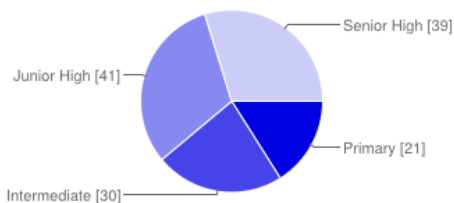


131 [responses](#)

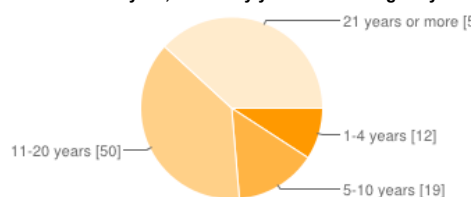
Summary [See complete responses](#)

At which school do you teach?



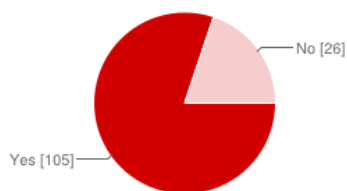
Primary	21	16%
Intermediate	30	23%
Junior High	41	31%
Senior High	39	30%

At the end of this year, how many years of teaching will you have completed?



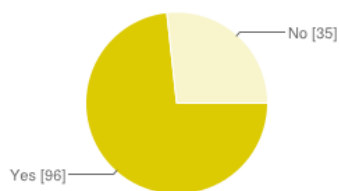
1-4 years	12	9%
5-10 years	19	15%
11-20 years	50	38%
21 years or more	50	38%

Do you feel the Title I/early intervening literacy programs provided the targeted assistance the students in your classroom needed to help them meet grade level standards?



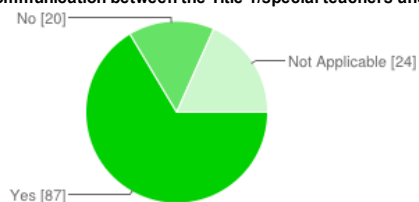
Yes	105	80%
No	26	20%

Do you feel the Title I/early intervening math programs provided the targeted assistance the students in your classroom needed to help them meet grade level standards?

