

Strategic Planning Feedback
Teacher Listening Sessions by Region

Strategic Goal Areas			Changes/Additions	Prioritization	Additional Comments/Questions
Student Success	Quality Instruction at All Levels	Early Childhood	<ul style="list-style-type: none"> • 100% agreement • Parent training for stimulation/learning for INFANTS. • Learning packets for PD are not efficient 	Reduce class size	Will there be enough regional early childhood centers to accommodate all children?
		Elementary Schools	<ul style="list-style-type: none"> • 100% agreement • Reduced class size can not be two adults and 44 students • Ensure all students receive science and social studies instruction • Reduce Class Size in grades 4-12 • We need reduced class size 	Reduce class size	<ul style="list-style-type: none"> • Gifted/talented for ELL • What assessments will be used determine which students are below the 40 percentile? • Who will train reading recovery teachers? • What will be done for large schools • Is this model cost effective for large schools • how will we ensure students are proficient in reading by 3rd grade and what happens if they are not?
		Middle Schools	<ul style="list-style-type: none"> • 100% agreement • Extra counselors – great – whose budget? • Children need recess whether they are in middle or elementary school. They cannot go from 8 – 3:05 without a break. A 30-minute locked lunch period is not enough. • We need reduced class size 	<ul style="list-style-type: none"> • Group staff and students into smaller communities while providing adult mentors • Reduce class size 	<ul style="list-style-type: none"> • Mentors need training • Subs need to be provided for long term illnesses (qualified) • Structured procedures/routines needs support for teachers • Over crowded K – 8 move 7th and 8th to neighboring middle schools so we have more space for more kindergartens so our children are prepared to learn. • Will there be feedback from middle school teachers and administrators on the proposed Middle School 8 period roster? • Can we keep the 5 period roster?

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Student Success	Quality Instruction at All Levels	High Schools	<ul style="list-style-type: none"> • 100% agreement • Career assessment in 9th grade can limit opportunities • One vo-tech high school in every region • Advisories already exist and are unorganized and of no value • Credit recovery in nothing more than an easy way out and a legitimization to fail. • Positive feedback on adding 8th period for remediation-flexible scheduling 	Reduce class size	<ul style="list-style-type: none"> • How do extra counselors numbers compare to counselors professional guidelines?

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Student Success	Quality Instruction at All Levels	Core Curriculum	<ul style="list-style-type: none"> • Pay special attention to the pacing. Skills should not be presented based on the publisher’s scope and sequence. They are not urban focused. More time is needed before moving on. • Update textbooks; include room for teachers’ professional judgment. • Solicit teacher input! • District wide math assessment program • 2014 Document did not speak to the Role of the Librarian. • This process could have begun with professional development instead of waiting so long. We do the same stuff over and over for professional development when our feedback should have been solicited earlier. • Too much teaching to the test. Go back to the basics. • Schools need an effective, research base reading program. Trophies are not working. • More opportunities for evaluation • Being consistent with one reading series for a longer period of time would increase scores. • Co-teaching should be discussed from day one, maybe even in the interview process. • No professional development during the school day. 		<ul style="list-style-type: none"> • Will the core curriculum continue? • Need more PD on 21st Century skills • Need Strong administration with commitment, buy-in, and strength to support staff as needed. • The benchmarks are not tied to the text/core curriculum • Reduce class size is research based reform! • An inch deep and mile wide does not work. • We have dibel/DRA/WRAP for reading assessments. We need a uniform way to do this for math • Kindergarten reading level was increased to level D, but no change is curriculum. Can this be addressed? • How do you get Gear Up into K-8 schools? • What is the purpose of High School orientation? • Who will supply the services for wrap around and re-entry? • Why do some schools have athletic programs (K-8) and some don’t? ▪ Who will be on the case management team? ▪ How will pre-K programs be promoted/ marketed to parents/families? ▪ Will the curriculum and materials provided be modified and adjusted to promote the rigorous instruction that is needed to achieve academic success? ▪ programs or bilingual programs (and which type of bilingual programs will be implemented - and how will that be determined?

