

**MY VOICE DATA SURVEY
MIDDLE SCHOOL
SURVEY 2012**

GALLATIN GATEWAY SCHOOL Nov 2012

My Voice Survey



The purpose of this survey is:

- to explore the students' views of their experiences at Gallatin Gateway School
- to provide GGS staff with an understanding of the conditions that affect student aspirations.

Montana OPI Reminds Us



- The data represents student perceptions of reality.
- Data are numbers. It is dangerous to jump to conclusions about what the data means.
- The survey completion is the beginning point and not the end. What happens after the survey is collected is what brings value to the process.
- Digging deeper through discussion with randomly selected student focus groups is an essential part of the process.
- It is better to not give the survey than to give it and do nothing with the data.

State of Montana Survey Results



- 92% believe they can be successful.
- 42% of 6th through 12th graders identify bullying as a problem in school
- Only 1 in 3 perceive that students respect one another
- Boys are significantly more negative in their perception of their school experience than are girls. 55% of the Montana dropouts were boys in 2009-10.
- Students who do not participate in any school related activities are significantly more negative in their perception of their school experience.
- Minority students are significantly more negative in their perception of their school experience than students in the ethnic majority.

State of Montana Survey Results



- Most students are confident and optimistic about their future, but lack skill in implementing strategies to reach their dreams.
- Montana students display a stronger sense of pride in their school when compared to students nationally.
- 3 out of 4 can identify a teacher as a positive role model, but only 2 out of 4 feel teachers care about them as an individual
- 81% indicate they push themselves academically while 84% state they want to do their best in school. Montana's 2009-10 completion rate was 83%.
- 60% perceive they have no voice in decision making at school

Gallatin Gateway School Mission



The Gallatin Gateway School community is dedicated to enabling our students to be lifelong learners and productive citizens by meeting their needs in a positive atmosphere in which diversity is valued.

GGS Academic Goals 2012-2013:



In preparation for high school, the staff goals for middle school include:

- Memorization skills at each grade level
- Study skills across the curriculum
- Writing across the curriculum
- Student opinions for continued improvement

GGG “My Voice” Survey



- 46 Gallatin Gateway middle school students participated in this survey during November 2012.
- Students completed this survey independently online
- Follow up questions were asked in an attempt to understand student feelings and needs
- Middle School staff will use data for future goal setting.

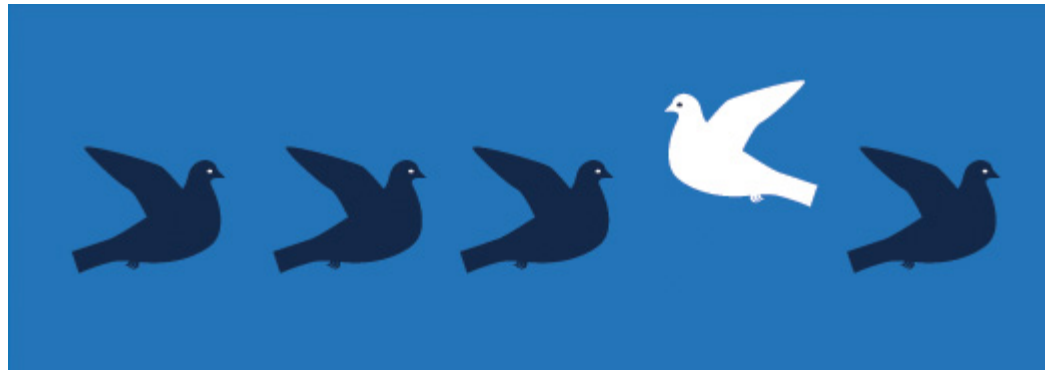
8 Conditions for Making a Difference



1. Belonging
2. Heroes
3. Sense of Accomplishment
4. Fun and Excitement
5. Curiosity and Creativity
6. Spirit of Adventure
7. Leadership and Responsibility
8. Confidence to Take Action

Belonging

- Is a valued member of the school community, while still maintaining his or her own uniqueness
- Student maintain a sense of connection or support through relationships



