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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Oriole Elementary | **School Year:** 2018-2019 |
| **Principal:** Ms. Sheneka T . Blue |  |
| **Cadre Director:** Ms. Angela Fulton |
| **School Mission:**It is the mission of Oriole Elementary, in alignment with the Florida Department of Education, the Broward School District, and the American School Counselor Association’s National Model, to implement a comprehensive counseling program that directly impacts student success by utilizing student data and need’s assessments to drive standards-based instructions that provides a safe, social and emotional learning environment where all students are equip with fundamental tools to manage their emotions, solve problems, and form healthy relationships essential for lifelong success. |
| **School Vision:** Oriole's vision is to challenge students to excel beyond their potential in becoming college and career ready by creating a safe, supportive and positive learning environment, utilizing authentic strategies within the contexts of the Florida Standards. To prepare students to be lifelong learners and responsible citizens in the community through comprehensive programs that will meet their academic, personal/social, and career needs. |
| **SEL Leadership Team School Role** |
| **Name:** Shakitha Wallace **SEL Liaison** |
| **Name: Tanya Ivy, SPARKS Social Worker/ Equity Liaison** |
| **Name: Cynthia Holmes, SPARKS Community Liaison**  |
| **Name: Carol King-Roberts, Assistant Principal** |
| **Name: Shereen Goodison, Intermediate Literacy Coach** |
| **Name: Azaleas Washington, Primary Literacy Coach** |
| **Name: Kathryn Pigan, Autism Coach** |
| **Name: Kimberly Peeples, Math Coach** |
| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Leaps****2. Cloud9World****3. Stop Now and Plan (SNAP)****4. Listen to Children (LTC)****5. BCPS- DPI Character Education** |
| **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?**   |
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| **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:** * Oriole’s “SOAR”

**Safety First****Own Your Actions****Act Responsibly****Respect Everyone*** **“**SNAP” which stands for Stop Now And Plan, is an evidence-based, cognitive behavioral, gender-specific model that provides a framework for teaching children struggling with behavior issues, and their parents, effective emotional regulation, self-control and problem-solving skills
* Pre and Post assessments of students’ perception of how he/she handles emotions behaviors.
* Calm Down Strategies
 |
| **B. Recognize personal qualities and external supports.** | **Strategies:** * The Listener(Mentoring) Program does not have academic focus. Although Listeners don’t tutor students (unless the child wants that), information collected from students’ Pre and Post Surveys shows readiness to learn and increased engagement in school activities. Students are able to express their feelings and work through stressful situations or social issues.
* Peer Buddies
* Conduct Needs Assessments
* Perception surveys of strengths and weaknesses
 |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:** * Monthly Character Education Recognition
* Quarterly Honor Roll Award Assembly
* Celebrating Successes
* Making Goals that are desirable, achievable, and related to school and personal interests.
* College and Career Week
 |
| **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.***  |
|  |
| **A: Recognize the feelings and perspectives of others.** |  **Strategies:** * Cloud9Would provides daily open-ended questions aimed at helping students share and listen to facilitate meaningful connections to character traits.
* Sandy Hook: Start with Hello
 |
| **B: Recognize individual and group similarities and differences.** | Strategies:* Individual and Group Counseling (diversity, acceptance, self-esteem, self-respect, tolerance, team building)
* School- wide initiatives celebrating diversity such as Red Ribbon Week, Hispanic Heritage
* Monthly Character Education Traits
* Peace Week Activities, Education on Tolerance and promoting an environment that’s free of violence and bully free.
* Promoting discussions on social norms and customs
 |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:** * Whole Group Classroom Lesson w/specific topics but student-lead discussions.
* Small group
* Turn-taking skills
* Morning Announcements
* Social Skills Groups
* Mentoring
* Peer Buddies
* Classroom Centers
* Team Building
 |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**Setting expectations and building positive behavior through:* Modeling
* Peer Mediation
* SNAP
* Conflict Resolution
* Role Play
 |
| **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:*** School Positive Behavior Plan: “SOAR” which is Oriole’s very own acronym which stand for

**Safety First****Own Your Actions****Act Responsibly****Respect Everyone*** BCPS Monthly Character Educations, Activities, and additional websites
* Reality Lane Character Education Videos
* Cloud9World

**All these Programs assist in:*** Recognition of character strengths in self and others
* Empathy for others
* Self-efficacy in decision-making
* Positive collaboration and social interactions
* Critical thinking and reasoning
* Positive behaviors (what I do) as part of embracing character strengths (who I am)
* Expression and application of character strengths at school, home, and in community
 |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:*** Individual/Group Counseling
* Cloud9World
* BCPS Monthly Character Education Lessons, Activities, and additional websites
* Reality Lane Character Education Videos
 |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:*** Education on Citizenship
* College Week
* Career Day
* Anti-Bullying Week
* Peace Week**/**No Violence**-**Say No To Drugs
* Sandy Hook Promise: Start with Hello
* See Something: Say Something
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| **How does your school-wide policy and practices support the social emotional learning of students?** |
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| **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** |
| Will Attend All Upcoming District Elementary District Guidance Cadre Meetings | Ms. Wallace | Materials, Lessons, Websites, Guidance, Recourses, Support, Colleagues Collaboration | Sign-In Sheet | June 30, 2019 |
| Will Attend All Upcoming District Elementary SEL Cadre Meetings | Ms. Wallace | Materials, Lessons, Websites, Support, Guidance, Resources, Colleagues Collaboration | Sign-In Sheet | June 30, 2019 |
| Positive Behavior Interventions and Support Booster Trainings | Mrs. RobertsMs. Wallace Ms. IvyMrs. Reid | Will Attend All Upcoming District Elementary District Guidance Meetings, Colleagues Collaboration | Sign-In Sheet | June 30, 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** |
| Pre-Survey of Student Knowledge  | Ms. Wallace | SEL Intervention | Post-Survey of Knowledge Student Gained | June 30, 2019 |
| Pre-Survey of Teacher Perception of Student Behavior | Ms. Wallace | SEL Intervention | Post Survey of Teacher Perception of Student Behavior | June 30, 2019 |
| Needs Assessment: Perception of Needs | Ms. Wallace | SEL Intervention | Opinion Survey: Perception of the School Counseling Program | June 30, 2019 |