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Student Success	Quality Instruction at All Levels	Core Curriculum	<ul style="list-style-type: none"> • If we're promoting good attendance then teachers need to be in the classrooms. • Have a curriculum available to teachers when the counselor cannot deliver curriculum. • Have all staff work with students and be accountable for their time • Eliminate extra stuff for children under level. • Match the benchmark tests to the core curriculum. • Discipline measures must be in place and taught in professional development. • Have available an in-house substitute rather than pulling resources teachers from ESOL or Special Education. • Counselors should not be responsible for CSAP in terms of: setting up meetings, holding meetings, entering documents/into database. • Coordinator of CSAP should be someone with an academic background. • Adequately utilize special education/ESOL staff by having an in-house substitute to cover rather than pull from classes. • Utilize community resources for career counseling or guest speakers have liaison or list of contacts and curriculum 		<ul style="list-style-type: none"> ▪ How do they choose who attends professional developments? ▪ Why are only first year teachers invited to ESOL training? ▪ What would the regular education/special education ratio be in an inclusion classroom? ▪ How are you going to handle Pre-K to 8 schools? ▪ How do you evaluate "gifted" students? ▪ Is it possible to score low on a test and be gifted? ▪ Why are students being promoted if more than two years behind in reading? ▪ Why can't they be retained once or twice in elementary school? ▪ Wrap-around clarification? ▪ how will research based interventions be integrated into core curriculum? Academic and behavior?

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Student Success	Quality Instruction at All Levels	Core Curriculum	<ul style="list-style-type: none"> • Focus on the five literacy elements in K-2 to ensure reading success, phonics, phonemic awareness, fluency comprehension. • Implement counselor transition training. • Demonstrate the research base before implementing programs. • Reduce class size in grade 4, not just K-3. • make academic additions to K to 4 curriculum 		

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Student Success	Specialized Services and Programs	English Language Learners	<ul style="list-style-type: none"> • The articulated curriculum needs to be integrated with inclusion model since ELL is taught in least restrictive environment (with English proficient student). • Provide a research -based curriculum for ELL, Special Ed, and Gifted instead of expecting teachers to make adaptations. • Support for Newcomer Welcome Centers • Use sheltered model for ELL instruction. • “Push In’ doesn’t work for Special education or ELL 		<ul style="list-style-type: none"> ▪ Is core curriculum being revised? Is it working? Is it really aligned? ▪ What does “fidelity” mean for criteria of incentives to schools? ▪ What will happen in schools where the bilingual transitional programs have been eliminated? ▪ What is happening with literacy and math curriculum? ▪ How can it be performance- based, when classes have a huge range of reading levels? ▪ How will it be determined whether a school has an ESOL program, or a transitional/maintenance or dual language bilingual program? ▪ Which schools will be designated to have transitional, maintenance dual language programs? ▪ What does it mean to identify & designate geographical pathway schools that can serve as feeder schools for ELL families, if they choose? ▪ Will we be testing to correctly place students in bilingual education? ▪ Who will be monitoring and customizing the interventions? ▪ Will we really have enough staff to successfully execute effective the inclusive model? ▪ How is it determined which schools will service ELLs with ESOL? ▪ How can a transitional bi-lingual program offer home language instruction when many schools represent dozens of languages? ▪ How can we fairly assess ELLs?

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Student Success	Specialized Services and Programs	Special Education Learners	<ul style="list-style-type: none"> • We need to do more PD for the Spec. Ed teacher's aides and anyone who is interacting with the special education population. • Student of Special Education need research based assessment. • Students of Special Ed need to take state assessments on their instructional level. • Need more work-based programs to phase students into the work world. • ESOL teachers need to be professionally developed in areas of second language research • Positive feedback for inclusion when possible • Develop promotion policy for special education student who complete no work. • We need a career guidance curriculum. • Inclusion classes should have smaller class sizes. • Special education students should be required to attend summer school if performing below grade level, otherwise do not promote. • There should be mandatory professional development on co-teaching before a special education teacher and a regular education teacher begin work. • Earlier identification of disability to help eliminate the problem of having 14, 15, and 16 year old eighth graders. • "Push In" doesn't work for Special education or ELL • Offer transition support to 8th graders, including those in special education. 		<ul style="list-style-type: none"> ▪ Will there be additional psychologists? ▪ How will interventions be tracked?

