

Needs Assessment Survey

Results for Cunningham Middle School

This Needs Assessment will be used as part of the Comprehensive Needs Assessment for both the district and the campuses to assist in completing the District and Campus Improvement Plans for the 2007-2008 school year. Please give your honest feedback. Thank you.

I believe the district/campus should focus on:

| | Strongly Agree | Agree | No Opinion | Disagree | Strongly Disagree |
|--|----------------|----------|------------|----------|-------------------|
| English/Writing | 12 (40%) | 16 (53%) | 2 (7%) | | |
| Mathematics | 15 (48%) | 14 (45%) | 2 (6%) | | |
| Science | 13 (42%) | 15 (48%) | 3 (10%) | | |
| Reading | 15 (50%) | 14 (47%) | 1 (3%) | | |
| Pre-K/ Kindergarten | 5 (17%) | 9 (31%) | 14 (48%) | 1 (3%) | |
| Social Studies | 11 (35%) | 17 (55%) | 3 (10%) | | |
| Bilingual Education | 8 (27%) | 15 (50%) | 4 (13%) | 2 (7%) | 1 (3%) |
| SIOP | 9 (30%) | 11 (37%) | 8 (27%) | 1 (3%) | 1 (3%) |
| English as a Second Language | 7 (23%) | 15 (48%) | 6 (19%) | 1 (3%) | 2 (6%) |
| Staff Development | 5 (17%) | 16 (53%) | 8 (27%) | 1 (3%) | |
| TAKS Strategies | 5 (17%) | 15 (52%) | 3 (10%) | 6 (21%) | |
| Classroom Discipline | 22 (71%) | 7 (23%) | 1 (3%) | 1 (3%) | |
| School wide Discipline | 28 (93%) | 2 (7%) | | | |
| Special Ed. Modifications | 12 (39%) | 12 (39%) | 7 (23%) | | |
| Response to Intervention | 11 (35%) | 14 (45%) | 6 (19%) | | |
| New testing for Special Ed. students | 7 (23%) | 12 (40%) | 9 (30%) | 2 (7%) | |
| Integrating Technology in the Classroom | 11 (35%) | 15 (48%) | 5 (16%) | | |
| Raising college entrance exam scores | 11 (35%) | 12 (39%) | 5 (16%) | 3 (10%) | |
| Increasing AP and Pre AP opportunities | 7 (23%) | 14 (45%) | 10 (32%) | | |
| Increasing AP exam scores | 6 (19%) | 10 (32%) | 13 (42%) | 2 (6%) | |
| Reducing drug use | 25 (81%) | 4 (13%) | 2 (6%) | | |
| Gang Prevention | 24 (77%) | 5 (16%) | 2 (6%) | | |
| Increasing student attendance | 18 (58%) | 11 (35%) | 1 (3%) | 1 (3%) | |
| Increasing parental involvement | 21 (68%) | 8 (26%) | 2 (6%) | | |
| Meeting AEIS, AYP, and PBMAS Standards | 4 (13%) | 12 (40%) | 12 (40%) | 2 (7%) | |
| Project Read | 7 (23%) | 12 (39%) | 8 (26%) | 4 (13%) | |
| Reducing drop - outs | 16 (52%) | 15 (48%) | | | |
| Improving summer school | 9 (29%) | 15 (48%) | 5 (16%) | 2 (6%) | |
| Increasing extra curricular opportunities for students | 11 (35%) | 14 (45%) | 4 (13%) | 2 (6%) | |
| Tutorials | 8 (26%) | 15 (48%) | 3 (10%) | 5 (16%) | |
| PST | 2 (6%) | 11 (35%) | 18 (58%) | | |
| CTE | 2 (6%) | 11 (35%) | 18 (58%) | | |

Are there any other areas that you feel should be a focus for the 2007-2008 school year?

discipline, dress code

With so much emphasis on TAKS/TAAS the past decade, our students should be farther along than ever before. Yet, we seem to continue instruction at the same (low) level every year. Is there not some "program" that addresses this?

Special Education should definitely be a primary focus. Life Skills especially!!!! This includes testing, behavior management

strategies, more training for teachers, providing better information or support, etc.

Discipline, district wide, has become a real issue. Galena Park is starting to garner a bad reputation for unruly students, gang activity and drugs. CFS needs to be revamped and expanded to give unruly students a place to be instead of disrupting classrooms and endangering other students as well as staff. Other school districts have extensive alternative schools, such as Pasadena, that provide an education to unruly, dangerous students without having them endangering other students and staff. CFS, as it is now, is a joke. In addition, students who threaten teachers with violence ought to be a mandatory removal from school and placed at an alternative campus. It is shameful that it is currently a discretionary matter.

Poor discipline is evident in this district. Principals are afraid to issue appropriate discipline to students because they know it will have an effect on

how the school and district will be evaluated. Many teachers are placed at risk because principals don't know what to do with students who act out. They are not allowed to send them to CFS because there is no room or access is denied based on the severity of the offense. It's sad to think, that one day some teacher or student may be severely injured because we as a district are more prepared to sweep issues such as this under the rug, than we are to ascertain solutions to the problem. When will we have staff development to address discipline and classroom management?

School Wide Discipline, New Teacher Discipline Support from school Admin., Reducing student drug use, gang prevention, Increase safety for teachers and students on campus

Strategies/methods for all professionals in our district when dealing with students of different cultural and socio-economic backgrounds as them (our)selves.

Students should not be passed to the next grade based on JUST ATTENDING SUMMER SCHOOL