Belonging



- 80% of students feel they fit in at school
- 33% of students think bullying is a problem at school

Belonging



- 67% feel that the school is welcoming and pleasant
- 60% feel accepted for who they are

Belonging



- 59% of students believe teachers know them individually
- 52% of students believe teachers care about their problems

Belonging



Results of the statement “**I am proud of my school**” could be answered with yes, no, sometimes – 33% agreed that they were proud of their school. We investigated this response by asking 6th, 7th, and 8th grades what would make them proud of their school and replies included:

- Less homework/less responsibility...
- More successful in sports...
- More fun activities and more field trips...
- More sportsmanship on sports teams...
- More elective classes...

Belonging



I am a valued member of my school
community...

Answers: Yes, no, or sometimes

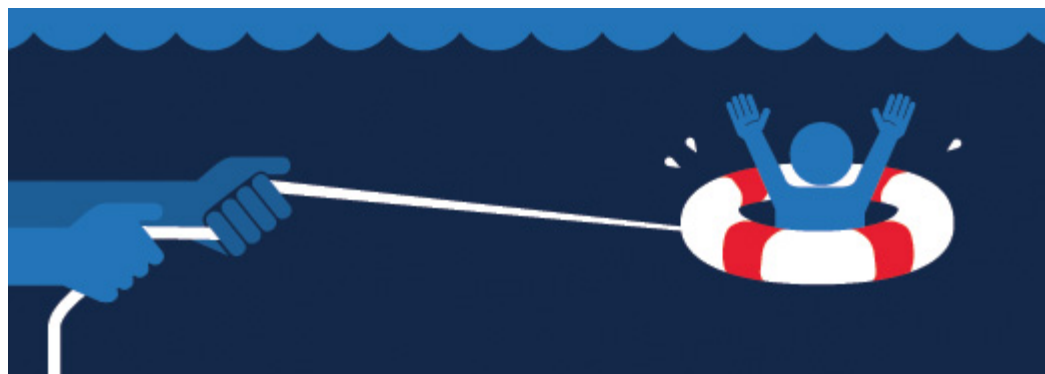
Yes = 35%

We investigated this response by asking students in 6th, 7th, and 8th what would make them feel more valued in their school and replies included:

- Wanting to be asked for their opinions on the school rules..
- Wanting a student council...
- Not feeling valued by peers at school...
- More one-on-one conversations with teachers..
- More recognition for accomplishments...

Heroes

- People who inspire the students to excel and make positive changes in attitude and lifestyle.
- Building trust in others and belief in one's self.
- Builds and encourages confidence in academic, personal, and social growth.



Heroes



- 72% of students feel respect toward teachers
- 70% of students feel teachers respect them

Heroes



41% of students feel there is respect for each other.

We investigated this response in 6th, 7th, and 8th grade and replies included:

- Students think they should hold responsibility and consequences for their own actions
- Students understand the idea of respecting each other, but do not feel the respect happens
- More group or team work to mix up students

Heroes



- 96% of students feel their parents care about their education
- 80% of students feel they have a teacher who is a positive role model to them

Heroes



- 67% of students feel teachers care about them as individuals
- 67% of students feel they can discuss problems with a teacher

Heroes



Teachers care if I am absent from school

43% answered yes

We investigated this response in 6th, 7th, and 8th grades and replies included:

- Feedback from teachers that would let students know they are missed – i.e. verbal, phone call, email
- More help with homework when students return
- More verbal acknowledgement when they return to school

Sense of Accomplishment

- Student success recognizes effort, perseverance, citizenship, and academic achievement.
- Personal growth and effort



Sense of Accomplishment



- 76% of students feel they have received positive recognition at school
- 70% of students feel they are recognized for doing their best

Sense of Accomplishment



- 80% of students believe they are encouraged to practice good citizenship at school
- 83% of students believe teachers recognize students who are respectful

Sense of Accomplishment



- 83% of students persevere when school work is difficult
- 96% of students feel getting good grades is important

