

# Caring School Community at **SJG** and **PV**

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# ■ How Is Data Collected?

1. Via Google forms
2. Verbal feedback in staff meetings/PD
3. Class data, never individual

# SJG

During the first 8 weeks of school, all grade levels had weekly lessons and topics that focused on themes such as, “Starting the Year,” and “Building The Classroom and School Community.” After 8 weeks, kindergarten and first grade continue to have weekly lessons. Second-fifth grade is currently working on monthly topics. Class data is comprised of teacher observations:

- All or most students
- About half of the students
- Only a few students

Caring School Community - Kindergarten & 1st Grade	
<b>September 9th-December 3rd</b>	
<b>Starting the Year</b>	Learning rules and procedures
	Get to know one another
<b>Building the Classroom and School Community</b>	Learn table jobs
	Act in safe, friendly, and responsible ways
	Begin working in pairs
	Learn cooperative structures
	Get to know people who work in the school
<b>December 6th-February 18th</b>	
<b>Being a Responsible Learner and Community Member</b>	Participate in activities that include read-alouds, drawings, writing, and mathematics
	Practice social skills such as taking turns, looking at the speaker, and reporting what a partner said
	Work independently for increasing lengths of time
	Explore what it means to be responsible
<b>February 21st-April 29th</b>	
<b>Getting to Know My Feelings</b>	Participate in activities that include body awareness, movement, and storytelling
	Develop self-awareness
	Recognize and name emotions
	Cultivate positive emotions
	Express emotions
<b>May 2nd-June 22nd</b>	
<b>Caring About Others</b>	Participate in activities that include read-alouds, writing, and mathematics
	Imagine how others feel
	Act in kind, caring, and helpful ways
	Express interest in others
	Express appreciation for others
<b>Ending the Year</b>	Reflect on the classroom community
<b>Community Chats</b>	
<p>In grades K–1, the students engage in community chats. Community chats lay the foundation for class meetings. Chats are shorter and less formal than class meetings. Community chats are discussions about the classroom and school community, including ways to solve problems that arise. Some community chats are embedded in the weekly lessons, and others are provided separately to address a variety of topics that arise spontaneously during the year (such as preparing for a substitute teacher, going on a field trip, or dealing with teasing in the class).</p>	

<b>Caring School Community - 2nd-5th Grade</b>	
<b>Beginning the Year - Weeks 1-8 (September 9th-October 29th)</b>	
<b>Week 1: September 9-10</b>	Getting to Know One Another
<b>Week 2: September 13-17</b>	Agreeing on Classroom Norms
<b>Week 3: September 20-24</b>	Taking Care of Our Classroom and Ourselves
<b>Week 4: September 27-October 1</b>	The Home-School Connection
<b>Week 5: October 4-8</b>	Making School a Happy Place
<b>Week 6: October 11-15</b>	Developing Empathy
<b>Week 7: October 18-22</b>	Feelings and Challenges
<b>Week 8: October 25-29</b>	People Who Work in Our School
<b>Monthly Topic Weeks (November-June)</b>	
<b>November</b>	Gratitude
<b>December</b>	Resolving Conflicts
<b>January</b>	Kindness
<b>February</b>	Mean Behavior (2nd) / Bullying (3rd-5th)
<b>March</b>	Friendship
<b>April</b>	Preparing for Tests (3rd-5th) / Teasing (2nd)
<b>May</b>	Misbehavior Outside of Class
<b>June</b>	Happiness and Creativity (2nd-3rd) / Perseverance (4th-5th)
<b>End of Year</b>	Reflect on the Classroom Community

# Data from Kindergarten & First Grade

## Week 5:

Are students turning and talking to their partner?

- 50% teachers reported “all or most” students
- 50% teachers reported “about half” of students

## Week 7:

Are students able to ask questions?

- 100% teachers reported “all or most” students

“I have several new students, I think they are shy to talk to new kids in class. I am trying to get them to open up more.”

“Still trying to get the students to work with everyone and not just their friends, especially for turn and talk times.”

“The students are doing a great job being respectful and taking turns during their turn-and-talk time.”

“The students are getting better at using a voice level so other students can hear them. They are learning to ask each other questions to keep the conversation going.”

# Data from Second-Fifth Grade

## December: Conflict Resolution

Are they able to compromise or make amends to solve conflicts?

