

Students and parents are two other stakeholder groups that would need to be surveyed. Part of the school improvement plan of St. Mary's Central High School is to have increased opportunities for students to be actively involved in the learning process. Who else better to survey and receive feedback from than the students? Student surveys "provide a fair process for ascertaining student opinions in a way that students do not influence one another" (Benner et al., 2019). In my survey, I asked the teachers questions to find out what type of language they generally use in their classroom, and what type of things they have their students generally do. These are just a few questions that would provide insight into whether students are engaged in the learning process or not. However, if we ask the students, they will tell us for certain how they feel. Parents are also key stakeholders that have to be taken into consideration. "Parents' degree of involvement is likely to be affected by the school itself. If teachers appear to care about the welfare of the child, communicate respect for parents, and develop effective means of communicating with families, parents are more willing and able to become involved in their children's schooling" (Đurišić & Bunijevac, 2017). Because of this, we must give our parents a voice and allow them to share feedback and provide input as to how we can improve our school. They are also taxpayers/tuition payers, so they deserve a voice in their child's education.

Needs Assessment Survey

https://docs.google.com/forms/d/e/1FAIpQLSdH9ayO7OriAeymOMbtTlplilT3D_mB-f_IPZ8oPMbyV7HWIQ/viewform?usp=sf_link

References:

Benner, M., Brown, C., & Jeffrey, A. (2019, July). *Elevating Student Voice in Education*. Retrieved February 28, 2023, from <https://americanprogress.org/wp-content/uploads/2019/08/StudentVoice-report.pdf>

Đurišić, M., & Bunijevac, M. (2017). Parental involvement as a important factor for successful education. *Center for Educational Policy Studies Journal*, 7(3), 137–153. <https://doi.org/10.26529/cepsj.291>