



# Hopkins Lloyd Community School

2014-15 5Essentials Report

Effective Leaders Results



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Using Data to Improve Schools Project

SREED™

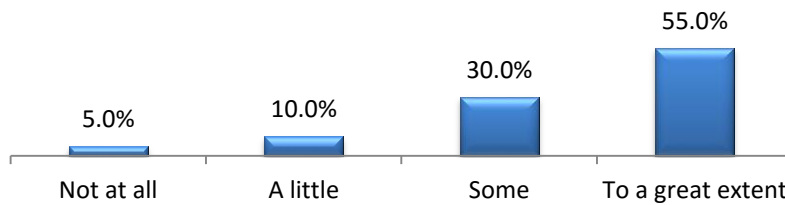
Socially Responsible Evaluation in Education

## Hopkins Lloyd Community School 2014-2015 5Essentials STAFF Survey Results

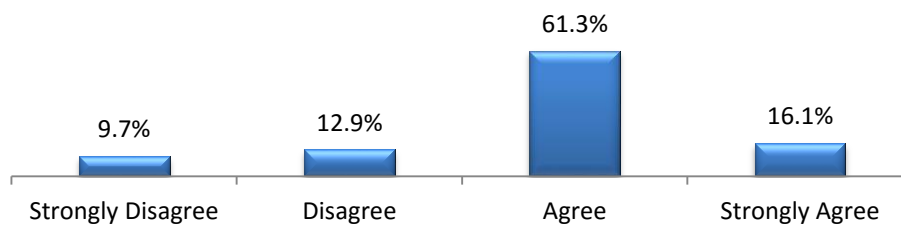
Response Rate: 56%  
Staff Responses: 32

### *Staff-Principal Trust*

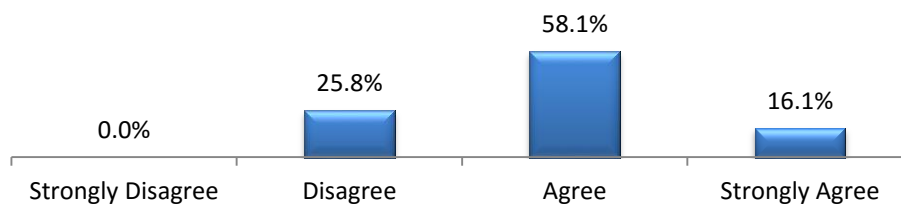
To what extent do you feel respected by your principal?



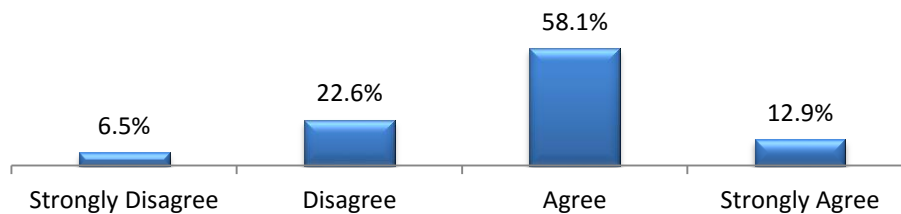
It's OK in this school to discuss feelings, worries, and frustrations with the principal.



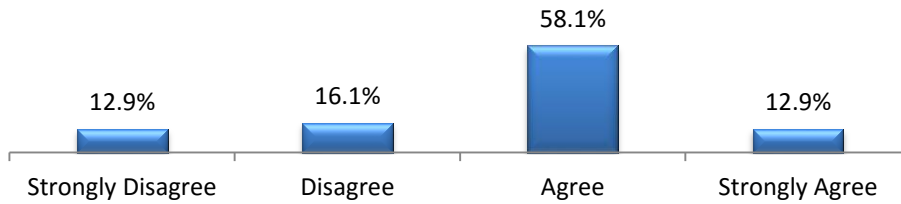
The principal looks out for the personal welfare of the staff.



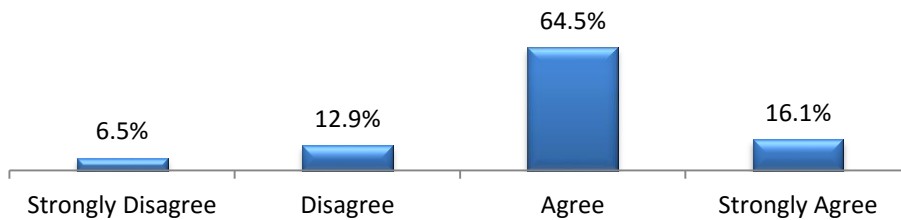
I trust the principal at his or her word.