- 75% teachers reported “all or most” students
- 25% teacher reported “about half” of students

## January: Kindness

Do the students treat one another with kindness? Do they exhibit friendly and helpful behaviors towards one another?

- 100% teachers reported “all or most” students

“Students are willing to compromise and make amends to solve conflicts, however, they still do need an adult as a mediator in a lot of instances. I would like to see them do this more independently.”

“We very much enjoyed this lesson. We created a class KINDNESS acrostic. We did the Secret Pal activity and will be doing Secret Pals again next month (because my class asked if they could!”)

“The students had great time understanding what it means to be kind to one other. The students additionally read the story, *Kindness Is My Superpower* and created their own kindness superheroes to represent what kindness means to them. The students reflected on random acts of kindness and ended the month with a kindness choice board.”

# PV

PV has 1 week per month (September-April) dedicated to CSC integration focusing on different topics. After the week is complete, core teachers (English, math, science and social studies) record class data by observing:

- All or most students
- About half of students
- Only a few students



# September - December

## Week 1 (9/13 - 9/16)

This week work to establish the same high level of behavioral expectations and **sense of community** with your classes.

- Build Collaboration in your classes
- Teach the students procedures
- Connect the school rules to your class
- Help students continue to become oriented in middle school

*\*Social Studies- Advisory Period (30 minutes, 1 x week)*

## Week 2 (10/18 - 10/21)

This week foster the students' **positive behaviors** and **motivation** in your classes.

- Point out and have students reflect on positive behaviors
- Use open ended questions
- Help students develop organizational skills

*\*English- Advisory Period (30 minutes, 1 x week)*

## Week 3 (11/8 - 11/11)

This week continue to build strong and caring learning **communities** in your classes by helping your students reflect on and follow the classroom expectation.

- Reflect on Norms
- Connect Norms to student work
- Use “turn to your partner”

*\*Social Studies- Advisory Period (30 minutes, 1 x week)*

## Week 4 (12/6 - 12/9)

Now that you have spent time establishing procedures and considering norms, focus this week on other important practices that contribute to a **disciplined classroom environment**.

- Use engaging curriculum
- Pace classroom time appropriately
- Treat the students with respect
- Use minimally disruptive interventions

*\*English- Advisory Period (30 minutes, 1 x week)*

# January - April

## Week 5 (1/10 - 1/13)

Focus this week on continuing to deepen your students' thinking and engagement during class.

**Incorporate “Think, Pair, Share.”** Plan opportunities for the students to use “Think, Pair, Share” whenever you ask a question that requires time to think. Plan to pause for 5-10 seconds, depending on the complexity of the question, before saying, “Turn to your partner.”

*\*Social Studies- Advisory Period (30 minutes, 1 x week)*

## Week 6 (2/7 - 2/10)

Focus this week on helping your students recognize, express, and manage their emotions during your class. Also, continue to deepen the students' thinking by **intentionally using wait-time in class discussions.**

**Reflect on emotions-** Look for opportunities for the students to reflect on their emotions during class.

*\*English- Advisory Period (30 minutes, 1 x week)*

## Week 7 (3/7 - 3/10)

Support this week's **advisory** focus on developing **empathy** by integrating the social skills of **recognizing emotions and imagining the feelings of others** into your lessons.

**Help the students consider the emotional impact of subject material.**

*\*Social Studies- Advisory Period (30 minutes, 1 x week)*

## Week 8 (4/4 - 4/7)

To support this week's advisory focus on asking effective questions of adults in the school, encourage the students to express curiosity and ask and discuss their own questions during class.

**Encourage students to ask questions-** ex: What else do you know about solving equations?

**Ask facilitative questions-** During class discussions, ask facilitative questions to deepen the students' thinking and increase participation. ex: what did you think about

*\*English- Advisory Period (30 minutes, 1 x week)*

## Week 4 (Taking Responsibility for Actions) Class Assessment Record

At the end of every week, please complete this for each class. For example, if you teach multiple grade levels, please complete the form for each grade.

