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| **Leadership** | | | | | | |
| **Complete the school based information below.** | | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | | |
| **School**: Oakridge Elementary | | | | **School Year:** 2018-2019 | | |
| **Principal:** Eduardo U Aguilar | | | |  | | |
| **Cadre Director:** Linda Pazos, Ken King | | | | | | |
| **School Mission:**  We believe that all students can learn in a safe, standards-driven, technologically advancing, culturally diverse school, so that they are able to successfully meet the demands of an ever-evolving society. | | | | | | |
| **School Vision:**  All stakeholders at Oakridge Elementary will collaborate to provide a safe, happy, loving educational environment in which high-quality instruction, social-emotional learning, and positive behavior development is provided for all families and stakeholders. | | | | | | |
| **SEL Leadership Team School Role** | | | | | | |
| **Name:** Iara ArambolesEL Liaison/School Counselor | | | | | | |
| **Name:** Eduardo U. Aguilar Principal | | | | | | |
| **Name:** Andrew Thornberry Assistant Principal | | | | | | |
| **Name:** Brie-Anne Pendlebury Literacy Coach | | | | | | |
| **Name:** David Kramb ESE Specialist | | | | | | |
| **Name:** Lee Kornhauser Math Coach | | | | | | |
| **Name:** Shane Cook ASD Coach | | | | | | |
| **Name:** Jacqueline Ermer Pre-K Team Leader | | | | | | |
| **Name:** Patrecia Kinchen Kindergarten Team Leader | | | | | | |
| **Name:** Miguelina Diaz First Grade Team Leader | | | | | | |
| **Name:** IdalmisMacCumber Second Grade Team Leader | | | | | | |
| **Name:** Maggie Bishop Third Grade Team Leader | | | | | | |
| **Name:** Raixa Rafuls Fourth Grade Team Leader | | | | | | |
| **Name:** Kelly Moore Fifth Grade Team Leader | | | | | | |
| **Name: Gabriela Kilianski Specials Team Leader** | | | | | | |
| **School Wide SEL Implementation** | | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | | |
| **1. Welcoming Schools**  **2. Sandy Hook Promise**  **3. Mood Meter** | | | | | | |
| **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:**  Tier 1:  Emotions  Mood Meter: Based on a Yale Research Study, implemented at New York City Schools, All teachers at Oakridge utilize a mood meter to monitor and understand students’ behaviors and emotions.  Teachers will engage students on their emotions and ask them how they can stay in the positive mood or ask them how they can move from the negative mood and color.  The teachers will be able to assist student in identifying ways that they can stay in a positive mood and/or improve their mood through-out their day.  The teachers have a cool-down corner in their classroom that the student can go and reflect on the behaviors in their classroom without having to miss instructional time. Once the student has cooled down he is able to go back to his seat with minimal disruption to the class.  Behavior  CHAMPS and Wise Ways are implemented school-wide so that clear expectations are established in a variety of settings. Teachers explicitly teach the behavior lessons to students quarterly and enforce classroom rules using the CHAMPS, Wise Ways strategies, monitoring students’ daily progress with a clip chart system.  *Tier 2/3: Students who are not responding to Tier 1 strategies are brought up to the MTSS Team for Response to Intervention. The team devises a personalized plan which includes goals and a method to progress monitor. Parents are brought in and students are informed of the plan to promote success. Tier 2/3 strategies usually include a weekly or daily progress report for the parents and student.* | | **B. Recognize personal qualities and external supports.** | **Strategies:**  Tier 1:  We have monthly Kid of Character lunch with the school counselor and the principals, honoring various character traits (cooperation, responsibility, citizenship, kindness, respect, honesty, self-control and tolerance). Students are recognized with a certificate on the WKID (closed circuit) news station by grade level. Students are also recognized quarterly at honor roll assemblies.  *Tier 2/3:*  *A partnership with Chrysalis Health and Active Community to provide wrap around support services for students and families who require intensive social and emotional assistance.* | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**  Tier 1:  We have quarterly honor roll assemblies to recognize students’ academic achievement. Honor Roll consists of A’s, B’s and the BUG award. The BUG award provides motivation to all students to be recognized for their personal and academic growth. | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**  Tier 1:  Students participate in monthly mindful activities via school wide initiatives (Start with Hello, Peace Week, Red Ribbon Week, Anti-bullying Week, The Harvest Drive, The Toy Drive, Back to School Drive, Hurricane Relief Efforts, Welcoming Schools).  Students, faculty and staff “Say Hello” to each other every day. | | **B: Recognize individual and group similarities and differences.** | **Strategies:**  Tier 1: Classrooms Welcoming School Lessons  All teachers and support staff will participate in the Welcoming School premier professional Development to implement the engaging lesson plans that will teach students to be more welcoming and accepting of the differences that are in our classrooms and the school. Welcoming schools will develop a positive school climate by embracing family diversity, supporting transgender and non-binary students, preventing bias-based bullying, and creating LGBTQ and gender inclusive classrooms. | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**  Tier 1: Classrooms SEL Lessons  Teachers will register for their Leap License and have the ability to upload lessons. When Sandford Harmony arrives at the school, it will be implemented by all instructional staff.  