whole student not as a data number	
		Give teachers back their autonomy	3
		Less threatening environment for teachers	2
		Not to fear deviating from lesson plan	
		To not be required at year's end to submit a professionalism document	2

School security, locks on doors	Intervention process is not successful	Eliminate TEAM and APEX and find a different evaluation model with specialized content evaluation	22
Community forums	Reading curriculum is too much	Put students first	
Discovery Ed data is a better way to gather data	Money is driving decisions	Technology staff in every building	2
Like that we are expecting more, higher standards	Rubric cannot be "one size fits all"	Allow teachers to think fo themselves and use their professional judgement	15
Glad that teachers are being given the opportunity to share input	Kids have to be abel to write; technology isn't everything	Hire better department heads and administration	
Appreciate constructive feedback that's not associated with the evaluation system	Not enough technology staff; should be at least 1 building level person at each school	Replace coaches with aides	6
Students responding positively to higher expectations	Students using calculators for basic math tests are creating inflated scores	More funding for Pre-K and more educational information for parents of what is expected at each grade level	6
Quality educators	Not being treated like professionals to "focus on students"	No calculators on math tesets	
Effort being made to educate us on what is expected	No grace period, have to be great from the start	Fewer meetings	
	Being evaluated by knowledgeable staff	More teacher work time at the elementary level	
	Don't let us be free thinkers; everything is scripted	Practical instruction discussion during PLCS and not a data discussion	
	Evaluations not representative of a year's worth	Go deeper in Common Core	
	Evaualtion system is subjective, unfair and threatening	KCS should not add more requirements on top of state requirements	
	Teachers have too much on them, being taken advantage of	Give us a focus and a priority	
	Evaluation does not consider "outside factors" that affect test scores	Less quantitative data and more qualitative data	3
	Parent involvement is not sufficient		

	Not enough support staff to work with students		
	Curriculum is developmentally inappropriate		
	Intervention is too lengthy; start process too late		
	Intervention: don't know what "next step" is; can't get consistent answers		
Excellent teachers	Micromangement	SPED teachers able to work with SPED students	2
Great staff	Salaries are too low	Preschool with appropriate curriculum	1
Security improvements	No pay for additional duties	Developmentall appropriate curriculum	3
Facility maintenance is prompt	Teaching assistants are receiving no support	Increased support for behavior problems and retain kids who need it	1
Technology is improving	Teachers should not evaluate peers	Balaanced scheduled or longer fall break	2
	Reevaluate SPED	Fair and reasonable evaluation system	1
	Support staff is spread too thin	Specialized rubrics based on grade level and content area	
	Some kids are not getting lunch	Specialized K-12 inservice opportunities based on grade level and content area	
	Teachers have lost their freedom to make instructional decisions	Class sizes standardized so it's the same at all grade levels	
	TEAM and TAP evaluations are not working and they're not fair	Site-based management	
	Subjective evaluation system	Fair APEX	
	APEX	Increased salaries	19
	PLCS meetings are too time consuming	Less punitive evaluation system that takes into account more factors that test scores and data	10
	Lack of "real" planning time		
	Too much off-contract and unpaid time required		
	Teachers are not volunteers		
	Quality of life is not there		

	Curriculum is not appropriate		
	Goals are not realistic		
	Factors such as attendance, special needs are out of teachers control but they are still held accountable		
Good teachers	Scripted teaching	Make lead teacher positions full-time and they can cover multiple schools	3
Good test scores	Pacting with regard to student mastery	Steamline testing	
Few cuts of arts positions	Lack of real teacher input on programs implemented	Make inservice days meaningful and relevant to what teachers need to know. Differentiated by grade and content level	1
Investment in technology	Lack of technology oversight regarding reading interventions (Language Live)	Need teacher workdays back	3
	Appropriate technology support for 1:1 PLE	Write more meaningful and reasonable rubrics for teacher evaluations that are specific to content and grade level. Also have fewer evaluations for high performing teachers	9
	Technology details and accessories are not provided	Take APEX away and raise base salaries	2
	Qualified and trained support so that teachers don't have to pull "extra duty" and work outside their areas of expertise	Let teachers get back to teaching and focusing on students	4
	Lack of planning time	Less structured, scripted, and scheduled time and more time for teachers to make professional decisions	9
	Use of plan time (data, PLC, IEP, ILC, cluster, etc.)	More resources for emotionally disturbed students	9
	Imposing standardized testing when not age appropriate	Appropriate training for Canvas and piloting of new programs	2