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Student Success	Specialized Services and Programs	Gifted and Talented Learners	<ul style="list-style-type: none"> • Gifted programs need to be in EVERY school and stop sending students out to other schools. (Research-based program and built into core curriculum.) • Early identification of • Positive feedback for expansion of gifted programs • Designate a school point person/coordinator for gifted program. 		Not just High Schools
Student Success	Comprehensive Supports and Programs for All Students	Guidance and Counseling	<ul style="list-style-type: none"> • Omission of ESOL students • Bilingual psychologist • It doesn't say college preparation middle school and high school and admission. • Parent outreach • Counselor in K - 8 need to have a limit of students they service. • Developmental Screening and Guidance Counseling should include Kindergarten through grade eight (8). • Counselors should not be responsible for: attendance, covering classes, or SEL duties. 	<ul style="list-style-type: none"> • Counselors to stay with same students all four years of High school. • Omissions of ESOL students. • Addition of bilingual psych. 	<ul style="list-style-type: none"> • Money - Where are the bodies? • K - 8 One counselor for 950 students is not enough
		Athletics	<ul style="list-style-type: none"> • WHERE is the money? • Transportation - How do kids get home? • Facilities - where are the gyms? • Elementary schools are not included 		<ul style="list-style-type: none"> ▪ How do we get talented coaches to join this effort? ▪ Facilities - Where are they?

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Student Success	Comprehensive Supports and Programs for All Students	Student Leadership	<ul style="list-style-type: none"> • VERY VAGUE • Elementary school is not included. • Empower teachers to lead so that they can empower kids to lead 		Include elementary schools
		Remediation and Enrichment	<ul style="list-style-type: none"> • Transportation? • Where's the staff • Who's doing all this stuff? • Who's responsible for bringing partnerships to our schools? • Space? • Remediation and Enrichment programs such as: After school tutoring, reading and math intervention programs should be implemented for all schools that have struggling students. 		<ul style="list-style-type: none"> ▪ Identify potential partnerships ▪ Who's responsible for bringing partnerships to our schools?
		Extra-Curricular and Co-Curricular Opportunities	<ul style="list-style-type: none"> • Process for bringing outsiders too complicated • Everything in this document requires lots of money. • Early warning indicator should include a comprehensive plan to address students with special needs starting a kindergarten. 	Kids need to be identified in middle schools to see potential drop - outs.	MONEY

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Student Success	Comprehensive Supports and Programs for All Students	Work-Based Experiences	<ul style="list-style-type: none"> ▪ need more choices for students in vocational and internship opportunities in middle and high school ▪ increase diversity of options-include community 		
		Re-Engagement Programs			
		Health Education			
		Early Warning Indicator System	<ul style="list-style-type: none"> ▪ Use a more realistic number than two unexcused absences -that is most kids. 		What is the Failure Policy?

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Student Success	Transition Services	Pre-K to K, Elementary to Middle School, Middle to High School	<ul style="list-style-type: none"> • Orientations for each level are a great idea. However the transition days should be included n the regular school calendar. If it is in addition to the regular school calendar the plan is incomplete because it doesn't explain how teachers would be compensated, choice in scheduling etc. • Emphasis on K – 8 schools and how they transition into High school. 7th and 8th grade should follow a high school model. • Opportunities for teachers to share expectations from level to level. • ensure transition from 3rd to 4th grade 		Kindergarten tried to have orientation days in the past and the district made us stop! How will it be scheduled and funded?

Strategic Planning Feedback
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Student Success	Transition Services	Alternative Education	<ul style="list-style-type: none"> • Alternative plan sounds great. However the counselor/student ratio is inadequate. Unless significant numbers of counselors are hired we cannot implement that portion of the plan. What about the funding? • Instead of punitive response to children's behaviors - address kid's problems/counseling therapy/conflict resolution • Support for re-entry plan for students returning from alternative ed 		<ul style="list-style-type: none"> • Paperwork is excessive and it takes up countless hours that could be spent working with children. The paperwork needs to be streamlined. • Wrap around - expensive and ineffective. Time for a new model!

