Safe and Supportive Schools: Connectedness

Charles Fortes Academy & Annex
Providence District

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 at least several times a month:

- Teachers on my team or grade level work well together as a unit.
- Classroom curricula and topics are integrated across subject areas.
- Staff are involved in school-improvement planning and decisions.

Teacher Responses

Percent who report that most of the time or always:

- Teachers on my team or grade level work well together as a unit.
- Classroom curricula and topics are integrated across subject areas.
- Staff are involved in school-improvement planning and decisions.

Connectedness between students and teachers

This school
R.I. elementary schools

* Too few responses to report
? Inadequate data submitted

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

Teacher Responses

Percent who report that they agree or strongly agree that members of their team or grade level:

- 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 reporting that their school has a teacher-led advisory program

Student Responses

Percent who report that most of the time or always:

- Students in this school have trouble getting along with each other.
- Students in this school disrupt what others are doing.
- Students in my class enjoy working together.

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.
- It is essential for schools to provide instruction on conflict or violence reduction.
- Students in my class disrupt what others are doing.

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.
- It is essential for schools to provide instruction on conflict or violence reduction.
- Students in my class disrupt what others are doing.

Teacher Responses

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- The school views parents as important partners.
- Including parents on school committees such as curriculum, budget and school improvement.
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