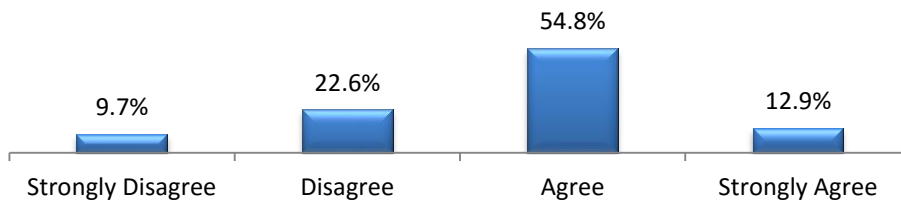
The principal at this school is an effective manager who makes the school run smoothly.



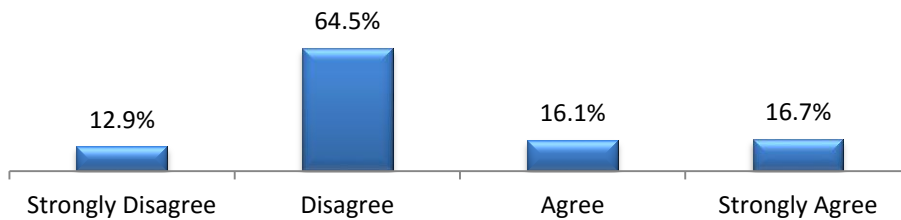
The principal places the needs of children ahead of personal and political interests.



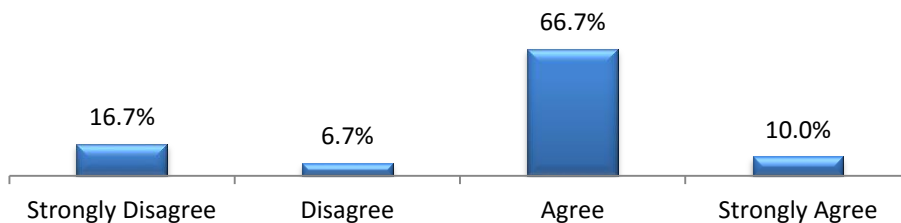
The principal has confidence in the expertise of staff.



The principal takes a personal interest in the professional development of staff.



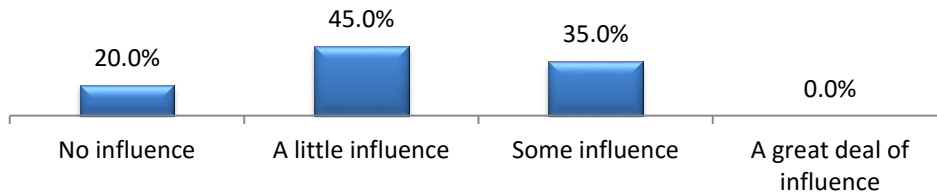
Staff feel respected by the principal.



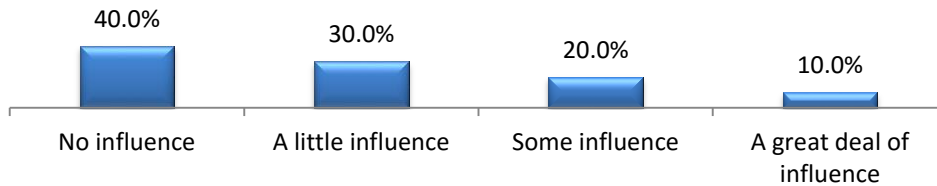
## Staff Influence

How much influence do teachers have over...

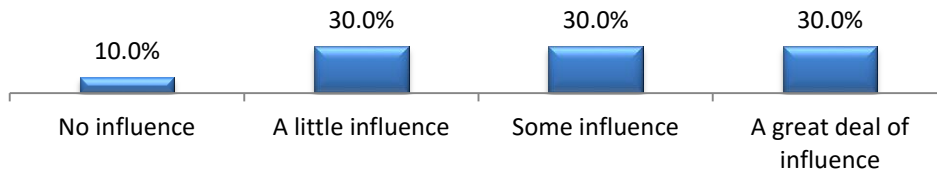
Planning how discretionary school funds should be used.



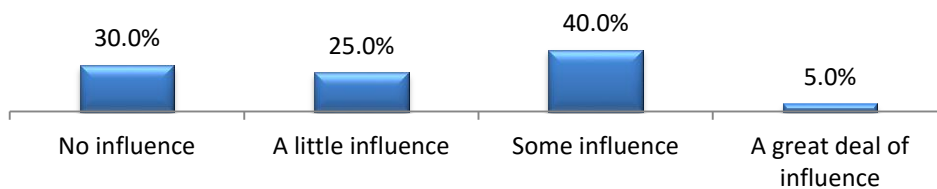
Determining books and other instructional materials used in classrooms.