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Student Success	Safe Learning Environment	Positive School Climates	<ul style="list-style-type: none"> • Respect for students and teachers should be the priority. Any threat or assault against an adult should result in transfer immediately. • Restorative practices for the entire district. Training for students and staff. • Add an incident reporting system that will be a true reflection of the school's environment. • Who will design /administer data reviews and surveys? <ul style="list-style-type: none"> ▪ Begin skills in elementary education. ▪ Revise CSAP time frame. ▪ Implement a social and emotional curriculum. • Implement a better interim placement process. • Make clear of the CSAP community partners process. • Would like to see the CSAP process on line just like EAZY IEP. • Bring all of the teams into one idea/ process. • Lower grades suspension implementation • After school sources such as: additional support to monitor upcoming enrichment programs. • Identify additional funding streams • Schools' physical structure needs to be addressed. • Incident reporting on school report card. • Developing parent district compact. 	<ul style="list-style-type: none"> • Security • Student behavior both positive and negative 	<ul style="list-style-type: none"> ▪ Wrap-around clarification? ▪ What is school climate? ▪ How is peer mediation going to be successfully implemented? ▪ Where can the most extreme behavioral problem students be placed, and how quickly? ▪ What is PBS trained? – What is the training to cover? Who will the PBS train people to be? Will this be school-based or district based? ▪ What comes first, individual rights or the safety of the community? ▪ What is the purpose of suspension (in and out of schools)? ▪ Why is social and emotional help not addressed in the K-12 curriculum? ▪ What are more important, grades or well being of students? ▪ Is suspension intended to discipline or punish? ▪ What is single school culture? ▪ Are schools penalized for documenting incidents? ▪ Who will develop indicators of high-quality climate? ▪ How would all of this be communicated to parents? ▪ What are the positive behavior supports? ▪ Will the Regional Superintendent have time to review these suspensions? ▪ Where would the funding come from? ▪ What types of consequences will parents have?

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Student Success	Safe Learning Environment	Positive School Climates	<ul style="list-style-type: none"> ▪ Peer Mediation ▪ Implementation of behavior support system. ▪ Single school culture • Student support team – reviewing data ▪ Focus much more energy and resources to the 75% through 95% of students who display positive behavior ▪ Positive feedback for PBS training • 		<ul style="list-style-type: none"> ▪ What will students engage in while in in-house suspension? ▪ What will the rewards be? ▪ How will safety be enforced for a major infraction if there aren't any environmental changes? ▪ How will safety be enforced if suspensions are kept in-house? ▪ what will happen with students who are continually disruptive?
		Clear Behavioral Expectations	<ul style="list-style-type: none"> • All schools should observe the rules in the student code. Students should see clearly the consequences of breaking rules and be rewarded for following them. • Raise the bar! • How will we provide the funds for the rewarding system? 		
		Supports, Rewards, and Consequences	<ul style="list-style-type: none"> • Meaningful assemblies, not just repetition of rules. Music, science, etc. are fun and educational assemblies. • Repeated training for teachers and staff. • In-house suspensions pose space and personnel issues. Who will run this and how will they be paid? 		

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Student Success	Parent and Family Engagement	Clear, On-Going, Relevant Engagement	<ul style="list-style-type: none"> ▪ ELL Learning opportunity for parents in various sites. ▪ Bring back DSS to support with the 5 day suspension process. ▪ Community based program that involves both parent/ child - making in mandatory ▪ Need a little more accountability for parents for discipline piece ▪ Parents of the month - keeping data ▪ Create after school programs to parents school-based relating to curriculum. ▪ Providing equal opportunities for children of immigrants. ▪ Continuous costumer service ▪ Real on-going professional training on behavior for parents such as: professional psychologist, behavior professionals taking part in training ▪ District should provide resources ▪ Community school could bridge gap with closed recreation centers and libraries. 		<ul style="list-style-type: none"> ▪ Will there be programs available to parents that would reflect the responses to the upcoming parent survey? ▪ Are BCA's and Parent Ombudsmen a permanent position? ▪ How do we motivate parents to take part in this? ▪ How do we credit parents whose child comes in regularly, wearing their uniform, and complete homework daily? ▪ Will wrap-around service improve with partnering with DHS?
		Excellent Customer Service	<ul style="list-style-type: none"> ▪ Teacher ease is a great software package - transparency of grades, communicate with parents. 		<ul style="list-style-type: none"> ▪ Are both customer service and customer satisfaction the same? ▪ Teachers need decent customer service too!

