

All Middle 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.	15% (34)	48% (111)	26% (61)	10% (24)
There is a clear process in my building that allows me to raise issues of concern to me.	14% (32)	54% (124)	22% (51)	10% (22)
Our school has a School Improvement Team or some form of Shared Decision Making Council.	40% (92)	52% (120)	4% (10)	3% (7)
Selection of the School Improvement Team or Shared Decision Making Council is either voluntary and open to anyone or selected in a democratic manner.	40% (91)	34% (77)	14% (31)	8% (19)
The people who serve on the School Improvement Team or Shared Decision Making Council are representative of the entire	21% (48)	43% (98)	22% (51)	10% (24)

staff.				
I have the opportunity to participate in the development of our school improvement plan.	31% (70)	45% (103)	15% (35)	7% (16)
I have the opportunity to participate in decisions regarding use of the school budget in our building.	9% (21)	36% (83)	34% (78)	18% (42)
I have the opportunity to participate in the decisions regarding use of staffing points in our building.	4% (10)	26% (60)	40% (91)	27% (61)
My school has an effective school discipline plan that sets high expectations for student behavior.	18% (42)	45% (103)	21% (48)	16% (37)
I have the opportunity to participate in the decisions regarding our student discipline plan.	20% (42)	46% (96)	17% (55)	14% (30)
Teachers in my building consistently follow the school discipline plan.	8% (18)	53% (122)	27% (62)	10% (22)
Student behavior is generally good in my building.	14% (32)	58% (133)	19% (43)	10% (23)
I personally feel safe in my building.	31% (72)	53% (123)	12% (28)	3% (8)
Information I	27% (62)	51% (116)	16% (36)	6% (13)

need about student achievement is shared with me in a timely manner.				
Classroom interruptions are held to a minimum in my building.	19% (45)	55% (126)	19% (45)	5% (12)
The textbooks and other materials provided by the District are sufficient to implement the instructional program expected of me.	25% (57)	51% (118)	14% (33)	7% (17)
The classroom/work space available to me is generally adequate.	29% (66)	51% (116)	13% (30)	7% (16)
The learning environment (temperature, air quality, etc.) is generally conducive to student learning in my building.	3% (6)	18% (42)	32% (73)	46% (106)
The building is clean and well maintained, and concerns are addressed in a timely manner.	26%(60)	51% (117)	13% (30)	10% (24)

Working Conditions: Building Meetings and Staff Development

	Strongly Agree	Tend to Agree	Tend to Disagree	Strongly Disagree
The number of general	15% (34)	60% (138)	15% (34)	10% (22)

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.	16% (37)	60% (138)	16% (37)	7% (17)
Our general staff meetings are productive and have value to me as a professional.	13% (31)	48% (110)	27% (63)	10% (24)
I have the opportunity to participate in the development of the identification, design and delivery of general staff meetings.	6% (13)	33% (77)	38% (88)	19% (43)
Activities deemed appropriate for Professional Learning Communities are conducted at the appropriate times designated on the district	21% (48)	45% (103)	24% (54)	10% (23)

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.	11% (26)	39% (91)	28% (64)	20% (47)
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.	16% (36)	47% (108)	20% (47)	16% (37)
The amount of time allocated for Professional Learning Communities activities is appropriate.	11% (25)	48% (111)	22% (51)	18% (41)
General staff meetings as well as Professional learning Community time has not interfered with my contractual amount of plan time.	16% (37)	45% (104)	22% (51)	16% (36)

Team or department meetings are, for the most part, held at appropriate times with a minimum of disruption of my contractual plan time.	16% (36)	61% (141)	9% (21)	10% (22)
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% (22)	55% (126)	20% (46)	10% (24)
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.	13% (31)	62% (143)	16% (36)	7% (17)

The Principal

	Strongly Agree	Tend to Agree	Tend to Disagree	Strongly Disagree
The principal is readily available to	33% (76)	48% (112)	14% (32)	4% (9)

me when needed.				
I feel free to express my views to the principal in an open fashion.	32% (73)	36% (82)	19% (43)	13% (31)
I feel as though concerns and suggestions I take to the principal are truly listened to and taken into consideration.	32% (73)	37% (85)	20% (46)	10% (24)
I trust and respect my principal.	39% (89)	41% (94)	13% (29)	7% (16)
I feel as though my principal trusts and respects me.	37% (85)	42% (97)	13% (30)	7% (17)
The principal treats staff in a professional manner and promotes a climate that fosters teamwork, cooperation, and pride in the school	35% (82)	40% (93)	16% (36)	8% (19)
The principal shares decision-making responsibilities with the staff to the extent possible.	25% (54)	41% (95)	24% (56)	9% (21)
The principal expects and supports staff having high expectations for all students.	44% (102)	42% (97)	9% (20)	5% (11)
The principal is an active and effective participant in	24% (54)	45% (102)	21% (47)	7% (17)

supporting and improving instruction in my classroom.				
The principal is visible throughout the building on a regular basis.	45% (104)	36% (83)	12% (27)	7% (15)
The principal encourages me to try new and/or different instructional strategies that are appropriate for my students.	31% (71)	50% (115)	9% (21)	3% (8)
The principal consistently follows the procedures outlined in the school discipline policy, Professional Agreement, and Personnel Handbook.	42% (95)	40% (92)	11% (26)	5% (11)
When disciplining students, I can expect an objective review of the circumstances by the principal and support from the principal as appropriate.	31% (70)	44% (100)	15% (35)	9% (21)
The principal addresses parent concerns in an objective, fair and expedient manner involving relevant staff members in	33% (76)	47% (108)	11% (24)	5% (11)

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% (51)	51% (115)	12% (27)	4% (8)
I am comfortable taking issues of concern to the Administrative Team.	27% (62)	38% (87)	24% (55)	9% (20)
I feel as though concerns and suggestions I take to the administrative team are truly listened to and taken into consideration.	24% (55)	36% (82)	28% (62)	9% (20)
When changes are made in our building, they occur as a result of collaboration and consensus decision-making by the entire staff.	13% (30)	34% (77)	33% (75)	16% (37)
My evaluator works with me in a collaborative	34% (76)	49% (111)	9% (21)	2% (5)

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% (78)	47% (106)	11% (25)	2% (5)
The Administrative Team collaborates with the staff to create a safe and orderly environment in our school.	27% (61)	48% (108)	17% (38)	8% (18)
The Administrative Team is an advocate for staff needs to secure appropriate resources in a timely manner from LPS management.	25% (55)	48% (108)	18% (41)	5% (12)