

All High School

General Working Conditions and Decision Making

	Strongly Agree	Tend to Agree	Tend to Disagree	Strongly Disagree
I believe that in my building my input is valued and actually utilized in decision-making at our site.	14% (35)	51% (125)	24% (58)	11% (26)
There is a clear process in my building that allows me to raise issues of concern to me.	18% (45)	53% (130)	22% (53)	7% (17)
Our school has a School Improvement Team or some form of Shared Decision Making Council.	44% (109)	43% (106)	9% (22)	2% (5)
Selection of the School Improvement Team or Shared Decision Making Council is either voluntary and open to anyone or selected in a democratic manner.	42% (102)	39% (95)	12% (30)	4% (9)
The people who serve on the School Improvement Team or Shared Decision Making Council are representative of the entire	24% (59)	45% (109)	23% (56)	5% (11)

staff.				
I have the opportunity to participate in the development of our school improvement plan.	37% (90)	37% (91)	14% (35)	9% (21)
I have the opportunity to participate in decisions regarding use of the school budget in our building.	8% (19)	24% (58)	32% (79)	32% (79)
I have the opportunity to participate in the decisions regarding use of staffing points in our building.	4% (10)	10% (25)	34% (82)	47% (114)
My school has an effective school discipline plan that sets high expectations for student behavior.	13% (31)	38% (94)	32% (79)	16% (40)
I have the opportunity to participate in the decisions regarding our student discipline plan.	11% (27)	30% (73)	41% (100)	16% (39)
Teachers in my building consistently follow the school discipline plan.	5% (11)	43% (104)	36% (88)	15% (36)
Student behavior is generally good in my building.	11% (26)	56% (137)	29% (70)	40% (10)
I personally feel safe in my building.	34% (83)	56% (136)	9% (21)	2% (5)
Information I	21% (51)	58% (141)	14% (34)	5% (13)

need about student achievement is shared with me in a timely manner.				
Classroom interruptions are held to a minimum in my building.	18% (44)	44% (109)	27% (66)	8% (20)
The textbooks and other materials provided by the District are sufficient to implement the instructional program expected of me.	18% (45)	43% (105)	24% (58)	9% (22)
The classroom/work space available to me is generally adequate.	24% (60)	43% (105)	18% (45)	13% (32)
The learning environment (temperature, air quality, etc.) is generally conducive to student learning in my building.	9% (21)	28% (69)	32% (78)	29% (72)
The building is clean and well maintained, and concerns are addressed in a timely manner.	36% (88)	43% (106)	18% (43)	3% (8)

Working Conditions: Building Meetings and Staff Development

	Strongly Agree	Tend to Agree	Tend to Disagree	Strongly Disagree
The number of general	17% (42)	58% (140)	17% (40)	6% (15)

staff meetings outside of school time that I am expected to attend is a reasonable expectation for a professional.				
The length of general staff meetings outside of school time that I am expected to attend is a reasonable expectation for a professional.	19% (46)	58% (140)	19% (47)	2% (5)
Our general staff meetings are productive and have value to me as a professional.	9% (22)	47% (113)	30% (73)	12% (28)
I have the opportunity to participate in the development of the identification, design and delivery of general staff meetings.	8% (20)	25% (60)	41% (99)	22% (54)
Activities deemed appropriate for Professional Learning Communities are conducted at the appropriate times designated on the district	19% (45)	51% (123)	19% (45)	11% (26)

calendar and have not added to general staff meeting time.				
The Professional Learning Communities have allowed me greater ability to collaborate with colleagues in a fashion that is productive to me as a professional.	16% (39)	35% (85)	25% (61)	22% (54)
I have the opportunity to participate in the development of the identification, design and delivery of the Professional Learning Community of which I am a part.	17% (41)	38% (92)	23% (55)	20% (49)
The amount of time allocated for Professional Learning Communities activities is appropriate.	11% (26)	47% (113)	25% (60)	15% (37)
General staff meetings as well as Professional learning Community time has not interfered with my contractual amount of plan time.	15% (37)	44% (105)	23% (56)	15% (37)