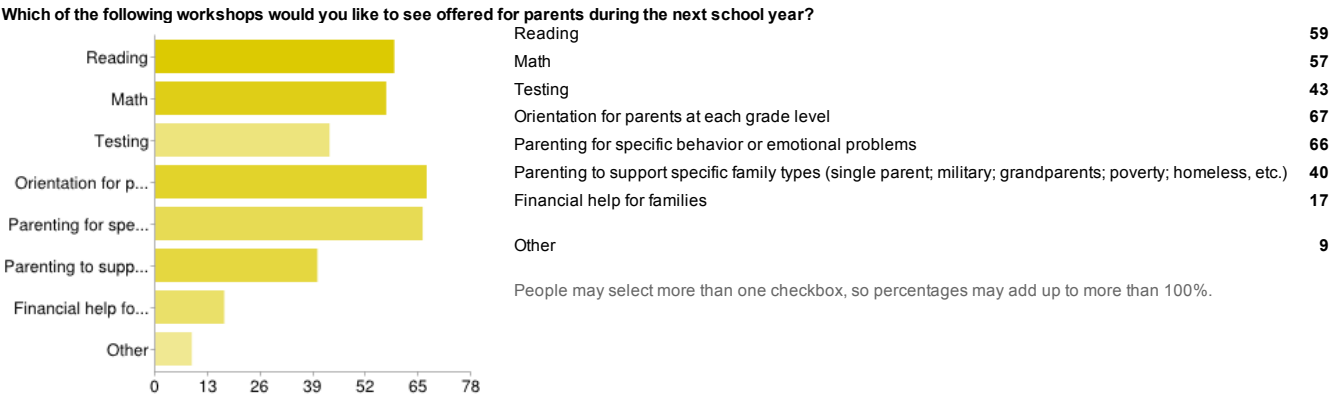
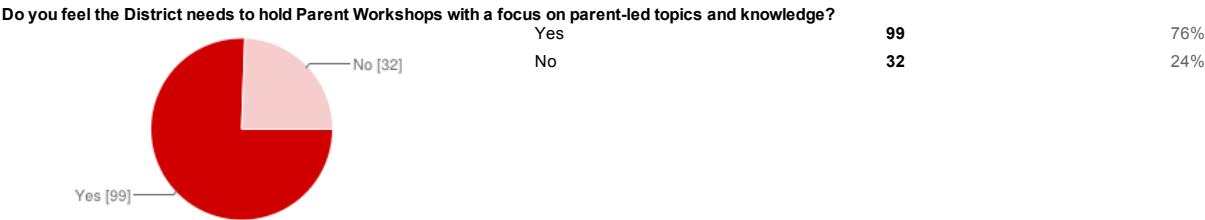
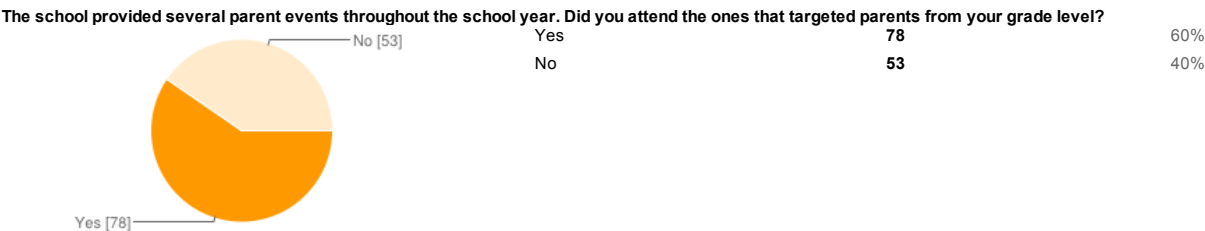
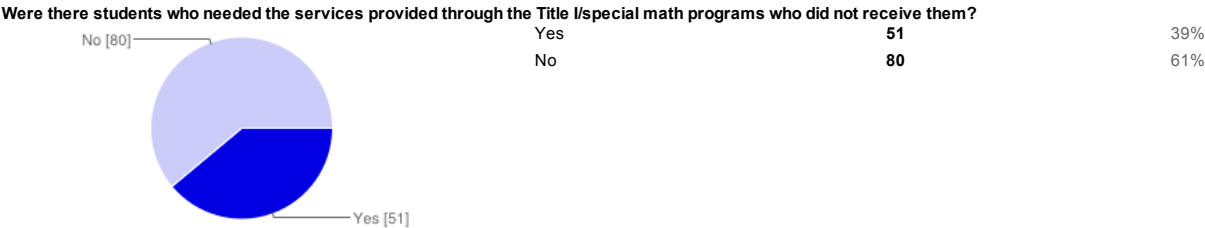
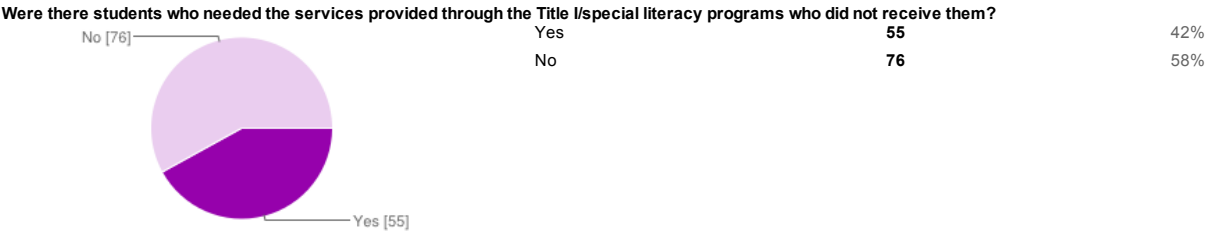