The teachers will also implement the Welcoming School Classroom lessons. | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** Tier 1:  Tier 1:  Emotions  Mood Meter: Based on a Yale Research Study, implemented at New York City Schools, All teachers at Oakridge utilize a mood meter to monitor and understand students’ behaviors and emotions.  Teachers will engage students on their emotions and ask them how they can stay in the positive mood or ask them how they can move from the negative mood and color.  The teachers will be able to assist student in identifying ways that they can stay in a positive mood and/or improve their mood through-out their day.  The teachers have a cool-down corner in their classroom that the student can go and reflect on the behaviors in their classroom without having to miss instructional time. Once the student has cooled down he is able to go back to his seat with minimal disruption to the class.  Behavior  CHAMPS and Wise Ways are implemented school-wide so that clear expectations are established in a variety of settings. Teachers explicitly teach the behavior lessons to students quarterly and enforce classroom rules using the CHAMPS, Wise Ways strategies, monitoring students’ daily progress with a clip chart system.  *Tier 2/3:*  *A partnership with Chrysalis Health and Active Community to provide wrap around support services for students and families who require intensive social and emotional assistance.* | | **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:**  Tier 1:  Rapid Check In once a week classroom teacher have a checklist with all the names of their homeroom students. They are able to check-in with each students’ social and emotional needs at the beginning or end of recess. | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**  Tier 1:  We have quarterly honor roll assemblies to recognize students’ academic achievement. Honor Roll consists of A’s, B’s and the BUG award. The BUG award provides motivation to all students to be recognized for their personal and academic growth. We implemented the Accelerated Reader Program for all students to increase their reading levels.  We have monthly Kid of Character lunch with the school counselor and the principals, honoring various character traits (cooperation, responsibility, citizenship, kindness, respect, honesty, self-control and tolerance). Students are recognized with a certificate on the WKID (closed circuit) news station by grade level. Students are also recognized quarterly at honor roll assemblies. | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:**  Tier 1:  Community building activities by establishing a teacher-student relationship. Each classroom assigned a classroom greeter to welcome students to the classrooms.  School clothes, school materials and food pantry. The school will have non-perishable items, school materials and clothes that have been donated to them from the community for assisting the students and their families.  Rapid Check In once a week classroom teacher have a checklist with all the names of their homeroom students. They are able to check-in with each students’ social and emotional needs at the beginning or end of recess. | | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | | |
| Safe Zones at the School where students are able to de-escalate in a safe environment.  Students feel comfortable that administration and support staff have an open-door policy to handle their social and emotional needs. When students receive consequences for this misbehavior, referrals are made to support students and families with their social/emotional skills that they are missing.  Student of Month Character Assemblies, Honor Roll and Bug Awards  School clothes, School materials and food pantry. The school will have non-perishable items and clothes that have been donated to them from the community for assisting the students and their families. | | | | | | |
| **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** |
| SEL 101 Instructional Brainshark | Each Instructional Staff Member and support staff | District Brainshark | Certificate of Completion | | | November 16th 2018 |
| Leadership Meetings | Team Leaders, Administration, Support Staff | Sandford Harmony | Teacher Implementation | | | Ongoing -June 2019 |
| District Based Trainings for Teachers | Each Instructional Staff Member | District Based Training for Teachers on My Learning Plan | In Service Points | | | Completion of District Based Trainings |
| Welcoming School | Each Instructional Staff Member and support staff | Welcoming School Curriculum | Certificate of Completion | | | Ongoing -June 2019 |
| **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** | |
| Referrals | Administration | BASIS Referral System | Documented on Terms | | Ongoing – June 2018 | |
| Attendance | Assistant Principal, BTIP Liaison, Social Worker, and Classroom Teachers | BASIS, Terms, and Pinnacle | Parent conferences with teachers, attendance letters, and meeting with parents and administration/social worker | | Ongoing – June 2018 | |
| Data Chats | Administration, Math Coach and Reading Coach | Data Charts, District databases, curriculum | Data documentations | | Ongoing – June 2018 | |