

A photograph of a desk against a white brick wall. On the desk, there is a silver desk lamp, a small grey cup, a silver container, an open notebook, and a white sign on a stand. The sign has the text 'School Climate Survey Results' and 'Spring 2019'. A green plant is visible in the bottom right corner.

# School Climate Survey Results

Spring 2019

# General Thoughts:

- ★ We are so proud of our schools.
- ★ We have amazing teachers, parents, and students that make up the Readington Family.
- ★ No matter how great we are, there is always room for growth..



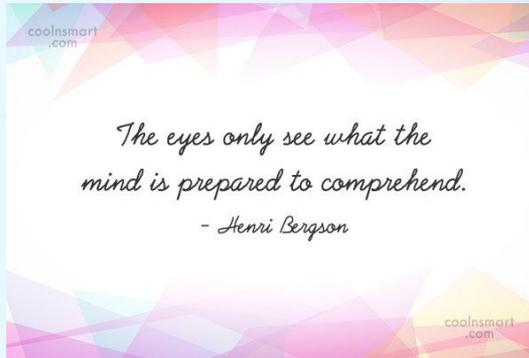
Perfection is not attainable,  
but if we chase perfection  
we can catch excellence.

Vince Lombardi

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# What We've Learned:

- ★ It is difficult to measure an individual's perception of climate and culture.
- ★ Interpretation is individual.
- ★ It is hard to remain objective and keep emotions out of it, especially for kids.
- ★ This data is still very valuable and can help us grow as a district.



# Domains Of the Survey

<b>Staff Survey</b>	<b>Student Survey</b>	<b>Parent Survey</b>
<ul style="list-style-type: none"><li>● Physical Environment</li><li>● Teaching and Learning</li><li>● Morale in the School</li><li>● Community</li><li>● Relationships</li><li>● Parental Support and Engagement</li><li>● Safety</li><li>● Emotional Environment</li><li>● Administration Support</li></ul>	<ul style="list-style-type: none"><li>● Physical Environment</li><li>● Teaching and Learning</li><li>● Morale in the School</li><li>● Community</li><li>● Student Relationships</li><li>● Parental Support and Engagement</li><li>● Safety</li><li>● Emotional Environment</li></ul>	<ul style="list-style-type: none"><li>● Physical Environment</li><li>● Teaching and Learning</li><li>● Morale in the School</li><li>● Community</li><li>● Relationships</li><li>● Parental Support and Engagement</li><li>● Safety</li><li>● Emotional Environment</li></ul>

# Domain Breakdown

- ★ **Physical Environment-** This domain addresses scheduling, the use of the building, and attitudes toward the building
- ★ **Teaching and Learning-** This domain focuses on the academic climate of the school and probes support for student development, levels of instructional challenge and relevance, and attitudes about “ownership” (i.e., a sense of personal responsibility for teaching and learning and personal pride in successfully achieving academic objectives) by students of learning and teachers of teaching. It also includes general attitudinal measures of satisfaction with the school’s overall instructional quality.
- ★ **Morale in the School Community-** This domain addresses “pride of place” as ownership and identification with the school’s central character, as well as a call to all stakeholders for “belonging” to the school.



# Domain Breakdown

- ★ **Parental Support and Engagement-** This domain is concerned with the degree to which parents and community members are incorporated into both the social and academic life of the school. This includes assessing the efficacy of school-home communications and an assessment of the degree of home support for learning.
- ★ **Safety-** This domain addresses attitudes toward the individual's sense of physical safety in and around the school.
- ★ **Emotional Environment-** This domain addresses attitudes toward the social environment. This includes perceptions of how the average student ought to, and does, behave, as well as the general fairness of the school.



# Domain Breakdown

- ★ **Student Relationships**- This domain assesses the degree to which relationships between students are open, honest, and respectful and lead to positive outcomes rather than negative, preventable outcomes such as bullying, harassment, and intimidation.
- ★ **Administration Support**- By considering the school as a “common cause,” this domain assesses the school leadership’s perceived ability to support and rally the school community to healthy and positive outcomes in terms of quality of communications, level of integrity, and ease of teamwork, as well as the promotion of professional and academic success.
- ★ **Relationships**- This domain assesses the degree to which lines of interpersonal communication are open and honest and produce healthy, positive outcomes. This includes an assessment of the depth, sincerity, and authenticity of communications efforts.



# Number of Participants Surveyed:

	<i>RMS</i>	<i>HBS</i>	<i>TBS</i>	<i>WHS</i>
<i>Staff</i>	65	37	19	29
<i>Students</i>	286	304	84 (Third Grade Only)	67 (Third Grade Only)
<i>Parents</i>	53	32	36	32

# Overall District Trends

## Areas of Strength:

- Safety
  - Overall, staff, students and parents report they feel safe in our schools.
- Parental Support
  - Overall, staff, students and parents feel there is a strong connection between teachers and parents
- Physical Environment
  - Schools are clean, inviting, and safe for learning
- Teaching and Learning
  - Staff, students and parents feel Readington schools offer strong academic instruction

## Areas of Growth:

- Code of Conduct (Consistency)
  - Fairness, Equality vs. Equity
- Need to be heard/felt valued
  - Classroom needs and support
  - Input into day to day
  - Resources to deal with student behaviors and other building issues
- Strengthening Relationships
  - Student to Teacher
  - Teacher to Student
  - Teacher to Administrator
  - Parent to School



# Moving Forward

## Priority #1: Restorative Practices

- How do we look at handling consequences?
- Consistent consequences (Students, Teachers, Parents)
- Unpack current methods of dealing with behavior
- Building stronger classroom communities through Connection Circles and Classroom Meetings (RMS and HBS)

## Begin the Conversation

### *RMS and HBS Scheduling*

- HBS- Common Planning Time and Prep
- RMS- Ways to create more opportunities for teachers and students



# School Counselor's Work

School Counselors will choose 1-2 goals from the student survey specific to their buildings.

- What is the goal?
- What is the need for this goal?
- What activities will be used to help address this student need?
- What is the timeline of activities?