	Tying test scores to teacher evaluation scores without regard to students who are below grade level	Maintain programs we have before investing in new initiatives	2
	Assessments don't match content areas (Tripod, TEAM)	Tripod survey	1
	Evaluations aren't long enough (just a few minutes)		
	Peer evaluation requires lead teachers to leave their classroom responsibilities, which is not student focused		
Kids are rising to meet expectations	Not feeling supported in classrooms in high needs schools	Smaller class sizes especially in the inner city	8
Technology access is getting there	Senior central office leaders have a disconnect with schools. Do not have a current understanding of classroom realities	More technology across the system	
Teachers are doing the best they can	Need real time to think, plan, collaborate and reflect	Invest and expand co-teaching model for students with special needs	3
Good prep for Common Core through local trainings	L-12 schools spend too much time in testing and not enough schema building	Teachers treated like professionals and not micromanaged	9
Reading interventions	Changing or removal of accomodations for testing	Invest in teachers in ways other than more coaches, PLCs and meetings	1
Teacher Depot	RTI students being pulled from other instruction too often	Whole salary schedule should be increased (and not with a bonus)	5
Insight Meetings	Disconnect in 6th grade Reading/Language Arts scores	Restructure steps (don't stop after 20 years) and look at insurance premiums	
	TEAM still uses snapshots and is not a true measure	Retool evaluation system	6
	APEX - not a fair way of calculating it	Build buffers (or create pilots) before implementing a new program	4
	TEAM has turned into a punitive system	Change decision guidelines so teachers are not removed based purely on numbers	5

	TEAM refinements are not always followed through on	Place focus back on the whole child and not just on test scores	1
	Evaluators questioned in scores are too high	Build a culture that truly values excellence and not pushed toward "3"	
	Not enough incentives for teachers to stay in urban high-needs schools	Evaluators should have content knowledge and experience	
		Build technology support person position at every school	
		Have consistency in evaluations with a "Sacs-like" team that does the whole school in a window then moves onto another school	
		Too many meetings	
		Smart Goals/PLCS encourage us to teach to the test	5
		Not sure of purpose of encore teachers in PLCs	
School technology challenge	Putting chldren first	Let us catch up	4
Building are more technologically advanced	Developmentall appropriate curriculum and activities	Dr. McIntyre and Leadership Team spends days in a classroom	6
Needs are heard and met at the school level	Too much testing	Get back to heart of what kids need (more support for social needs)	15
Like that the Superintendent visits schools	Students stressed from testing	More money for salaries and resources	7
	SAT10 not ok	Realistic expectations	4
	Enormous level of testing	More support for low SES schools	
	Common Core is implemented but not doing it "by design," not taking away other stuff	More PreK	
	Common core and testing not aligned	Early release Wednesdays aross district to give teachers planning time	8
	Evaluation takes into account school-wide or other class data	Community culture shift (educate the importance of education)	1
	APEX not working	Smaller class size	
	Burning out teachers	More communicadtion with teachers from central office (more listening sessions)	2

		More staff development before implementation	1
		Teachers should be treated as professionals	
Dedication of teachers and aides	Increase in required inservice hours	Differentiate rubric for grade level and content areas	26
High quality of teachers and aides	Too much testing	Slow the pace	6
Availability of technology	Special education students are losing instruction	Uninterrupted planning time at school. Have 1 PLC a month and not every week	11
Available inservivce opportunities	Takes way too long to get students much needed special education services	Celebrate successes	
Collaborating with teachers	Professional opinions are not respected when referring for special services	Restore professionalism and trust in teachers	9
Team/TAP makes everyone more aware	Teachers are not treated as professionals and micro-managed	Decrease amount of testing	2
KCS has a desire to be better	Lost autonomy	Developmentally appropriate curriculum	8
	Not able to retain students that need to be held back	Elected superintendent	5
	Rubric needs to be revamped so that scores aren't locked in	Teacher panelist on the board	2
	No recourse to explain scoores	New developmentally appropriate curriculum	
	Evaluation rubric isn't fair for all teachers, special education programs don't fit the rubric	Adjust rubric for special areas	
	Rubric needs to be adjusted for special areas	Let me feel like a professional	
	Morale is very low, feel defeated	Put the kids first	
	Developmentally appropriate curriculum	Special education needs to be given duty-free lunch	
	Lack of planning time and transition time between subjects	More support for staff, we want the love of teaching back	
	Too many meetings, too many afterschool requirements	Slow the pace down	
		Improve the negativity in KCS	

		Revamp rubric	
		Need support (not PLCs or Smart Goals)	1
		Teachers need more planning time	2
		Reduce abusive testing	
Free parking	Teachers are seen as expendable	Provide educators with supports and resources	
High expectations	Evaluations (student surveys and observations)	Realistic, not a one-size-fits-all rubric for evluations (clear and teacher-created)	13
Focus on Common Core	Achievement and growth measures	Superintendent and School Boar need to take actions that demonstrate that they're listening	12
Staff and children	Unrealistic expectations for students and teachers	Eliminate student survey	
Focus on growth of the child by teachers and administrators	Not enough time	Evluation scores based on individual results and not anouther grade level	3
Improvements in technology	Support for technology	Less testing and focusing on statistics	
Willingness of people to help	Technology needed to support PARCC	Revisit role of coaches	
	Facilities are not equitable	Trust judgement of teachers on identifying students and not waiting on RTI process	
	State level vs. district level decision on observations	Revisit RTI	2
	No common sense	Need to look at claiming process	
	Coworkers as observers	Fair testing (to document student progress, sae test mulitple times or same pre and post test)	
	Inexperienced observers	Treat teachers as professionals	8
	PLCS (not enough time to implement/plan for)		
	Staff and children are not a number		
	Teachers working 12-14 hour days		
	Special education students are set up to fail TCAP (not receiving accomodations)		