Team or department meetings are, for the most part, held at appropriate times with a minimum of disruption of my contractual plan time.	24% (58)	63% (152)	6% (15)	3% (6)
IEP and other student-related meetings are, for the most part, held at appropriate times with a minimum of disruption of my contractual plan time.	10% (25)	56% (136)	20% (29)	9% (22)
Meetings other than general staff meetings requested by our principal or their designee are, for the most part, held at appropriate times with a minimum of disruption of my contractual plan time.	18% (44)	63% (150)	13% (32)	3% (8)

The Principal

	Strongly Agree	Tend to Agree	Tend to Disagree	Strongly Disagree
The principal is readily available to	36% (87)	51% (124)	11% (26)	2% (5)

me when needed.				
I feel free to express my views to the principal in an open fashion.	34% (81)	39% (93)	17% (41)	10% (25)
I feel as though concerns and suggestions I take to the principal are truly listened to and taken into consideration.	29% (69)	41% (100)	19% (45)	10% (23)
I trust and respect my principal.	38% (92)	43% (105)	14% (34)	4% (10)
I feel as though my principal trusts and respects me.	38% (90)	43% (104)	11% (26)	7% (16)
The principal treats staff in a professional manner and promotes a climate that fosters teamwork, cooperation, and pride in the school	37% (91)	43% (103)	14% (33)	6% (14)
The principal shares decision-making responsibilities with the staff to the extent possible.	25% (61)	41% (99)	24% (58)	7% (18)
The principal expects and supports staff having high expectations for all students.	39% (94)	46% (111)	12% (30)	2% (5)
The principal is an active and effective participant in	26% (62)	40% (96)	24% (57)	7% (17)

supporting and improving instruction in my classroom.				
The principal is visible throughout the building on a regular basis.	35% (85)	41% (99)	17% (40)	5% (12)
The principal encourages me to try new and/or different instructional strategies that are appropriate for my students.	23% (55)	42% (101)	18% (44)	5% (13)
The principal consistently follows the procedures outlined in the school discipline policy, Professional Agreement, and Personnel Handbook.	30% (73)	53% (127)	8% (18)	3% (6)
When disciplining students, I can expect an objective review of the circumstances by the principal and support from the principal as appropriate.	24% (58)	47% (114)	17% (41)	5% (12)
The principal addresses parent concerns in an objective, fair and expedient manner involving relevant staff members in	28% (65)	50% (119)	10% (24)	3% (8)

an appropriate fashion.

The Administrative Team

	Strongly Agree	Tend to Agree	Tend to Disagree	Strongly Disagree
The administrative team works cooperatively with the School Improvement Team and/or Shared Decision Making Team.	23% (55)	54% (127)	11% (25)	2% (5)
I am comfortable taking issues of concern to the Administrative Team.	24% (58)	44% (106)	23% (54)	6% (15)
I feel as though concerns and suggestions I take to the administrative team are truly listened to and taken into consideration.	22% (51)	42% (100)	27% (63)	7% (16)
When changes are made in our building, they occur as a result of collaboration and consensus decision-making by the entire staff.	11% (26)	36% (85)	35% (82)	15% (36)
My evaluator works with me in a collaborative	37% (88)	47% (112)	7% (17)	4% (9)

fashion to produce an appraisal that accurately reflects my efforts and contributions.				
My evaluator works with me in a collaborative fashion that allows and encourages me to grow.	35% (84)	49% (115)	8% (19)	3% (7)
The Administrative Team collaborates with the staff to create a safe and orderly environment in our school.	25% (60)	56% (134)	13% (31)	4% (10)
The Administrative Team is an advocate for staff needs to secure appropriate resources in a timely manner from LPS management.	22% (52)	47% (113)	20% (48)	5% (12)