This form is automatically collecting emails for pequannock.org users. [Change settings](#)

Teacher (Last, First) \*

Short answer text

Class \*

Short answer text

Subject \*

- English
- Social Studies
- Math
- Science

Grade Level \*

- 6th
- 7th
- 8th

Observe the students and ask yourself

Complete the following questions

Are the students working well with partners, even those they previously did not know well? \*

- All or most students
- About half of the students
- Only a few students

Do they try to express themselves clearly to their partners? \*

- All or most students
- About half of the students
- Only a few students

Do partners listen carefully to each other and accurately report what the other had said? \*

- All or most students
- About half of the students
- Only a few students

Other Observations \*

Long answer text

# Data from Sixth-Eighth Grade

## Week 4 (December):

Do partners listen carefully to each other and accurately report what the other had said?:

- 50% of teachers reported “all or most” students
- 33.3% of teachers reported “about half” of students
- 16.7% of teachers reported “only a few students”

## Week 5 (January):

Do the students seem comfortable coming to class? Do they seem to look forward to coming?

- 84.6% of teachers reported “all or most” students
- 15.4% of teachers reported “about half of” students

“Students enjoy group work. Group work is helpful to help those struggling and helps me give one on one help to fix misconceptions.”

“Students are still developing an understanding of the difference between sharing ideas and copying ideas.”

“In this small class students seem very comfortable. They help each other and sometimes address behaviors on their own.”

“Students respond better when using think pair share. Gives them confidence.”

# Staff Appreciation

**“Caring School Community has been a great success in my sixth grade math classroom. Not only does it help to develop positive relationships amongst peers, but it also provides a platform for me to connect with my students on a more personal level. CSC encourages students to communicate their thinking by sharing ideas, which is crucial to their academic success and confidence in math class. Integrating social emotional learning has been a helpful transition for students returning to in-person learning, and a great way to provide them with authentic opportunities to grow and share.”**

**-Lisa Crammer, 6th grade math teacher (PV)**

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# Staff Appreciation

**“The Caring School Community program provided new strategies/activities to promote student character and awareness of themselves and others. Some activities allowed for students to organize themselves and reflect on what they need to do to be successful in school. Other strategies are things I have always done as a teacher such as collaborating with peers, being respectful to others, and promoting a sense of community.”**

**-PV Science Teacher**

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# Staff Appreciation

"The SEL program has positively influenced my students in a variety of ways. The lessons, as well as the songs, and activities helped/helps:

- **Students learn each other's names quickly at the beginning of the school year**
- **Contribute to deeper conversations among partners and helped establish rules for listening and speaking to each other**
- **Identify between a question versus a statement since "Secret Student," which the students absolutely love, has students asking the secret student questions and provides visuals for questioning**
- **Provide scenarios in which students talk among each other to help solve the problem**
- **Reinforce self-calming strategies**
- **Promote each student's unique gifts**

From the teacher's perspective, the manual is easy to follow and does not take time away from planning and allows more time for instruction. Overall, I am seeing a positive difference in the classroom and look forward to the next unit on Getting to Know My Feelings."

**-Jacqueline Stringer, Kindergarten Teacher (SJG)**

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# SJG Student Writing Prompts

Social and emotional learning programs like the Caring School Community are created to help teach students to be positive community members, independent problem solvers, and promote emotional wellbeing.

- What does Social and Emotional Learning (SEL) mean to you?
- How did the Caring School Community affect you as a student, friend, and family member?
- What are some skills and strategies you have learned?

Throughout your years at SJG, we have done many things to prepare the students academically, socially, and emotionally for things to come later in life. Some of these things have been the six pillars of character, JETS upstander, various assemblies, random acts of kindness, and this year we introduced the Caring School Community.

- In what way did the Caring School Community impact your ability to perform academically, build and maintain friendships, and cope with negative emotions?
- How has the Caring School Community and other initiatives helped shape you into the person you are today?



# SJG Student Responses

The Caring School Community impacted my ability to perform academically, build and maintain friendships, and cope with negative emotions by teaching me to be nicer to people I don't really know that well and if there is something that is bothering me I should talk to someone. This is because if I keep it inside it will affect me socially and emotionally.

Also the Caring School Community and other initiatives helped shape you into the person you are today by showing me that if I mess up it is not the end of the world and I will just try my best to get it next time. Meanwhile I should just be a good person in and out of school and that everybody deserves respect even if they don't respect you.

SEL is something that educates students about social and emotional learning, involving multiple different lessons about different topics. The topics include tone of voice, being respectful to one another, a snitch vs a reporter, and much more lessons that dive into the topics of how us as students can be better people, and show respect and kindness to not only others, but ourselves as well.

