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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: **Oakland Park Elementary** | | | | **School Year: 2018-2019** | |
| **Principal: Michelle Garcia** | | | |  | |
| **Cadre Director: Angela Fulton** | | | | | |
| **School Mission: Opportunity Promotes Excellence** | | | | | |
| **School Vision:** **All students and staff will achieve to their greatest potential in an environment of caring and trust.** | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Elysia Page SEL Liaison/School Counselor** | | | | | |
| **Name: Nicole Williams Assistant Principal** | | | | | |
| **Name: Jennifer Gans ESE Specialist** | | | | | |
| **Name: Matthew Burton Classroom Teacher** | | | | | |
| **Name: Daniel Oren Classroom Teacher** | | | | | |
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| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Start With Hello Sandy Hook Promise**  **2. Stanford Harmony**  **3. Character Trait of the Month**  **4. Be the One An** | | | | | |
| **Broward SEL Standards Instructional Implementation** | | | | | |
| ***Identify the strategies that your school will use to align with Broward County Schools Social and Emotional Learning Goals.*** | | | | | |
| **How does your school explicitly teach and/or integrate the Broward County Public Schools Social and Emotional Learning Standards in the school and the classroom to ensure students are developing social and emotional skills?** | | | | | |
| |  |  | | --- | --- | | **Goal 1: *Develop self-awareness and self-management skills to achieve school and life success.*** | | |  | | | **A. Identify and manage one’s emotions and behavior.** | **Strategies: morning greetings and check ins, Utilize mindfulness techniques, Go Noodle, Brain Breaks, and Class Dojo self-management activities, provide frustration stations as opportunities for students to reflect in a safe space** | | **B. Recognize personal qualities and external supports.** | **Strategies: Classroom morning meetings, use of reflection journals to communicate with students individually (grades 3-)5) Lunch bunch with teachers or a members of support staff, Field Day with Character trait recognition, Thumbudy Presentation (2nd Grade)** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Sun Sentinel Monthly Character Trait Recognition, Terrific Kid quarterly recognition, implement growth mindset activities** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: Classroom teachers utilize Get To Know You activities such as Meet up and Buddy up, How full is Your Bucket to develop empathy, Use of literature through class discussion** | | **B: Recognize individual and group similarities and differences.** | **Strategies: All about meet Collages, incorporate role playing into class lessons, sing morning hello song which incorporates hello in many world languages, Multicultural/Spanish Club Activities** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: Implement Sanford Harmony curriculum, provide opportunities for students to debate and teach active listening skills and perspective taking through classroom discussions, Think-Pair-Share, Thnking Maps** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Implement SAVE (Students Against Violence Everywhere) Club, Teach students RAK (Random Acts of Kindness), Be the 1 Anti-bullying curriculum. Peer counseling 5th Grade club,** | | **Goal 3: *Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.*** | | |  | | | **A: Consider ethical, safety, and societal factors in making decisions.** | **Strategies: Utilize literature and non-fiction text such as Newslea and Tumblebooks, Junior Achievement Biztown** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Implement Be the One Anti-bullying program and think B4 You Post, incorporate character education literature into ELA standards, Teach T.H.I.N.K (Is it True, Helpful, Inspiring, Necessary, Kind), Opal Girls and Model Boys Club (Tier 2)** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: Implement Start with Hello Steps to promote inclusiveness throughout school and community, SAVE Promise Club(Tier2), Harvest Drive, Starbucks Peace Sleeves partnership, Jump Rope for Heart, Special Olympics (Tier 2), class jobs, Career Day, Starbucks Sleeves for Peace Partnership** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **Oakland Park Elementary School incorporates a Positive Behavior Support Model to encourage. We utilize CHAMPS to promote a structured and positive classroom management.** | | | | | |
| **SEL Professional Development: *How will school leadership educate administrators, faculty, and staff on the continuous implementation of SEL?*** | | | | | |
| **Action** | **Responsible Person** | **Resources** | **Evidence of Completion** | | **Completion Date** |
| Staff must complete a TIF V SEL professional development course | Elysia Page, SEL Liaison  Nicole Williams | My learning plan, TIF V SEL Support Facilitator | In-service Credits, Sign in Sheets | | June 2018 |
| Invite SEL support facilitator to staff meeting to ensure all teachers are trained with Sanford Harmony | Elysia Page, SEL Liaison | TIF V SEL Support Facilitator | Sign in Sheet, Lesson Plans | | January 2018 |
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| **Quarterly Review of Behavior and Academic Data: *How will school leadership measure the impact of SEL. What are the indicators of success?*** | | | | | |
| **Action** | **Responsible Person** | **Resources** | **Evidence of Completion** | | **Completion Date** |
| Review Disciplinary Referrals Quarterly | Elysia Page | Basis, Datawarehouse | Reports | | June 2019 |
| Reviewing I-Ready Data Quarterly | Dawn McMahon | I-Ready Reports | Reports | | June 2019 |
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