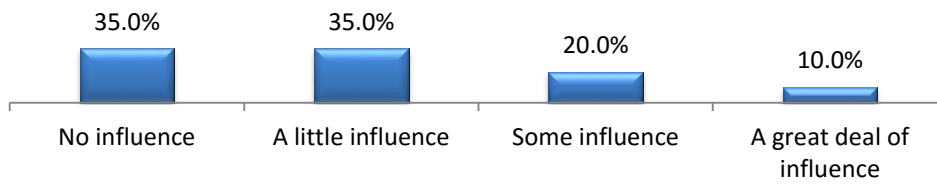
Setting standards for student behavior.



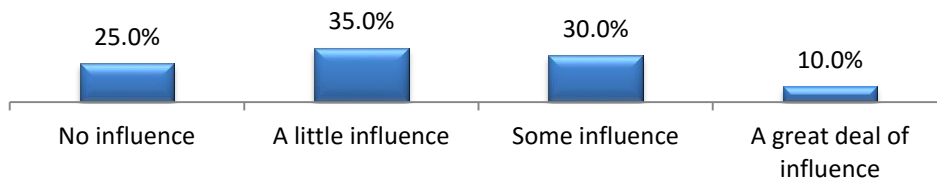
Establishing the curriculum and instructional program.



Determining the content of in-service programs.



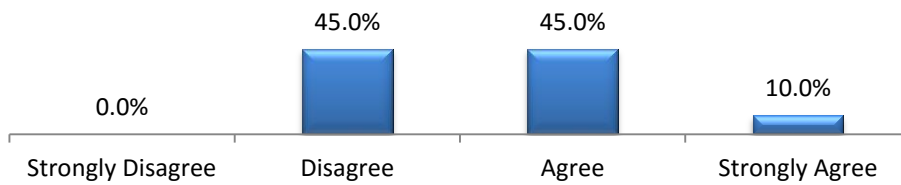
School improvement plans.



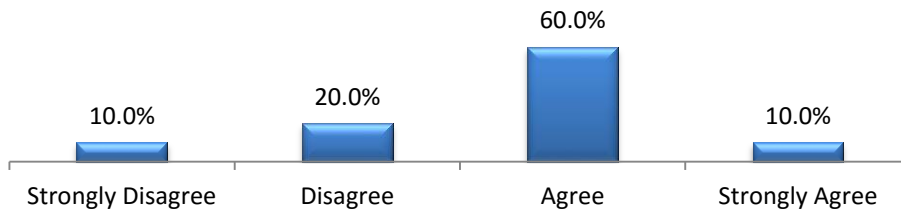
## Principal Instructional Leadership

My principal...

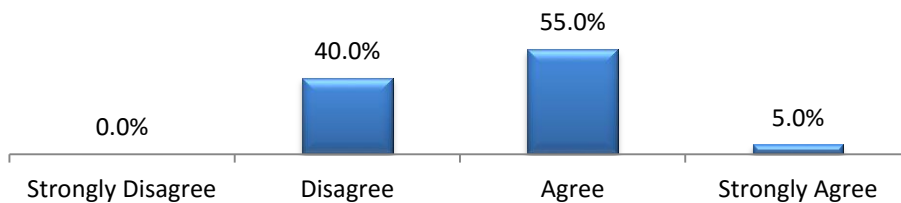
Participates in instructional planning with teams of teachers.



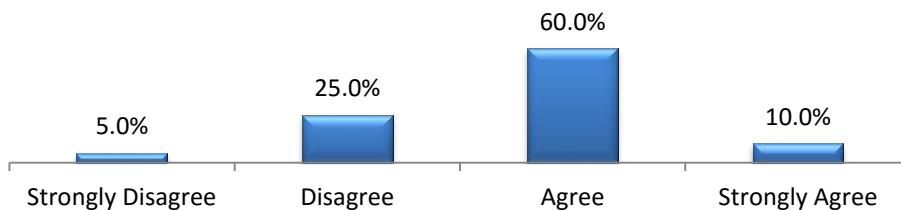
Knows what's going on in my classroom.



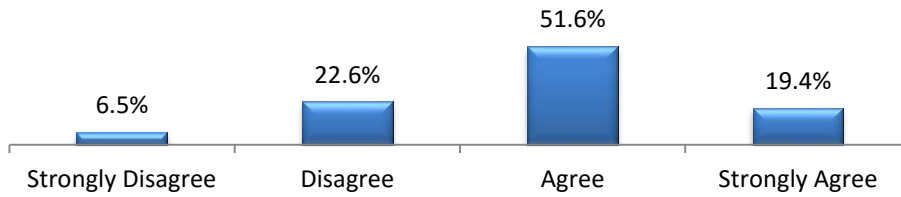
Carefully tracks student academic progress.



