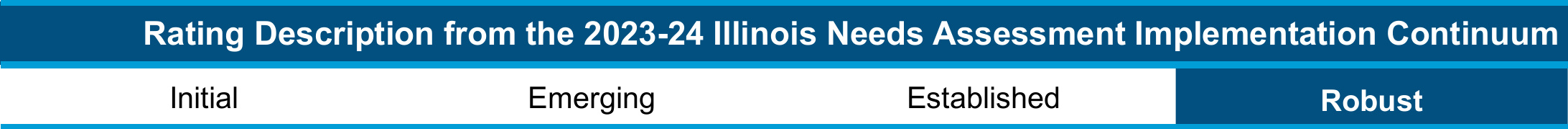
### Indicator 3.A: Positive Interpersonal Relationships



School leadership and staff have established and proactively enhance strategies that cultivate positive interpersonal relationships among adults and students. To support these relationships, school leadership and staff use various structures such as advisories, mentor programs, and smaller learning communities, all of which are designed to promote positive interactions among students and adults while providing valuable social-emotional support. Among staff and between staff and leaders, collegial relations are positive and are supported by schoolwide systems and structures (e.g., collaborative planning, shared understanding of expectations and priorities). Nearly all the staff report having trusting relationships with one another and school leadership.

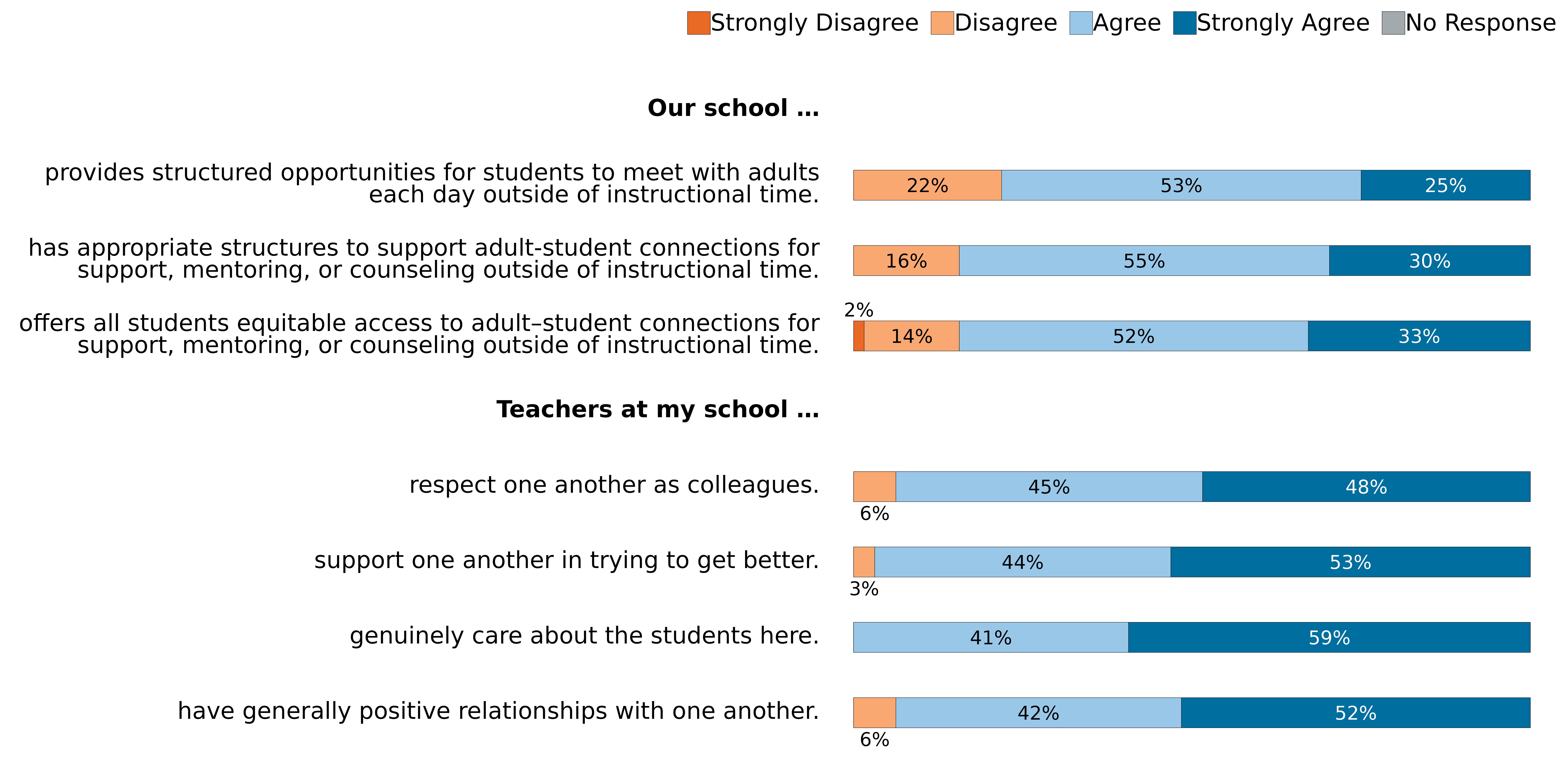
#### OVERALL RATING SUMMARY:

Consistent with a robust rating, school leadership and staff have taken a holistic approach to fostering positive interpersonal relationships. The school has multiple structures (e.g., advisories, SEL curriculum, buddy rooms) that support positive teacher–student relationships; there are also clear signs of professional trust among most staff and practices to support these staff relationships. While school leaders and staff report overwhelmingly positive relationships between staff members, both identified opportunities to extend these positive relationships to staff who may not currently experience them.

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|  | 2023-2024 |
| University of Chicago Five Essentials Survey: Selected Constructs |  |
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Indicator 3.A: Positive Interpersonal Relationships (CONT.)

#### STAFF SURVEY RESPONSE:



#### STAFF PERSPECTIVES:

* All staff survey respondents (100%) agreed or strongly agreed that teachers genuinely care about the students. Staff focus group participants similarly reported positive teacher-student relationships, noting that the school has systems to support and sustain these relationships (e.g., SEL curriculum, advisories, and buddy room system).
* School leaders described a strong sense of community and collegiality among the staff, fostered through activities such as spirit week, staff recognitions, and potlucks. Staff survey responses supported this report, as the majority of respondents agreed or strongly agreed that teachers respect one another as colleagues (93%) and support one another to be better (96%).
* Staff focus group participants reported that a decrease in staff turnover has positively impacted the school environment and relationships among colleagues. However, both focus group participants and school leaders recognized there are some areas where staff may not consistently experience positive relationships.