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Student Success	Parent and Family Engagement	Empowerment through Education	<ul style="list-style-type: none"> ▪ More roles for parents as community parents instead of “new staff.” ▪ Positive feedback for Parent University ▪ Parents are the best role models for students. Offer lots of GED, language instruction and bridge to college for parents. ▪ need parent education throughout the day 		<ul style="list-style-type: none"> ▪ How can you address parental aggression? ▪ Will there be Parent Workshops? ▪ How can we strive to have our parents as partners?
		Respectful of Culture and Language	<ul style="list-style-type: none"> ▪ Training for parents and teachers. ▪ Have a translator parent volunteer to work with teachers to communicate effectively to parents. 		
	Strategic Partnerships	Philanthropic Institutions and Foundations			
		City, State, and Federal Agencies	<ul style="list-style-type: none"> ▪ need more social services to support students starting in elementary school 		

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Student Success	Strategic Partnerships	Businesses			
		Colleges and Universities			
		Alumni and Community Coalitions	<ul style="list-style-type: none"> ▪ Alumni association/feedback for Middle school. ▪ More accountability for agencies that are currently in schools. ▪ Implement supports with fidelity. ▪ Leverage the size of scheduling of PSSA. ▪ Menu of partnership options for businesses. ▪ Exposing students to various careers beginning in elementary school. ▪ Provide time to identify students and line up resources for student success. 		

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Quality Choices	A New Model of School Choice	Vanguard Schools	<ul style="list-style-type: none"> ▪ Positive feedback on Vanguard schools 		<ul style="list-style-type: none"> ▪ What happens to staff and administration in the Vanguard schools? ▪ Will the staff have a voice in hiring people and buying programs in the Vanguard schools?
		Empowerment Schools			
		Renaissance Schools	<ul style="list-style-type: none"> ▪ Acknowledge that there is a problem and are trying to fix it. 		<ul style="list-style-type: none"> ▪ Time in reform before making hard choices. ▪ Take out the negative tone about teachers. ▪ Research and evidence should be shown relative to how the plan is being done. ▪ How will success be defined? Can definition be honored? ▪ Why EMO's? ▪ Define "failure", is it correction action? ▪ What is the voice from the EMO staff (contract, curriculum)? ▪ Is there a penalty for being successful? Such as: no resources/budget cuts ▪ What is performance and what does it look like? ▪ Who makes the decisions on the programs needed in each school? ▪ What is the role of EMO's in choice? (curriculum, programs) ▪ What happens to the staff of the entire school with the changes? ▪ In regards to K-8 schools, how does the elective choices for students will be roled out? ▪ What is the role of comprehensive schools? ▪ How are they making EMO's chapter schools accountable? How will they be monitored?

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Quality Choices	Uniform High Standards for All Schools		<ul style="list-style-type: none"> ▪ Establish Timeline prior to August ▪ Positive feedback on rewarding performance ▪ School performance indicators are weighed to heavily on PSSA without principal input and quantitative measures. 		<ul style="list-style-type: none"> ▪ how do these uniform standards account for differences in schools? How does this allow for flexibility? ▪ How will other school models be held accountable? ▪ How will the plan be implemented? ▪ Will we receive feedback on the plan implementation? ▪ why are charters exempt from requirements that district is held to?
	Schools of the Future		<ul style="list-style-type: none"> ▪ Establish Timeline prior to August ▪ Let schools choose from a menu of reforms. Order a la care: auxiliary subs, parent ombudsman, extra counselor. ▪ Ensure that we won't have a revolving door of reform, change and new programs. ▪ Make students and parents accountable for attendance and violence ▪ Before judging a school as failed or successful, conduct deep qualitative and quantitative study approach versus "drive by" walkthroughs". ▪ Continue supports when formerly failed schools begin to succeed. ▪ Better definition of equity ▪ Define role of additional personnel such as social workers ▪ Schools want more autonomy 		<ul style="list-style-type: none"> ▪ How will success be replicate? ▪ How much is PFT, CASA, involved in the developing of this plan? ▪ Where is the recognition to principals and staff? ▪ How will you stabilize change? ▪ IMAGINE 2014's tone is punitive ▪ What about community schools? ▪ Conflict of thought to have uniform expectations for poor/middle/upper class schools when resource equity does not exist. ▪ How and what is the plan for scaling up? ▪ How will former reforms and restructuring work now? ▪ They are being repackaged under new names. ▪ Have respect for your Principals in order to retain them. ▪ The tone is demeaning to teachers. ▪ Market model of reform has not worked, it produces inequities. ▪ Is the diverse providers' model going against the union? ▪ Will schools have autonomy with professional development content?