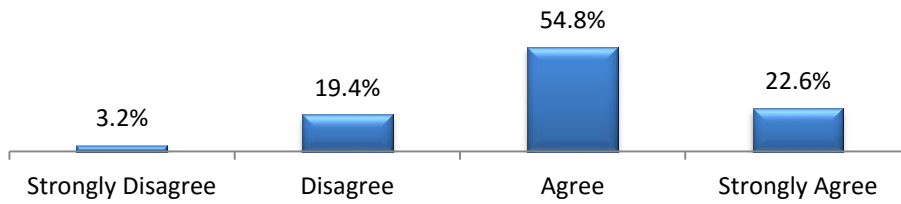
Presses teachers to implement what they have learned in professional development.



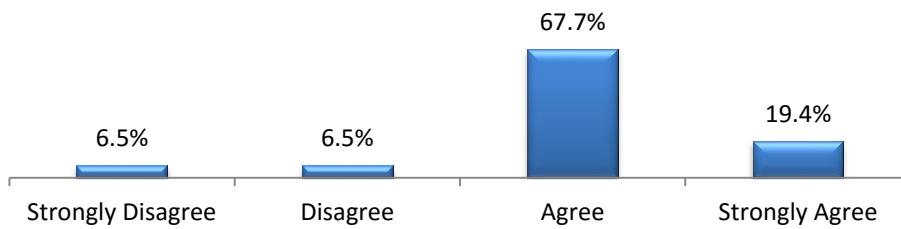
Communicates a clear vision for our school.



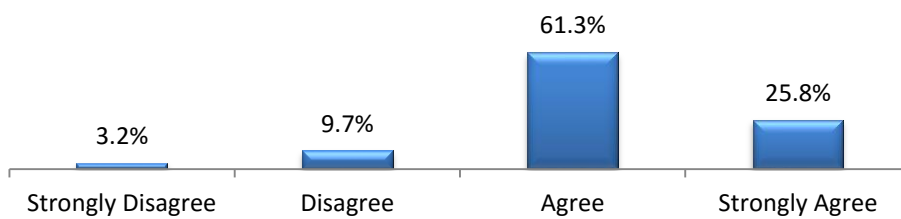
Makes clear to the staff his or her expectations for meeting instructional goals.



Understands how children learn.

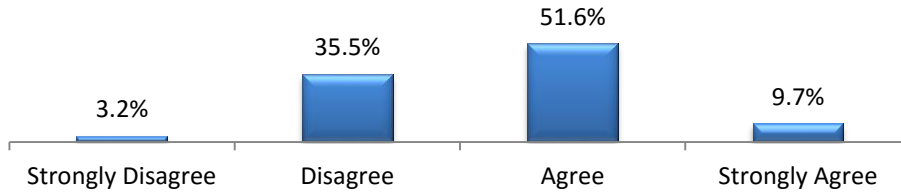


Sets high standards for student learning

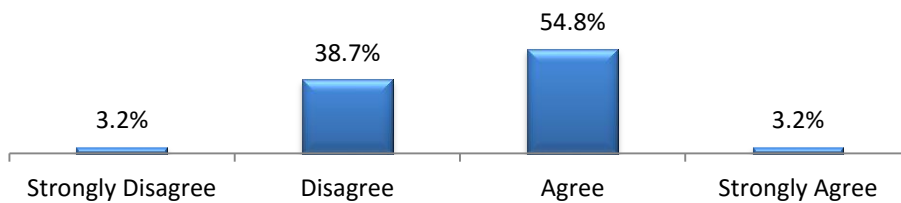


## Program Coherence

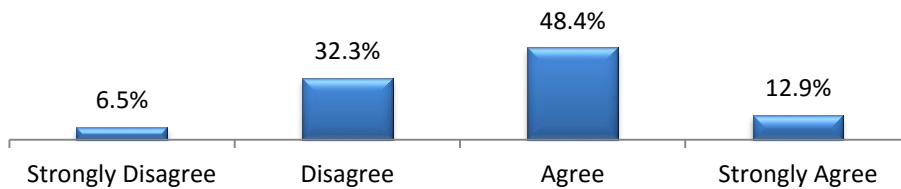
Many special programs come and go at this school.



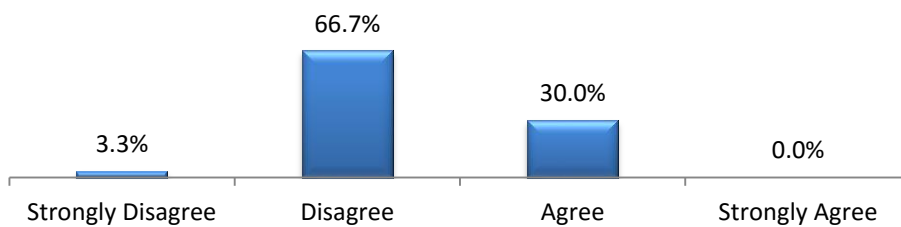
Once we start a new program, we follow up to make sure that it's working.



Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.



We have so many different programs in this school that I can't keep track of them all.



There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.

