Safe and Supportive Schools: Connectedness

Social and Emotional Connectedness of the School Community

In a school community, both the adults and children can perform at their best only when they communicate well and feel connected to one another. Everyone needs to feel safe, nurtured, and supported - or teaching and learning are compromised. Data on this report comes from the annual SALT Survey.

Connectedness among professional colleagues, teachers, and administrators

- This school
- R.I. elementary schools

* Too few responses to report
? Inadequate data submitted

Teacher Responses
Percent who report they agree or strongly agree that:

- Teachers on my team or grade level work well together as a unit.
- I help decide how school policies ought to be changed.
- Teachers on my team or grade level respect each other's ideas and opinions.
- Classroom curricula and topics are integrated across subject areas.
- Staff are involved in school-improvement planning and decisions.
- There is a group spirit among the staff.

Teacher Responses
Percent who report that most of the time or always:

- Teachers take a personal interest in students.
- Get individual help and advising from teachers.
- Interact with children in ways that show interest and respect.
- Use positive approaches to help children behave constructively.

Teacher Responses
Percent who report that at least several times a month:

- Staff are involved in school-improvement planning and decisions.
- There is a group spirit among the staff.

Student Responses
Percent who report that most of the time or always:

- Students in this school have trouble getting along with each other.
- They have a sense (feeling) of belonging in this school.
- Students in this school have trouble getting along with each other.
- Students in my class disrupt what others are doing.
- Students in my class enjoy working together.

Student Responses
Percent who report that most of the time or always:

- Classroom curricula and topics are integrated across subject areas.
- Staff are involved in school-improvement planning and decisions.
- There is a group spirit among the staff.

Student Responses
Percent who report that most of the time or always:

- The school views parents as important partners.
- Including parents on school committees such as curriculum, budget and school improvement.
- They have a sense (feeling) of belonging in this school.
- Students in this school have trouble getting along with each other.

Parent Responses
Percent who agree or strongly agree that:

- The school views parents as important partners.
- Including parents on school committees such as curriculum, budget and school improvement.
- They have a sense (feeling) of belonging in this school.
- Students in this school have trouble getting along with each other.

Teacher Responses
Percent who agree or strongly agree that:

- Questions not relevant at this grade level.
- Questions not relevant at this grade level.

Advisory Programs

Building-principal Responses
Percent reporting that their school has a 'teacher-led' advisory program.

Teacher Responses
Percent of teachers who report they serve as an advisor in the school's advisory program.

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