These lessons affected me as a student, friend, and family member by helping me and my peers to show more respect towards people such as our teachers, parents, relatives, friends, and just overall doing random acts of kindness for people who could use it. It has helped me be able to help make sure I'm not only being respectful towards others and the importance of it, but also the importance of taking care of myself and making sure that my mental health as well as physical health is up to par. I can do this by using the skills and strategies that I've learnt throughout the multiple lessons.

# SJG Student Responses

The CSC has helped me maintain friendships despite what may have happened to cause the break up. I used this knowledge to save many important friendships that could have caused me to become depressed. I am very thankful for the SEL and CSC for teaching me these strategies to help with social problems and how to solve them.

The Caring School Community and other initiatives helped me with friendships. I've learned to be kind and be able to work with anybody even if we aren't particularly friends. If people are lonely, talk to them. You can have more than one circle of friends. If something happens, pick yourself up, and do something to make you happier. Love yourself and your friends for just being who they are.

I became a better friend and person because of the CSC. I've made more friends, and learned about more people. I opened up, and tried to have fun while doing it. By doing this, I learned more about myself. The world is a brighter place.

The Caring School Community helped me as a student because I was able to use the positive thinking to help me continue trying even when things got hard and challenging, as a friend I was able to learn how to talk to them depending on their personality and how I should use my tone and what to say to them and as a family member. I learned that I should always try to fix things calmly if I ever get into an argument with any of my family members and treat them with respect.

The Caring School Community impacted my ability to build and maintain friendships by telling me easy ways to just walk up to somebody and ask them questions to build a foundation. It also taught me how to manage my time between my friends and how to spend time with all of them since I have more than a few friends. It also helped me to deal with negative emotions and how to cope by telling me strategies to tell somebody like my parents, who I am very comfortable with, what I am going through and how I feel.

# SJG Student Responses

Caring School Community had an impact on my ability to perform academically by teaching me how to handle new things. It also taught me how to have a growth mindset and to focus more on my work. CSC helped me learn to be kinder to people and if you don't have something kind to say don't say it at all. CSC also helped me to stay in control of myself when something doesn't go my way. These things allowed me to have more friends and more and more people want to talk to me.

When my feelings are hurt or I feel badly I learned it's best to talk about it. When I didn't know how to do something CSC taught me to say, "I can't do it yet". It helps me have a positive mindset to achieve my goals. CSC made me have such a good mindset I have gotten a lot better at writing and math. I used to think to myself, "I am going to get such a bad grade", but I've learned to say, "I can do it".

The Caring School Community has helped me a lot throughout this year. One of the things it taught me was how to keep calm when something I don't understand comes up. It also helped me keep a growth mindset and have a good approach to things that occur in school.

The CSC helped me remember that other people might be feeling the same way I feel and that we can go through that emotion together. I also learned how to put myself in other people's shoes to get an idea on how they are feeling.

I also learned the importance of being an upstander and not to be a bystander even though it can be very hard at times. Today, I am very confident in myself inside and outside of school. I recommend this program to everyone because it can really change your mindset and your character.

# PV SEL Student Committee: What Does Social Emotional Learning (SEL) Mean To You?

"It could mean learning about other people's emotions. It could also mean learning how our peers will react to something. It could also mean emotional bonding with others and understanding how our peers feel."

"To learn how to control and manage your emotions. To be more engaged in school and activities."

"SEL means student voices/opinions and fair share of ideas between both kids and adults. Appreciation on many ideas on a subject."

# PV SEL Student Committee: What Activities Throughout The Year Have You Most Enjoyed And Why?

"I think that the topic, Getting Organized has been most enjoyable. In Mrs. Donch's class, we are given the opportunity to clean out our bags, which has helped me get organized for classes."

"Pairing students with people they don't know can lead to a good emotional bond and/or healthy friendship. Organization is something I did in science class. It took only 15 minutes to organize our materials."

"My favorite one that we did was, Think, Pair, Share. It was my favorite because you get to see another point of view and person's thinking. You also get to work with a partner which is fun because you have a new friend to make or an old friend to catch up with."

# PV SEL Student Committee: Which SEL skill(s) Do You Think Are Most Beneficial and Why?

“Respecting others’ opinions is very important in SEL since we want to validate peoples’ thoughts rather than make them feel like they are wrong.”

“I think just being able to talk to people about what you or they are feeling is really important. Overall just being able to talk things out.”

“I think respecting others’ perspectives is the most beneficial skill of SEL because it helps to get a new look on any subject.”

# Resources

[SEL Presentation: Parent University \(August 11th 2021\)](#)