Insight meetings	Teachers scored by students	Technology support people in all schoools and all teachers should have a laptop	15
Emphasis on SPIs and standards	TAP isn't working	New evaluation system that is content specific, we're evaluated by people in our content area and the scores are normed across schools	16
Classroom websites	TEAM vs. TAP is frustrating for teachers	More teacher time	7
APEX (TAP pay-outs)	TAP separates folks in the building	Inservice days should not include travel	7
PLCs	Rather have a lower payout and be TEAM than TAP	Stress removed from one test	
STC schools	Not every school has unannounced evaluations	Need CTE in middle school	
School had focus to give teachers laptops	Some school didn't get Conferences of Concern	Increase teacher pay	6
	Stress around being responsible for non-tested teachers	Increase accountability for parents and students	4
	APEX, lots of hard working people didn't get it	Streamline RTI process	6
	TAP, told everyone would get a payout and non-certified staff did not	Eliminate TAP	2
	PLCs and clusters are too much together	Equal and better technology and infrastructure	
	Don't like structure of coaching role	More detailed pacing guide that is realistic	
	PLCs strategies don't work for PE	Help kids get ready for PARCC and technology involved	3
	Taking the TCAP but getting ready for PARCC	Answers for PARCC questions on process	
	PARCC is overwhelming, teaching typing skills		
	All teachers should have a laptop before kids get them		
	So many new initiatives (STC, typing, CC, new reading series)		

	Inservice days don't allow us to stay in our buildings		
	Behavior issues really get in the way of teaching, no resources of support for students with severe behavioral challenges		
	Too many required tests		
	Counselor should not be in charge of testing		
	Tripod shouldn't be given in elementary school		
	RTI too long		
	Need more emphasis to help students in primary grades		
Leadership preparation	APEX bonus is divisive and leads to teachers not working together	More support in TEAM schools	
Increased security	TAP support is not equal to TEAM support	More inter-rater reliability	7
Increased standards for kids	TEAM evaluations are not equal to TAP evaluations	More compensation for time spent	3
Accountability of teachers	For TAP, 4 evaluations is too many	Listen to those of us in the trenches	7
Teacher support in TAP schools	Is there a plan to support all of the grant-funded programs?	High shoolers need to be held as accountable	
New Carter Elementary School	Lack of teacher input	More planning time in elementary schools	5
Teachers	Taking away Intervention Mentors	More time in our classrooms	6
Science department - ease of website and correlation to reading	Policy makers have never been in the classroom		
	Teachers have not said they don't want to be evaluated; they just want it to be fair		
	Teachers are working long hours, away from their families		
	Non-teachers are evaluating teacheres		
	Lack of training of Lead Teachers		

	TEAM teachers feel that evaluations are not about growth		
	Different messages depending on who talks		
	Not enough time to work with the kids who need extra help		
	People with the lowest training teach interventions		
	Lack of common sense sometimes		
	Tripod survey takes away an hour of instructional time		
	Planning time is taken away		
	TAP clusters and PLCs are redundant		
STC grants	Teacher calculation for TEAM and APEX isn't fair	Full preparation for next generation assessments	2
Teachers being heard	35/15% choices for TEAM aren't really fair	More holistic teacher evaluation system	21
PD opportunties - foundation of continuous learning	TEAM and TAP use different rubrics	Bigger library budget	3
Increased rigor and higher expectations of students	Evaluation model is perceived as punitive	Administration with realistic expectations for teachers' time	2
District-wide communication to parents	Too many indicators to hit in one lesson	Teachers respected as educated professionals	16
New reading materials are supporting ESL students	Inconsistency between message and practice (conference of concern letters)	Teacher autonomy to collaborate with peers	
New teacher mentoring	Being reduced to a single score when there are multiple ways to show mastery	Technology in every building (STC)	4
	KCS pacing guides for Common Core are too fast to go deeper into the content	Teacher representative on the school board	1
	Comfort level is not there with teachers with Common Core	Instead of coaches, provide professional leave for teachers to observe experts in the system	

	Common Core standards don't align to assessments	Revamp RTI and interventions	7
	Common Core is not balanced between fiction and non-fiction	Smaller class sizes	1
	Teachers are not treated as professionals	Real equality across the system	
	No teacher autonomy	Trained assistants in the classroom (focus on K-2)	
	Not enough qualified staff to handle interventions	Distributed accountability across stakeholders	
	Interventions are cumbersome	School Board, County Commission and Central Office required to spend so many hours working with students and teachers each month in schools	10
	Related arts are sacrificed to make time for interventions	Teachers having a choice for high quality PD options	
	RTI process is too lengthy and the criteria is too narrow to identify kids	Joyous culture	2
	Tripod survey is not developmentally appropriate	Better compensation for classified and certified staff	
	APEX cannot compensate for classes that are not heterogeneously grouped	Less testing, remove SAT 10	9
	We have issues being evaluated by people without grade or content level expertise		
	Peer evaluators create tension		
	All unnounced visits are creating anxiety		
	PD is scheduled during summer school		