



**2024 State School of Character
Score Sheet**

Full School Name: J. Harvey Rodgers School

Reviewer Name: New Jersey Evaluation Team

Date: 12/28/2023

Scale: 4=Exemplary, 3=Good, 2=Developing, 1=Lacking Evidence

When determining the rating of each Principle, the evaluator will consider the following four questions:

1. How many 11 Principles Key Indicators are identified in the item?
2. Are practices guided by data, *11 Principles* Key Indicators, or other relevant literature?
3. Is there evidence (qualitative or quantitative) of positive outcomes resulting from implementation of the Principle?
4. What percent of the school population is affected or engaged with the activities of this Principle?

	Item 1	Item 2	Item 3	Item 4	Average
Principle #1	2	3	4		3.00
Principle #2	3	2	3		2.67
Principle #3	4	3	4		3.67
Principle #4	3	2	2	3	2.50
Principle #5	2	2	2		2.00
Principle #6	4	3	3		3.33
Principle #7	2	4	3		3.00
Principle #8	4	4	4		4.00
Principle #9	4	4	2		3.33
Principle #10	3	3	3		3.00
Principle #11	2	3	2	2	2.25
Total (average of each line divided by 11)					3.0

Strengths:

J. Harvey Rodgers Elementary School has implemented many strong character-based opportunities for their young students. There is alignment between the monthly virtues and core values which does help to provide some continuity in the character initiative. These values are evident in faculty meeting agendas, professional development plans **(P3.3)**, monthly lessons, and slides. **(P1.3)** J. Harvey Rodgers Elementary uses the morning meeting format to review the monthly virtues and values, as well as read-alouds promoting good character. **(P2.1)** The school has chosen several tools to assist in building character directly into the curriculum. Using The Teaching Pyramid Model to reinforce Early Childhood Positive Behavior Support (EC-PBS) provides both social and emotional help, as well as behavioral supports to remind students of expectations both in and out of school. **(P3.1)** It is evident through the comprehensive diagram that character is infused in all aspects of the school day. **(P3.3)** The school has focused on creating a least restrictive learning environment for their school population **(P4.1)**. The school focuses on the diverse needs of its learners as in implements both content curriculum programs like Creative Curriculum and Eureka Math, as well as character building curriculum such as the Teaching Pyramid Model. **(P6)**. The Rodgers staff are trained in child-centered character programming, as well as the Teaching Pyramid Model where they are able to address intervention practices in a tiered system. **(P7.2)** All of this training is incorporated into the school through meetings and assemblies. **(P7.3)** The school district has a district, developed team for character and J. Harvey Rodgers has a building level team that works to align with the district. As evidenced through

agendas, district professional development plans, and lesson plans, staff are engaged in professional development, motivational and mindset coaching, as well as building-based support systems to ensure that they are fully articulating their character initiative. **(P8)** Through evidence shown via emails and newsletters it is clear that the principal is in full support of the character work occurring at J. Harvey Rodgers Elementary. **(P9.1, 9.2)** The school includes parents in community projects as well as participating in advisory councils and the multicultural committee. **(P10)** J. Harvey Rodgers Elementary has a clearly articulated action plan that is a month-to-month map of their intended character journey. It serves as a good guide for keeping the values and virtues in mind as they craft learning opportunities for their students. **(11.2)**

Areas of Growth/Suggestions:

J. Harvey Rodgers Elementary has 8 core values that align with the district virtues, how were stakeholders involved in selecting these values to represent J. Harvey Rodgers? Just so you are aware.....Character.org is looking for core values that are character strengths, because that is where you will see the power of living the core values. There needs to also be a balance of moral, performance, intellectual, and civic character. Your core values that are Character Strengths are: Responsibility-(Moral, Performance, Civic), Perseverance-(Performance, Intellectual), Respect-(Moral, Civic), Integrity-(Moral), Compassion-(Moral, Civic). Character Strengths are words can be used to describe who someone is and how they live. (Respectful, Responsible, Integrity, Creativity) When a school is clear in what its core values are, stakeholders can help students aspire to grow strong in them. Try not to confuse the outcome you are seeking (Excellence, Relationships, Community, Service, Tradition, Education) with the core values it will take to get you there. For the current cycle, these values will be fine; however, after June 2024, you will need to decide as a school community how you will address this when you next re-evaluate your core values. Character.org also suggests using 4-6 core values so there aren't so many to remember. **(P1.1)** Using assemblies is a good opportunity to provide one message to the entire school community at one time, however, it is important to show how character is incorporated into all subject areas, as well as how ethical issues are handled. **(P3.2)** As you outline your character journey it is important that you provide insight to the impact of the work on the students. The students participate in very planned and articulated activities, but there needs to be evidence of the impact. How do students interact with one another after an assembly, learning a core value or virtue? **(P4.1)** How are parents directly involved with administration and creating caring attachments? **(P4.3)** Moral action is a key component to character development as it takes students from community service to moral action and service learning. You mention collecting socks for the homeless and connect it to a

math lesson on counting, but how is it connected to moral learning? What is the take away from this activity for students to reflect on the need to help the community? **(P5)** Students experience a lot of recognition at J. Harvey Rodgers School, it is recommended that you extend these opportunities to focus on doing what is right all of the time, not just when you can be recognized (intrinsic). Consider opportunities for parents to send pictures of their children doing positive things attached to your values and virtues when at home. Celebrate them in a way that embraces all, not just a few each month. **(P7.1)** Although your students are young, it is recommended that you find ways to promote their leadership abilities. Beyond classroom helper, consider ways to promote their leadership within the school or even community. **(P9.3)** Your assessment of your character initiative needs to provide data to show that what you are doing is working. Identifying the trends you are seeing in areas like attendance and discipline are evidences of the success of your hard work. **(P11.1, 11.3)** Verbal interviews of students and families are also important artifacts after survey instruments to provide evidence of outcomes. **(P11.4)** There is no doubt that J. Harvey Rodgers Elementary has embraced character development in their work. In this application there is not enough evidence of what is being done and how it is impacting students. Look for evidence of this work to be incorporated into your monthly plans and documentation. Look for ways to highlight this important work on your school website, you are a school that is promoting character, let everybody know. Keep using the principles to guide your work and find opportunities to clearly identify mechanisms to identify and evaluate what is working well. Please continue your journey, you have made great strides and there is more to come.

Possible Promising Practice(s):

CITRS (Character-Integrity-Trust- Relationships-Success)

State Recognition: Honorable Mention School of Character