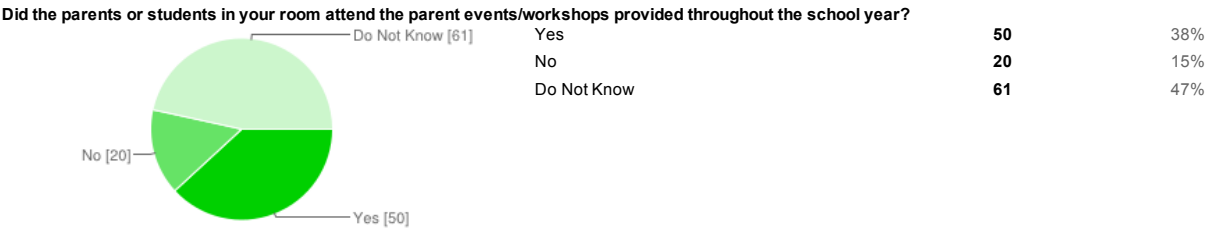
Yes	96	73%
No	35	27%

Is the communication between the Title I/special teachers and classroom teachers effective?



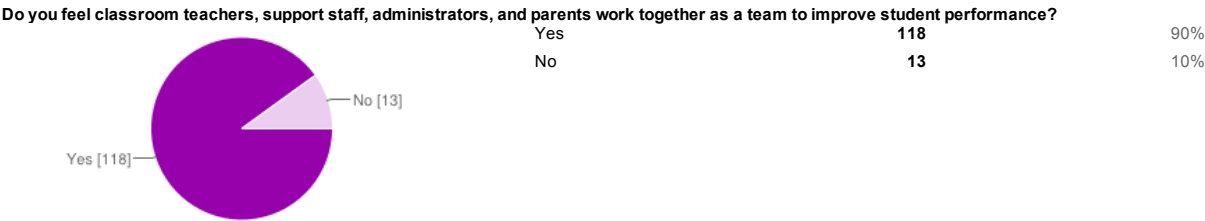
Yes	87	66%
No	20	15%
Not Applicable	24	18%





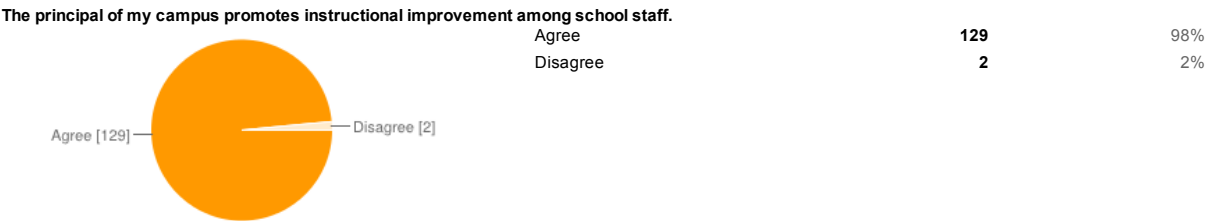
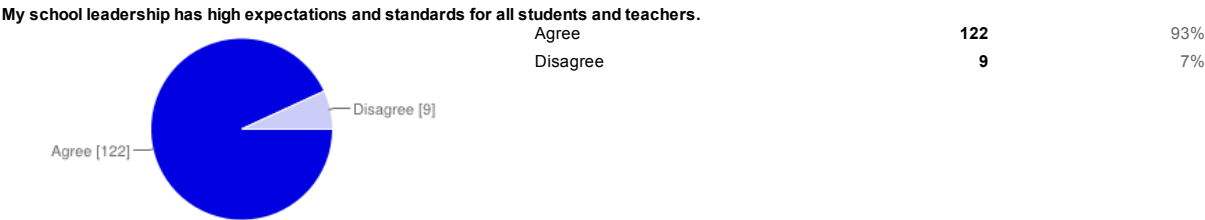
If you would like to see workshops offered for parents dealing with specific behavior/emotional problems and/or family issues, please indicate specific areas.

How to assist calming child down in a postive manner. How to diffuse situations with child. This would be beneficial to provide parents with various methods of helping students with ADHD or learning disabilities complete homework, study, etc. It may also be helpful to provide parents training with how to look at edline, send emails, etc. ADHD emotionally disturbed ADD/ADHD n/a ADHD student expectations and consequeces discipline How to deal with defiant children. How to work with emotional children. How to work with hyper-active children. Students that are grieving need to know how to cope ...