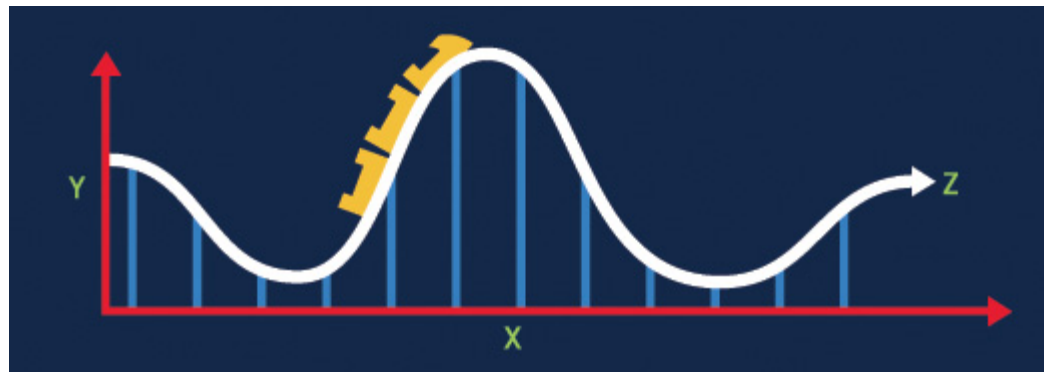
Sense of Accomplishment



- 76% of students feel that their strengths are reported to their parents by their teachers
- 89% of students feel that they put forth their best efforts

Fun and Excitement

- Characterized by students being inspired, actively engaged, and emotionally involved in their school work.



Fun and Excitement



- 78% of students feel their teachers enjoy working with them
- 54% of students feel their teachers make school an exciting place to learn
- 74% of students feel teachers have fun in school

Fun and Excitement



- 72% of students feel that learning can be fun
- 61% of students enjoy participating in classes

Fun and Excitement



**57% of students feel school
is not boring**

Fun and Excitement



34% of middle school students enjoy being at school

We investigated this response in 6th, 7th, and 8th grades and responses included:

- Allow us to do more at recess...
- Don't know...
- Having more games in the classrooms...
- More hands-on activities...
- Mix it Up/free seating at lunch...

Curiosity and Creativity

- Characterized by inquisitiveness, eagerness, a strong desire to learn, new or interesting skills, and a desire to satisfy the mind with new discoveries.



Curiosity and Creativity



- 74% of students are interested in gaining new knowledge
- 67% of students feel they are encouraged to be creative

Curiosity and Creativity



- 72% of students feel comfortable in asking questions
- 80% of students feel that teachers present lessons in different ways

Curiosity and Creativity



- 65% of students enjoy working on projects with peers
- 59% of students believe school inspires them to learn

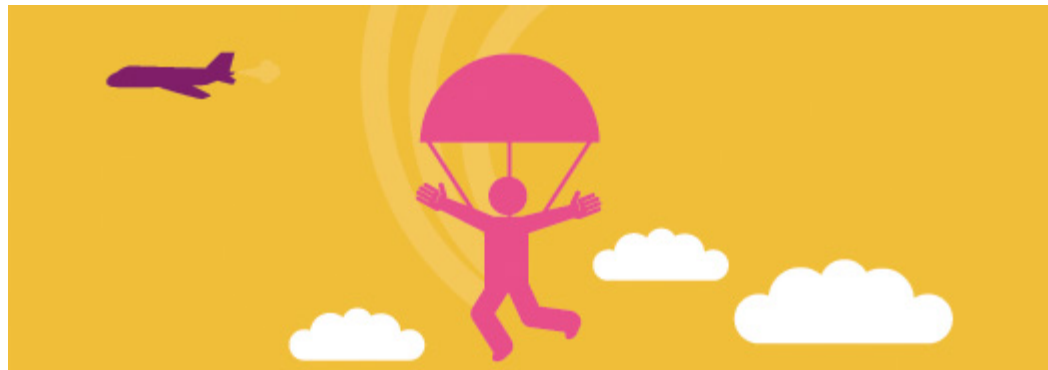
Curiosity and Creativity



- 58% of students believe that classes apply to everyday life
- 85% of students believe what they learn in school will benefit their future

