

## Eastpointe Community Schools Staff Satisfaction Survey (138 Responses)

Perception	% Meets Exceeds	Neutral	+ or -
Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	81	13	
I am involved in the improvement process in my building.	72	18	
My opinion and experience is valued in the improvement process in my building.	68	20	
Our school board complies with all policies, procedures, laws, and regulations.	59	35	
Our school board maintains a distinction between its roles and responsibilities and those of school leadership.	61	31	
Our school's leaders support an innovative and collaborative culture.	72	16	
Our school's leaders expect staff members to hold all students to high academic standards.	83	10	
Our school's leaders hold themselves accountable for student learning.	64	19	
Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	70	18	
Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	67	24	
Our school's leaders engage effectively with all stakeholders about the school's purpose and direction and provide opportunities for them to be involved in the school.	66	25	
All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	70	15	
All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	66	17	
I know my students' learning styles and make adjustments to address their individual needs.	90	10	
All teachers in our school regularly use instructional strategies and interventions that require student collaboration, self-reflection, and development of critical thinking skills.	60	26	
All teachers in our school use a variety of technologies as instructional resources.	83	11	
All teachers in our school provide students with specific and timely feedback about their learning.	65	25	
All teachers in our school use multiple types of assessments to modify instruction and revise the curriculum.	70	21	
I allow students to make choices and take ownership of their learning.	85	13	

All teachers in our school use consistent common grading and reporting policies across grade levels and classes based on clearly defined criteria.	58	21	
All teachers in our school participate in collaborative learning communities that meet both formally and informally across grade levels and content areas.	81	16	
All teachers in our school have been trained to implement a formal process that promotes discussion about student learning.	66	23	
In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	63	19	
In our school, related learning support services are provided for all students based on their needs.	65	19	
In our school, a formal structure exists so that each student is well known by at least one adult advocate in our school who supports that student's educational experience.	74	19	
In our school, all staff members use student data to address the unique needs of all students.	69	23	
In our school, staff members provide peer coaching to teachers.	76	16	
In our school, a formal process is in place to support new staff members in their professional practice.	58	24	
In our school, all staff members participate in continuous professional learning based on identified needs of the school.	73	15	
In our school, a professional learning program is designed to build capacity among all staff members.	67	22	
In our school, all school personnel regularly engage families in their children's learning progress.	63	24	
In our school, all stakeholders are informed of policies, procedures, and processes related to grading and reporting.	70	20	
Our school provides qualified staff members to support student learning.	75	16	
Our school provides instructional time and resources to support our goals and priorities.	69	20	
Our school provides sufficient material and information resources to meet student needs.	65	19	
Our school protects instructional time.	76	14	
Our school provides a plan for the acquisition and support of technology to support student learning and the school's operational needs.	68	18	
Our school provides high quality student support services (such as counseling, referrals, educational/career planning, etc.).	67	24	
Our school provides opportunities for students to participate in activities that interest them.	80	14	
Our school building and grounds are safe, clean, and provide a healthy place for learning.	67	17	

Our school is taking precautions to prevent the spread of COVID-19.	76	10	Green
Our school uses multiple assessment measures to determine student learning and school performance.	82	14	Green
Our school employs consistent assessment measures across classrooms and courses.	67	24	White
Our school has a systematic process for collecting, analyzing, and using data.	74	19	White
Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	53	31	Red
Our school uses data to monitor student readiness and success at the next level.	78	17	Green
Our school leaders monitor data related to student achievement and school improvement goals.	82	14	Green
How would you rate your overall experience using Google Classroom?	59	34	Red

**NOTE: A STRENGTH IS 75 AND ABOVE MEETS/EXCEED  
A CHALLENGE IS 65 OR BELOW OR BETWEEN 66-70 WITH A HIGH NEUTRAL ABOVE 20**

<b>PLEASE LIST 5-10 STRENGTHS YOU FEEL ARE MOST IMPORTANT:</b>	
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<b>PLEASE LIST 5-10 CHALLENGES OR IMPROVEMENT NEEDS YOU FEEL ARE MOST IMPORTANT:</b>	
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**What is one suggestion you would offer to improve our school?**

83 responses

- N/A
- Pay us more!!!!
- Find ways to involve parents in the education process
- Providing more opportunity to be responsible, respectful and rewarded when positive behavior observed.
- Pay people more so we aren't burnt out and staff the school.
- more opportunities to celebrate teachers/staff members working hard to promote their students' success
- (Minus Covid), Stop the constant changing of programs/policies.
- nothing its good
- no comment.
- firm attendance policy
- Be consistent and improve communication. Be clear with expectations and do not change them every week.
- Hold parents and students more accountable
- Improve communication of expectations.
- implement a full PBIS program with fidelity throughout the entire school to assist with behaviors, positive school attitudes, improved culture and climate, home/school connections with families etc.
- Having more communication among administration and staff members
- All students F2F
- More communication among leadership?
- we need to take a look at our grading system. Everyone's grading is different and means different things an C in my class is different from a C in another class.
- Pay teachers so that they will stay
- Something to do with staff retention- we have such a strong group of people that work so well together, we should be doing everything that we can to keep them on staff.
- I'm very new to the school/district so I'm still learning about both.
- More paraprofessionals are needed. Children with severe autism or emotional impairment not appropriately placed or grouped.
- Air conditioning.
- Drop off / pick up zone
- n/a
- There should be a resource room teacher in the building everyday. The schedule that is in place does not service students that need daily support vs. cramming their (hours)time into two days a week. Some students are in desperate need of daily help.
- Redefine the vision. Think outside the box. We've been surviving for a long time. There is greatness amongst our staff and students. I think with the size of the school and the passion of the staff, some amazing things could happen!