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Great Staff	Recruiting the Best		<ul style="list-style-type: none"> ▪ More Philadelphia Teacher Fellows 		<ul style="list-style-type: none"> ▪ What is the recruitment effort for teachers and substitute teachers?
	Retaining Highly Effective Staff		<ul style="list-style-type: none"> ▪ Teachers input are requested versus decision making starting from the top to the bottom. ▪ Please insert teacher leadership. ▪ Teacher recognition in core values. ▪ teachers know the complexities of teaching in urban setting ▪ PD needs to be planned in advance ▪ there needs to be follow-up to PD ▪ need more in-school services and supports for staff ▪ need on-going PD that is focused and consistent ▪ do needs assessment of staff at the end of the academic year ▪ teachers should be involved in the designing of PD ▪ PD needs to go deeper and be more applicable 		<ul style="list-style-type: none"> ▪ Who will continue to evaluate teachers?

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Great Staff	Incentives for High Performance		<ul style="list-style-type: none"> ▪ Modify teachers' quality conversation ▪ Rewards - who, what and how? ▪ Merit pay should be distributed to administration and teachers. ▪ Inference that teachers are bad if they cannot achieve AYP. ▪ Account for students supplemental education services ▪ Top administration should acknowledge teachers. ▪ Low performing schools are hammered. ▪ Allow staff and teachers input and respect their expertise. ▪ have teachers involved in process of what these incentives will look like 		<ul style="list-style-type: none"> ▪ Is there any consideration for teacher tuition reimbursement? ▪ how will monetary incentives be monitored to address potential for cheating? ▪ what will be used as criteria for master teachers? ▪ how will these incentives be addressed for special education teachers?
	Extraordinary Customer Service				

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Accountable Adults	Performance Measurement for All Schools and Departments		<ul style="list-style-type: none"> ▪ accountability needs to have multi-pronged approach ▪ have teachers involved in process of defining performance measurements for teacher accountability 		<ul style="list-style-type: none"> ▪ Parents are not listed in the Strategic Plan as being held accountable. Why not?
	System-Wide Evaluations Tied to Performance Goals		<ul style="list-style-type: none"> ▪ teachers being held accountable for things that they have no control over 		<ul style="list-style-type: none"> ▪ What constitutes performance goals?
	Annual Progress Reports				
	Common Standards of Professionalism				<ul style="list-style-type: none"> ▪ There is a need for greater respect for teachers.

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World-Class Operations	Facilities Master Plan		<ul style="list-style-type: none"> ▪ Positive feedback on equity focus in resources ▪ Space developing criteria for school renovations, openings, closing, and reconfigurations. ▪ What direction are we going now K-8, Jr. High, Small H.S.? This has not been addressed in document. 		<ul style="list-style-type: none"> ▪ Where is the capital improvement money? ▪ What does reconfiguration mean? ▪ Buildings are under student capacity in other parts of the city? Will our students be bused there? ▪ Electricity upgrade is needed in many buildings to provide appropriate interventions and technology integration.
	Streamlined and Effective Operations				<ul style="list-style-type: none"> ▪ Will students be bused to the South as well? ▪ Is there a plan to replace laptops for teachers who received them 5 or more years ago? ▪ There is a need to update the technology for interventions eg. Study Island.
	Balanced Budgets Aligned with District Goals		<ul style="list-style-type: none"> ▪ Positive feedback on the need to be more transparent in reporting on district funding 		<ul style="list-style-type: none"> ▪ How is the plan being funded?
	Weighted Student Funding Formula				<ul style="list-style-type: none"> ▪ Weighted funding – the most troubling part of the document. It’s inequitable and unfair. ▪ Will weighted student funding (wsf) be implemented? ▪ Will we include children not identified as Special Ed for Mental Health issues/concerns regarding wsf?