

Irving School Fall Climate Surveys



2019 Fall Surveys

Surveys were administered to students, parents, and staff.

Irving School participation:

Parents - 156 responses

Students - 270 responses

Staff - 77 responses

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Highlights

Parent Survey Highlights

- 97% indicated my child's school is well-cared and clean
- 95% indicated adults who work in my child's school treat students with respect
- 96% indicated that they are well-informed of their child's progress AND that the school provides resources or strategies to support learning at home
- 97% indicated the learning environment at this school is positive
- 96% indicated the school community respects and embraces diversity
- 95% indicated the school has clear rules and expectations for student behavior

Student Survey Highlights

- 99% said my family wants me to do well in school
- 95% said my teacher really cares about me
- 89% said when something is hard for me, my teacher helps me
- 81% said my teacher makes learning fun
- 89% said my teacher explains what good work looks like
- 90% said teachers in my school treat students with respect

Staff Survey Highlights

- 87% said staff are welcoming to visitors and parents
- 84% said teachers build strong relationships with students
- 70% said the school has high expectations for student learning
- 86% said adults in this school really care about all the students
- 95% said student are recognized often at this school for their work/achievement (academics, attendance, behavior, etc)
- 74% said the school has systems in place to ensure that the school runs in an orderly and efficient manner

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Growth Areas

Parent Survey Growth Area

- 45% of parents indicated that their child has experienced some kind of harassment or teasing at school.

Student Survey Growth Areas

- 59% said school is kept clean, 40% sometimes (bathrooms)
- 64% said most students in my school treat each other with respect
- 51% said most students at my school follow the rules
- 64% said students at this school are often teased, picked on, made fun of or called names

Staff Survey Growth Areas

During a faculty meeting, staff (including paraeducators) were asked to review our growth areas based on the staff survey and in groups rank them by priority and provide feedback/suggestions for improvement. Based on their work: three main categories were developed (the last of which aligns with the growth areas from the parent & student surveys.

Growth Area #1 - Reducing Disruptive Behavior and Applying Consistent AND Meaningful Consequences

- 69% (26% selected somewhat) said the rules for student conduct/behavior are sometimes or not consistently enforced at this school
- 83% (29% selected somewhat) said I spend a significant amount of my teaching time redirecting or addressing student behavior

Growth Area #2 - Improving Staff Morale, Level/Type of Administrative Support and Shared Responsibility for Improvement

- 34% agree/35% somewhat agree that staff morale is high at this school
- 62% agree/22% somewhat agree they feel supported by their administrator
- 46% agree/26% somewhat agree school administrators include teachers/staff in school-wide decision-making and problem-solving
- 61% said teachers at this school hold each other accountable for consistently maintaining school-wide expectations

Growth Area #3 - Increasing student social-emotional skills and interpersonal relationships

- 56% said students sometimes or regularly tease or insult one another
- 43% said students at this school treat each other with respect
- 31% said students at this school treat adults with respect

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**2019-20
Action Plan**

Action Plan for Growth Area #1 - Reducing Disruptive Behavior and Applying Consistent AND Meaningful Consequences

- Reinvigorate PBIS - committee to revisit and update PBIS lessons, share responsibility as a staff for enforcing expectations consistently, increased Wildcat “ticketing” for positive behavior
- Promote positive behavior publicly more often through Community Meetings, daily announcements and classroom/school-wide celebrations
- Involve parents through school-wide messaging around PBIS expectations and celebrations
- Use February Faculty Meeting to review Elementary Behavior Matrix as a staff and discuss ways to make consequences more meaningful and impactful
- Weekly administrator meetings to review weekly office referrals for consistency in action
- Increased communication to all parties involved as to outcome of admin meeting with student and/or family
- Look for better solution to applying detention and ISS in a timely and consistent manner

Action Plan for Growth Area #2 - Improving Staff Morale, Level/Type of Administrative Support and Shared Responsibility for Improvement

- Increased communication including daily morning update/coverage email, expanded Week Ahead and improve communication around school events and new students entering
- Meeting time is SACRED; agendas provided at least 24 hrs ahead of time (Afterschool, Data Teams, Grade Level Collaboration and Child Study Teams)
- Paraeducator Department meeting monthly before school to review concerns and provide updates
- Improve behavior, improve morale (all staff share responsibility)
- Increased check-ins and follow up with staff who are providing behavior interventions or have students in the Child Study Team process
- Continue improving our physical environment (copy room, lunch room, bathrooms) and provide more opportunities for team-building

Action Plan for Growth Area #3 - Increasing student social-emotional skills and interpersonal relationships

- Continue staff training in RULER Approach; strategically plan implementation with students for 20-21 SY and determine what supports teachers will need to feel comfortable using the tools in their classroom
- Continue morning meetings and classroom community building; add a motivational respect/kindness video or activity to each Community meeting
- Work with SERC to review SSBD data to implement appropriate social worker lessons at each grade level, create social skill groups and plan other targeted Tier 1 and Tier 2 behavior interventions
- Continue Child Study Team process for students exhibiting behavior problems or social/emotional issues
- Explore Readiness Kindergarten or other systems changes/supports that would allow for more appropriately placing our youngest students in a developmentally appropriate way