Spirit of Adventure

- Characterized by a student's ability to take on positive, healthy challenges at school and home
- Tackle something new without the fear of failure or success



Spirit of Adventure



- 48% of students like challenging assignments
- 85% of students push themselves to do better academically
- 93% of students want to do their best in school

Spirit of Adventure



46% of students are supportive of each other

We investigated this response by asking 6th, 7th, and 8th grades who would make them more supportive of each other and replies included:

- Do more group projects
- Promote good sportsmanship
- Teachers have one-on-one discussions with students
- It is up to the students, not the teachers
- Create bulletin boards that promote teamwork
- Mentors

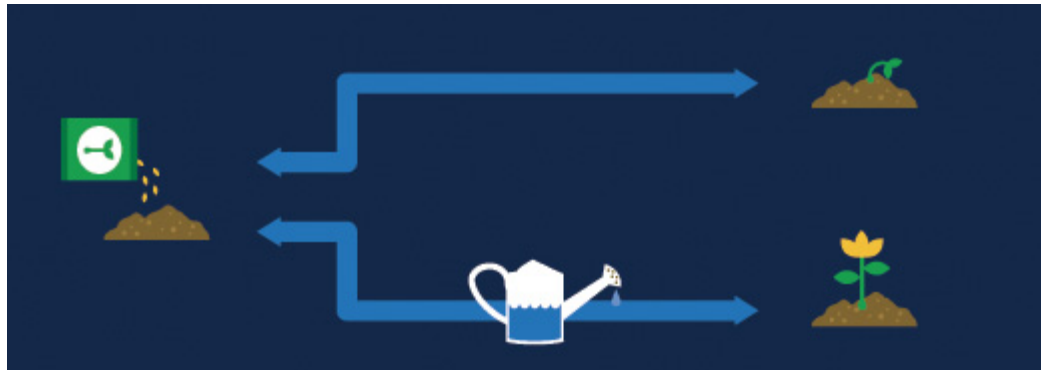
Spirit of Adventure



- 61% of students are excited to tell friends when they get good grades.
- 65% of students are not afraid of trying something knowing they may fail
- 72% of students believe teachers help them learn from their mistakes

Leadership and Responsibility

- Students are able to express their ideas and are willing to accept consequences of their actions.
- Cultivates accountability and fosters leadership



Leadership and Responsibility



- 59% of students feel teachers encourage them to make decisions
- 57% of students see themselves as a leader

Leadership and Responsibility



33% of students feel they have a voice in decision making at school

- We investigated this response by asking 6th, 7th, and 8th grades and replies included:
- Student council
- Allow students to write papers explaining things they feel should be changed in our school
- Survey the students on things (lunch, rules, etc.); ask our opinions

Leadership and Responsibility



39% of students know the school's yearly goals

We investigated this response by asking 6th, 7th, and 8th grades and replies included:

- GBS News
- An assembly
- Create a bulletin board
- Tell us in classes
- Incorporate the information into MBI class

Leadership and Responsibility



26% of students feel other students see them as a leader

We investigated this response by asking 6th, 7th, and 8th grades and replies included:

- Having students exchange leadership roles on projects
- Have students teach lessons
- Have a meeting with one student from each grade to discuss and share ideas with the class, teachers...
- Have sport's team captains