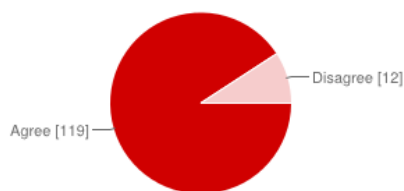


List any suggestions you have which you feel will improve student achievement through the Title I/special literacy and math programs.

More students and more time We should always be looking for new ways to work harder and aim for high achievement. nmm No suggestions none at this time More interventionist to serve more students. na None N/A More interventionists. I dont teach literacy, so I dont know how the literacy program works, but I did see that the teachers intervened with my math kids, but there was not that much communication. I would occasionally go to them to check on kids and they gave me some reports after Christmas As a high school teacher, I have no knowledge about what Title I literacy and math programs provide. Cons ...

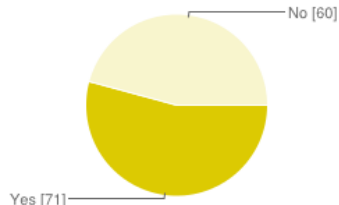


I feel my school is a safe environment for students and staff.



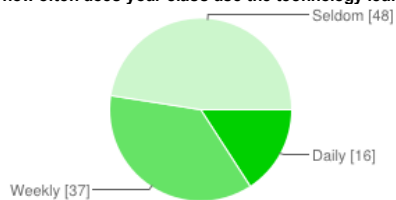
Agree	119	91%
Disagree	12	9%

Do you take your class to a technology learning lab?



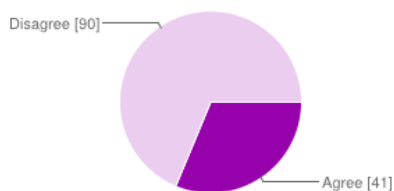
Yes	71	54%
No	60	46%

If so, how often does your class use the technology learning lab?



Daily	16	16%
Weekly	37	37%
Seldom	48	48%

There is enough technology in my building to reach every child.

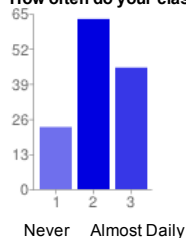


Agree	41	31%
Disagree	90	69%

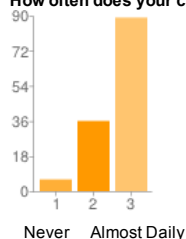
Please explain your response to the above statement.

Students are exposed to technology inside and outside the classroom several times a week. We use technology almost on a daily basis. The netbooks only work half of the time and are old. We need more student computers in the classrooms. We just received Smartboards and traing to use them. There is always a need for more technology. I agree that each child in my class has the opportunity to use computers once a week in the lab and has access to a computer and my promethean board in my classroom. I would like to see more laptops, ipods, or other portable technology on our campus for our primary lev ...

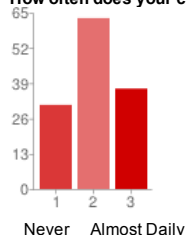
How often do your classes use computers for Internet use and/or word processing applications, academic skills/drill practice, and research?



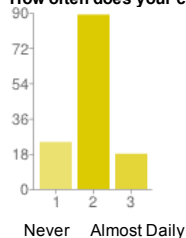
1 - Never	23	18%
2	63	48%
3 - Almost Daily	45	34%

How often does your class use textbooks, worksheets, workbooks, or curriculum-based materials?

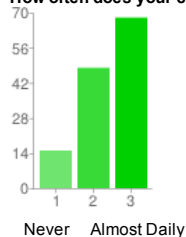
1 - Never	6	5%
2	36	27%
3 - Almost Daily	89	68%

How often does your class use life-skills materials?

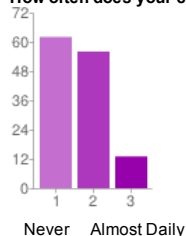
1 - Never	31	24%
2	63	48%
3 - Almost Daily	37	28%

How often does your class use supplementary materials - maps, newspaper, etc.?

1 - Never	24	18%
2	89	68%
3 - Almost Daily	18	14%

How often does your class use screen-based multimedia?

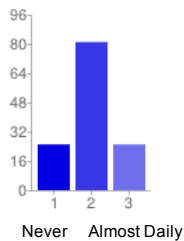
1 - Never	15	11%
2	48	37%
3 - Almost Daily	68	52%

How often does your class use lab equipment, machinery, tools?

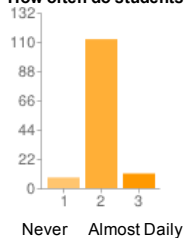
1 - Never	62	47%
2	56	43%
3 - Almost Daily	13	10%

How often do your students engage in homework?

1 - Never	25	19%
2	81	62%
3 - Almost Daily	25	19%

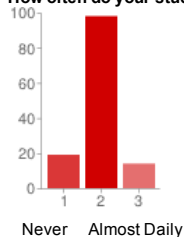


How often do students in your classes take quizzes or tests?



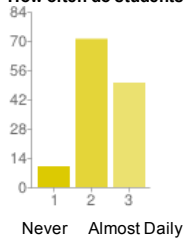
1 - Never	8	6%
2	112	85%
3 - Almost Daily	11	8%

How often do your students present before the class or in a group?



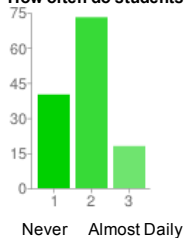
1 - Never	19	15%
2	98	75%
3 - Almost Daily	14	11%

How often do students in your classes do independent work/worksheets?



1 - Never	10	8%
2	71	54%
3 - Almost Daily	50	38%

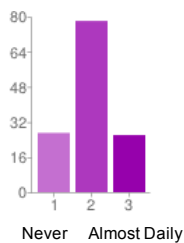
How often do students lead lessons?



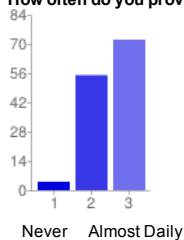
1 - Never	40	31%
2	73	56%
3 - Almost Daily	18	14%

How often do students facilitate in classrooms?

1 - Never	27	21%
2	78	60%
3 - Almost Daily	26	20%

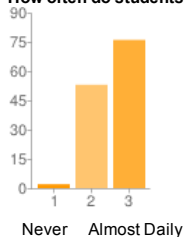


How often do you provide small group instruction to the class?



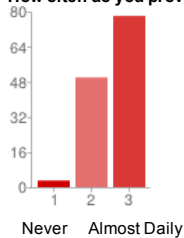
1 - Never	4	3%
2	55	42%
3 - Almost Daily	72	55%

How often do students in your classes work with a peer or partner?



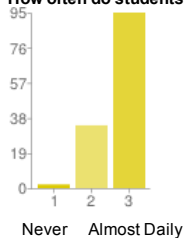
1 - Never	2	2%
2	53	40%
3 - Almost Daily	76	58%

How often do you provide individual instruction from the classroom teacher?



1 - Never	3	2%
2	50	38%
3 - Almost Daily	78	60%

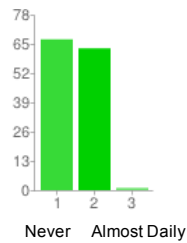
How often do students in your classes receive whole-group instruction?



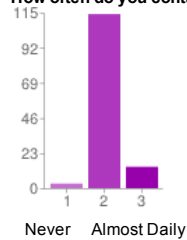
1 - Never	2	2%
2	34	26%
3 - Almost Daily	95	73%

How often do your students use community resources as guest speakers?

1 - Never	67	51%
2	63	48%
3 - Almost Daily	1	1%

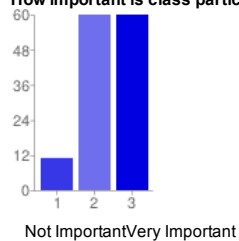


How often do you contact parents of students who are performing poorly or having behavior issues?



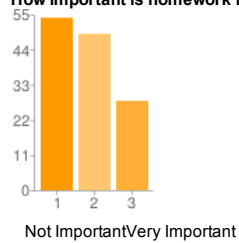
1 - Never	3	2%
2	114	87%
3 - Almost Daily	14	11%

How important is class participation in determining grades or evaluating progress for your students?



1 - Not Important	11	8%
2	60	46%
3 - Very Important	60	46%

How important is homework in determining grades or evaluating progress for your students?

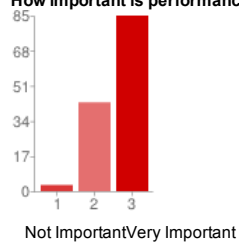


1 - Not Important	54	41%
2	49	37%
3 - Very Important	28	21%

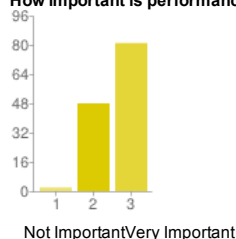
What benefits do your students gain by completing homework assignments?

Increased knowledge and practice of specific skills Independent reading and reading comprehension xcx Practice to gain skills in order to understand the whole group lesson better. Less time is used in the classroom for independent work. I do not give my students homework-it is not part of my program. extra practice; parents can see what we are working on Students practice skills taught in the classroom. N/A Extra practice at home and provides parents with an idea of what we are doing in class. We cant enforce not doing homework so there is very little benefit for some. Reinforcement of materials t ...

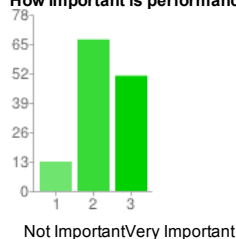
How important is performance relative to a set standard in determining grades or evaluating progress for your students?



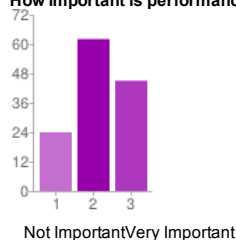
1 - Not Important	3	2%
2	43	33%
3 - Very Important	85	65%

How important is performance in daily classwork in determining grades or evaluating progress for your students?

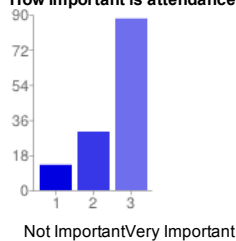
1 - Not Important	2	2%
2	48	37%
3 - Very Important	81	62%

How important is performance on special projects and activities in determining grades or evaluating progress for your students?

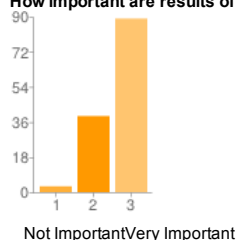
1 - Not Important	13	10%
2	67	51%
3 - Very Important	51	39%

How important is performance relative to the rest of the class in determining grades or evaluating progress for your students?

1 - Not Important	24	18%
2	62	47%
3 - Very Important	45	34%

How important is attendance in determining grades or evaluating progress for your students?

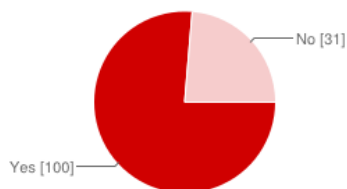
1 - Not Important	13	10%
2	30	23%
3 - Very Important	88	67%

How important are results of tests in determining grades or evaluating progress for your students?

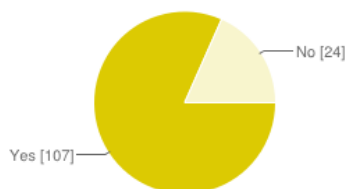
1 - Not Important	3	2%
2	39	30%
3 - Very Important	89	68%

During this school year have you attended an Individualized Education Plan (IEP) meeting about special education services for a student?

Yes	100	76%
No	31	24%

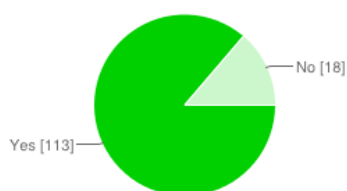


Do you feel it is important to teach students cursive handwriting as a skill?



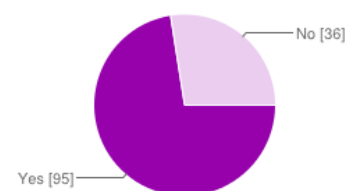
Yes	107	82%
No	24	18%

Do you feel parents/community members should be more involved in your school improvement plan?



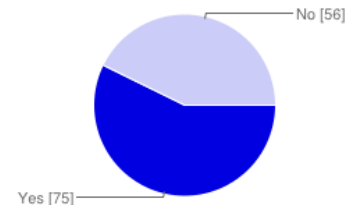
Yes	113	86%
No	18	14%

Do you feel bullying is an issue for students at your school?



Yes	95	73%
No	36	27%

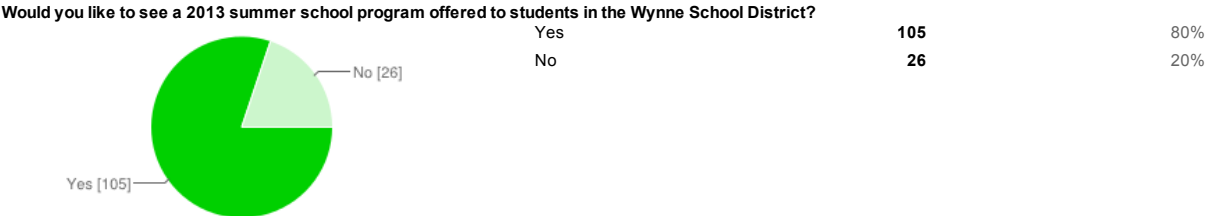
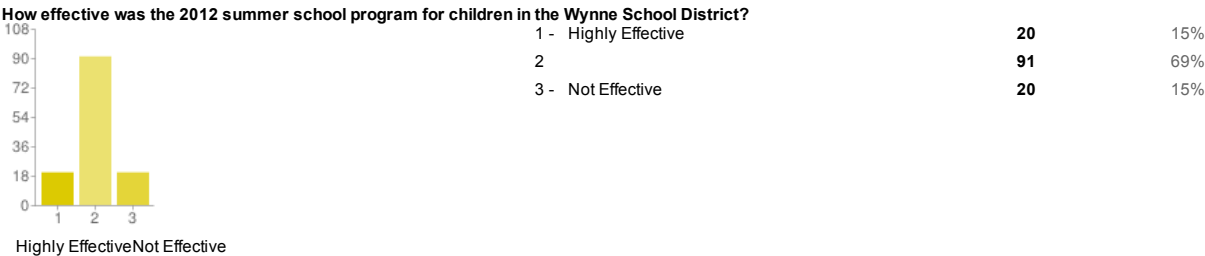
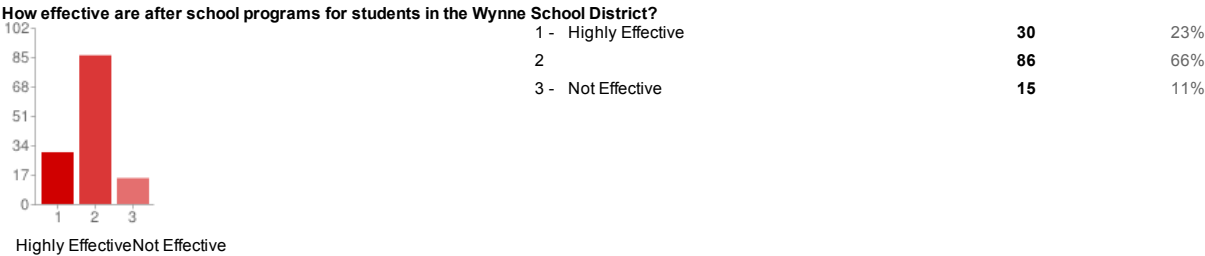
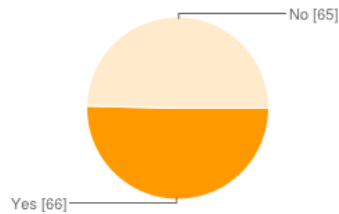
Do you feel your school needs to hold more parent nights on the Common Core Standards?



Yes	75	57%
No	56	43%

Do you feel your students and their parents understand the attendance laws and their consequences for parents and students?

Yes	66	50%
No	65	50%

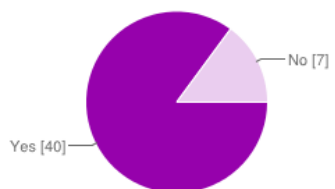


Please list any comments or suggestions.

xcx I was not aware of after-school or summer-school programs for Wynne students. Therefore, I cannot comment on their effectiveness. I think that the summer school program would work if implemented correctly with enough faculty and time for instruction. However, without a near perfect implementation, it does not make up for what the students did not learn during the school year. useless n/a a summer school program is needed for some children who are going to the next grade, but still need improvement in grade level skills. As a "support staff", this survey is difficult to answer. Most of the ...

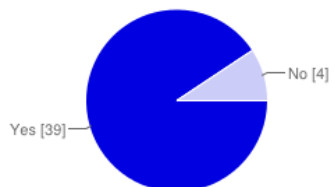
The following questions are for Title I/special teachers only

Did you provide Individual assistance?			
Yes	40	85%	
No	7	15%	



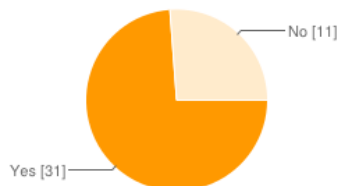
Did you provide Small Group assistance?

Yes	39	91%
No	4	9%



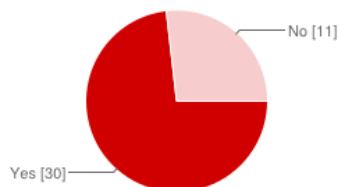
Did you provide Large Group assistance?

Yes	31	74%
No	11	26%



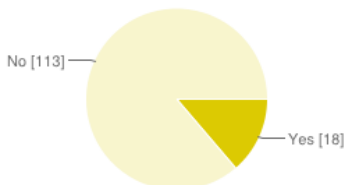
Did you provide Whole Group assistance?

Yes	30	73%
No	11	27%



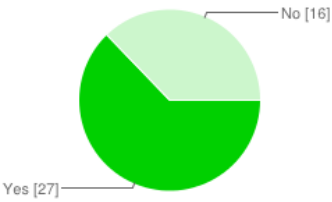
Did you work in a co-teach setting?

Yes	18	14%
No	113	86%

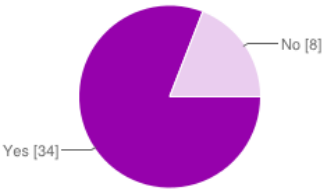


Did you assist with Individual Testing?

Yes	27	63%
No	16	37%

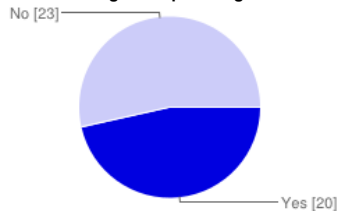


Did you assist with Small Group Testing?



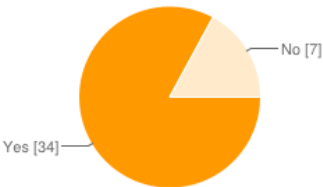
Yes	34	81%
No	8	19%

Did you assist with Large Group Testing?



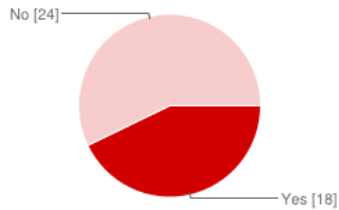
Yes	20	47%
No	23	53%

Did you provide Modeled Instruction?



Yes	34	83%
No	7	17%

Did you provide Clerical Assistance?



Yes	18	43%
No	24	57%

Number of daily responses

