

Campus Climate Survey

Host School Teachers

Please indicate the degree to which you perceive the following to be present at Kealing Jr. High School

	Always	Most of the Time	Sometimes	Seldom	Never
✓ An atmosphere exists which encourages risk-taking and the trying out of new ideas and methods.					
✓ A system exists which ensures the two-way flow of accurate information between staff and the principal.					
✓ In cases where staff input would be appropriate, there is opportunity for dialogue regarding important issues.					
✓ I feel comfortable speaking to the principal about concerns or problems.					
✓ I feel comfortable speaking to colleagues and/or campus administrators about new ideas or suggestions for improving teaching and learning.					
✓ I feel comfortable speaking and working with Magnet Program teachers.					
✓ I feel comfortable speaking and working with the Magnet Program Director.					
✓ I feel comfortable working with Magnet Program students.					
✓ The Magnet Program is perceived to be an integral part of our school.					
✓ There is "little" or "no" tension felt between the Magnet Program and the Host School.					
✓ There is unity, harmony, and cooperation between the Host School and the Magnet Program.					
✓ Teachers are recognized for outstanding work.					
✓ Teachers and other staff members treat one another with respect and courtesy.					
✓ Campus administrators treat staff members fairly and with appropriate respect.					
✓ An atmosphere exists that promotes and ensures a high degree of professionalism among all staff members and administrators, including the Magnet Program.					
✓ Consensus is encouraged while honest differences of opinion are tolerated and respected.					
✓ My role in the shared decision-making process has been made clear to me.					

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Please indicate the degree to which you perceive the following to be present at Kealing Jr. High School

	Always	Most of The Time	Some- Times	Seldom	Never
✓ I have a high degree of input into important, long-term decisions impacting the total school.					
✓ I am kept informed about the role, responsibilities, and actions of the campus site-based decision-making committee (CAC).					
✓ Staff members and administrators have as their top priority the best interest of students.					
✓ The campus leadership conveys a commitment to the highest academic achievement for all students.					
✓ Teachers are committed to achieving high levels of student performance for all students.					
✓ The campus leadership conveys a commitment to our school becoming Recognized or Exemplary, as defined by the state accountability system.					
✓ Teachers, as a whole, are focused on well-defined courses of action (specific instructional programs and practices) to bring about overall school improvement and high academic achievement.					
✓ All teachers support campus improvement strategies and are committed to implementing these strategies.					
✓ All teachers have the training necessary to successfully implement district and campus initiatives.					
✓ I have a clear understanding of district initiatives and what is expected in terms of implementing these programs and practices.					
✓ Staff development supports the achievement of high student performance levels and improved teaching and learning.					
✓ A system is in place and implemented whereby teachers meet on a regular basis to evaluate, diagnose, plan, and modify instruction.					
✓ Systems are in place and implemented which support high quality programs and practices for special education students.					

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Please indicate the degree to which you perceive the following to be present at Kealing Jr. High School

	Always	Most of the Time	Sometimes	Seldom	Never
✓ Systems are in place and implemented which support high quality programs and practices for bilingual and ESL students.					
✓ Systems are in place and implemented which support high academic programs for Gifted and Talented students.					
✓ Modifications in Key Improvement Strategies are made if evaluations indicate that results are less than expected.					
✓ I have a clear understanding of what is expected of me as a teacher in this school.					
✓ The CIP is based on a comprehensive Needs Assessment, involving input from the entire staff and includes an analysis of both hard – that is, statistical, quantitative – data and soft – or personal, reflective – data.					
✓ The CIP Needs Assessment includes a thorough review of TAAS results and other student performance information					
✓ The CIP contains long-term goals for student performance and I am knowledgeable of what these specific goals are.					
✓ The CIP contains annual performance objectives (APO's) and I am aware of the specific APO's appropriate to my subject and/or grade level.					
✓ The CIP is used to focus and drive instruction.					
✓ The CIP is used to guide budgetary decisions.					
✓ I participate in regular assessments of the effectiveness of Key Improvement Strategies in the CIP.					
✓ Beginning teachers are provided adequate support and mentoring.					
✓ Campus-based staff development aligns with what is most needed to bring about improvement at our school.					

Kealing Junior High School
Campus Climate Survey
Host School Teachers

Please indicate the degree to which you perceive the following to be present at Kealing Jr. High School

	Always	Most of the Time	Sometimes	Seldom	Never
✓ District-provided staff development aligns with what is most needed to bring about improvement at our school.					
✓ Parents support the efforts of teachers and administrators to provide quality education for students.					
✓ I have a clear understanding of the purpose and role of the Campus Advisory Council.					
✓ Systems are in place to ensure two-way communication between teachers, parents, and the Campus Advisory Council.					
✓ There is a system in place for putting items on the CAC agenda and I know what this procedure is.					
✓ I am aware of the process for electing CAC members.					
✓ I know who the school staff CAC members are.					
✓ I receive information regarding discussions of the CAC on a regular basis.					
✓ Students are treated with respect and courtesy at this campus.					
✓ Parents support teachers in matters of discipline.					
✓ Parents provide instructional support at home.					
✓ Parents are well informed about the school's instructional goals and programs.					
✓ Parents participate in school activities, as appropriate.					
✓ Parents are willing to come to school for parent-teacher conferences.					
✓ Parents are made to feel welcome when they come to our school.					
✓ The school provides a safe and secure environment for teaching and learning.					
✓ School facilities adequately support teaching and learning.					
✓ Instructional materials, equipment, and other resources are adequate for high quality teaching and learning..					

Please indicate the degree to which you perceive the following to be present at Kealing Jr. High School

	Always	Most Of the Time	Some- Times	Seldom	Never
✓ Systems are in place and implemented that ensure smooth day-to-day managing of the school.					
✓ Students are well behaved and discipline problems are few.					
✓ Discipline problems – if and when they occur – are handled fairly, consistently by all teachers.					
✓ Administrators handle discipline problems – if and when they occur – fairly, consistently, and in a timely manner.					
✓ There is adequate technological support for high quality teaching and learning.					
✓ The campus leadership clearly communicates priorities, goals, and policies.					
✓ The campus leadership clearly communicates a vision and long-term goals for this school, including the Magnet Program.					
✓ There is a high level of understanding and commitment to this vision among all staff members, including Magnet staff members.					
✓ This school is a place where teachers want to be and where they will want to stay.					

In the space below and the reverse side of this page, please provide any additional comments you feel will be helpful in gaining an accurate view of how teachers perceive and feel about Kealing Jr. High School. Please be specific about things such as:

1. Your frustrations –
2. Barriers to doing your work –
3. Discipline problems –
4. Issues that bother you and inhibit your work --