- A return to normality!!!
- More qualified staff to support student's needs.
- Stable, reliable, knowledgeable, consistent leadership.
- Go with a classic curriculum. Go with explicit instruction. Go with vocabulary building, not word searches and alphabetizing. They don't even know what the words mean in context.
- Quit thinking our kids can think so deeply. Many of our kids can't rhyme, can't blend, can't do a math problem without going back to count up from #1.
- Vocabulary and experiences are at a minimum. Do we want to keep them back or build them up? Do we want to be the change for this population or keep pretending that they can get there with deep thinking and analysis, when they have no base. It starts with early curriculum. The status quo is not working. We are quenching the smoldering wick with our current curriculum. Sorry, it does not have to be this way.
- Smaller class sizes and new desks
- Continue building on the successes.
- Cleaner building and property, better communication, and all staff enforces school wide rules for staff and students.
- Every classroom should be following the same building guideline/rules.
- Teacher training in the area of work differentiation and implementation of support aids and accommodations in IEPs.
- Student accountability, academically and behaviorally.
- Find ways to get parents more involved.
- Build trust within the staff
- Increase focus on positivity. More support for classroom behaviors and a focus on addressing students social emotional and behavioral needs to help them regulate themselves before an issue arises.
- Clean the classrooms better.
- Encourage teambuilding and personal engagement.
- I wish the leaders would think about their audience and not say things that come across as racist.
- Paint the classrooms and hallways and update flooring.
- Time to really get to know each other.
- It would help to pay a higher wage so people will want to work here
- To be able to get materials and supplies freely and more often.
- Renovate classrooms
- I can't think of anything at this time.
- Support staff at an Early Childhood level for children who need more interventions. Such as a social worker. Someone who will "Push into" the classroom and do a true evaluation of children before they reach kindergarten.
- Hold ALL students to the same accountability standard. Follow through with district and school protocol for ALL students. Hold parents accountable for student attendance/academic participation. Hold ALL staff to the same accountability standard.
- Revised/strict plan of learning expectations for students. Students need to be held much more accountable for their learning/grades. It seems so many students in the building are more

worried about their cell phones, head phones, and listening to music. Maybe if a bigger VARIETY of classes were offered for students they might be more motivated to learn.

- Secondly, I would like to see our teachers paid more for the challenging job they do on a daily basis. I believe that our district is one of the LOWEST (if not the LOWEST) paid in the county.
- Many just move on to other districts where the pay is better and the frustration level is lower.
- Without a solid, consistent staff, educating our students becomes more frustrating by the day as we are pulled in so many directions.
- Smaller class size, student at risk staff that actually works with students and follows through.
- New desks for students. Blinds in classrooms are extremely difficult to lower or raise which is
- a safety hazard if a lock down was necessary.
- Develop some sort of accountability system for the parents to help keep their children on task and actually meeting with the teachers. The wonderful staff in this building have many different lessons prepared across all subject areas. I am deeply saddened to see how we are all doing our utmost to reach out and teach our students--yet they only meet sporadically, or not at all. Now that we are hitting spring weather, parents are not even sending their kids to school although these are Face to Face students.
- A reading curriculum where the students have material to read and not everything is read to the students by the teachers.
- I would suggest having a few TK classes next year at the ELC. It is important for student success, especially considering we are in a pandemic.
- Better communication
- Find a way to attract more guest teachers to our building.
- More positive feedback, but not fake or forced.
- To help prevent the spread of COVID-19 student dividers and get rid of the Everyday Math program
- I wish we had more support staff to support our struggling students.
- I believe it would be better to rely less on computer-based instruction.
- The implementation of small groups based on students needs should be consistent throughout the building as well as regular data collection to ensure meeting the academic needs of students.
- Improve the culture by addressing the cliques.
- Get rid of grading and pacing system. It is not conducive to the student body we service.
- A safe monthly meeting for building safe to discuss concerns and issues in the work place and to work together to get to a happy medium
- If Google Classroom remains the plan moving forward, then it would be beneficial to invite parents in for a training or support session - ClassDojo is nice, but it's probably best to streamline communication to a "single source of truth."
- All day face to face learning for all students
- Communication with all staff members about the academic activities and a friendly
- environment.
- I would like to see more choices of specials for the students.
- Having a unified curriculum that has been designed and tested using data that proved its effectiveness. By unified I mean K-12 for any/all subjects. This is in direct opposition to the current model of having teachers develop what they think is good curriculum.

- Provide students with more opportunities that promote creativity.
- Increase the pay to schools around us as stated above.
- More accountability
- PD for special education topics for both gen ed and special ed to collaborate.
- More in person learning for kids
- Staff activities to get to know staff members in the building

***PLEASE LIST 3-10 IDEAS YOU LIKE FOR IMPROVEMENT***

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- 10***