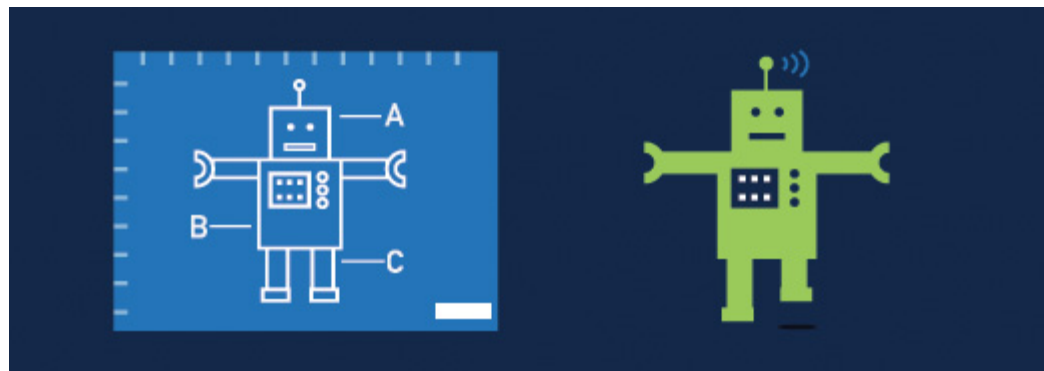
Leadership and Responsibility



- 50% of students feel teachers are willing to learn from students
- 52% of students feel they are good decision makers

Confidence to Take Action

- ❑ The extent to which the students believe in themselves
- ❑ Encourages them to dream about their future while being motivated to set goals in the present



Confidence to Take Action



- 85% of students believe they can be successful
- 65% of students believe they can make a difference in the world

Confidence to Take Action



- 78% of students feel that their teachers believe in them and expect them to be successful
- 76% of students know the kind of person they want to become

Confidence to Take Action



- 76% of students feel that going to college is important for their future
- 89% of students feel excited about their future
- 70% of students feel school is preparing them for their future

Confidence to Take Action



- 89% of students work to reach their goals
- 76% of students think it is important to set high goals

Three Important Considerations When Analyzing



1. The results reflect respondents' perceptions of reality
2. The data are merely numbers
3. The most helpful comparisons are internal

Guiding Principles



- The eight conditions that make a difference are categorized into three guiding principles that facilitate aspirations. They are:
 1. **Self-Worth:** Belonging, Heroes, and Sense of Accomplishment
 2. **Active Engagement:** Fun and Excitement, Curiosity and Creativity, and Spirit of Adventure
 3. **Purpose:** Leadership and Responsibility and Confidence to Take Action

Current Strategies Implemented

Self Worth:



- MBI lessons in: confidence building, resilience, self-respect, problem solving,
- Athletic and Academic Participation
- Small-group counseling and classroom presentations
- Principal Lunches
- Honor Roll and Perfect Attendance recognition
- School Pride – The Gator Way!
- Recognition of strengths in 5th grade and building on strengths in middle school
- Inviting the parents and community to view student work and recognize grade level academic accomplishments.
- Talent Show

Possible Strategies to Implement Self Worth:



- Middle School mentor plan for younger students
- Recognizing character responsibility – such as doing the right thing when no one is looking...
- Increase Title One parent participation through email and direct communications
- Staff training on confidence building strategies for elementary age students
- Post student work and accomplishments for student viewing

Current Strategies Implemented:

Active Engagement

- MBI Lessons: problem solving, team building
- STAR Workshop – 7th grade
- Field Trips – minimum of one per grade per year
- Choice of 12 middle school elective classes/4 rotation classes
- Laboratory exercises in science
- Guest speakers as applies to curriculum
- Making connections: student life, current events, careers
- High school transition activities and speakers

Possible Strategies to Implement: Active Engagement



- Encourage classroom participation – random selection, kid pickers, no hand raising, etc
- Encourage independent projects to demonstrate student knowledge
- Increase strategies for student-guided self-paced learning with teacher facilitation
- Pursue school-wide academic involvement – competitions, contests, etc.

Current Strategies Implemented:

Purpose

- MBI Lessons: peer pressure, anger management, conflict mediation, problem solving, time management, organization, following directions, and career exploration
- Community Service Projects
- Community Buddy Letters
- Twelve elective class choices and four weekly rotation classes
- Newsletter or Website student recognition
- Representation at Principal Lunches
- 7th Grade leadership - STAR, school dance, etc.
- Middle school elective classes

Possible Strategies to Implement:

Purpose



- Increase career exploration
- Increase college readiness conversations/
communications with parents and students
- Reorganize Student Council leadership
activities

Summary

- Action Steps: