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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Eagle Ridge E. S. | **School Year: 2018-19** |
| **Principal: Thomas Redshaw** |  |
| **Cadre Director:** |
| **School Mission:****The mission of Eagle Ridge, a family of learners, is to ensure a positive and safe environment that encourages independent and creative thinking through an integrated curriculum. Utilizing the combined efforts of home, school, and community, students will recognize the connection between what they learn and life experiences.** |
| **School Vision:**  |
| **SEL Leadership Team School Role** |
| **Name: Lindsey Sierra, Assistant Principal SEL Liaison** |
| **Name: Tresa Chance, School Counselor** |
| **Name: Christina Ross, Support Counselor** |
| **Name: Melissa Figas, Literacy Coach** |
| **Name: Denise Collins, ESE Specialist** |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. No Place for Hate****2. Start with Hello****3. Play Pals****4. School-Wide Positive Behavior Plan** |
| **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.*** |
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| **A. Identify and manage one’s emotions and behavior.** | **Strategies: Open morning meetings with the students’ most favorite thing that happened this week and their least favorite thing that happened this week for identifying issues, emotions, and behaviors.** |
| **B. Recognize personal qualities and external supports.** | **Strategies: Read How are you Peeling, Foods with Moods by Saxton Freyman, discuss the different emotions one feels and the factors that contribute to their feelings. Teachers write thank you notes to students recognizing their efforts with the Start With Hello initiative.** |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Read aloud Grump, Groan, and Growl by Bell Hooks, discuss with students how the character developed skills related to achieving personal goals.** **During Play Pals, Gen Ed students assist Special Needs students with achieving personal and academic goals.** |
| **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.***  |
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| **A: Recognize the feelings and perspectives of others.** |  **Strategies: Students practice Empathy by engaging in the Start with Hello and No Place for Hate initiatives. These school-wide initiative such as the “Scavenger Hunt”, complimenting, kind note exchange, Start with Hello banners, giving Happy Face emoticons to students that could use a smile, positive gestures (such as thumbs up, wave, smile, hi-fives, and good morning), chain links representing unity, and the Kindness tree will be sent out for all classes to participate once a month.** |
| **B: Recognize individual and group similarities and differences.** | **Strategies: Students’ participate in the Start with Hello initiative “Scavenger Hunt” – students find someone in the class that fits each category such as was born in Florida, was born in a different country, can speak a different language, has a birthday in the summer, has a pet, has a sibling in middle school…** |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies: Students practice the 3 steps of Start with Hello and utilize the 5 icebreakers as conversation starters.** |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Have classroom lesson on Conflict Resolution and role play different scenarios for students to practive resolving conflicts.** |
| **Goal 3: *Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.***  |
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| **A: Consider ethical, safety, and societal factors in making decisions.** | **Strategies: Project based learning activities where students have to evaluate their impact on others.** |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Teachers pair or group students together for projects to give them opportunities to practice decision-making skills and being responsible for their part of the project.** |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies: Students practice the “Start with Hello” initiatives to identify students who look isolated and they reach out to start a conversation or make a kind gesture. We also have Safety Patrols, Anti-Bullying Allies, and the Morning Announcement crew.****The SEL newsletter is sent out each month with lesson plans for each grade level that pertain to the character trait for that month. Teachers deliver a 15 minute lesson to give students an opportunity to experience the character trait.**  |

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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** |
| Presentation on “Start with Hello” of Sandy Hook Promise Program to faculty. | Tresa Chance | Start with Hello Guide. | “Start with Hello” Action Plan and Staff Sign In Sheet. | 9/11/18 |
| Presentation and discussion of School-Wide discipline plan with Leadership team | Lindsey Sierra | Lesson plans, powerpoint, scenarios | Agenda and minutes, sign in sheet, feedback survey. | 10/9/18 |
| Presentation and discussion of the SEL plan to School Advisory Council | Lindsey Sierra and Christina Ross | Counseling resources and school safety plan | Needs assessment, survey monkey | 8/27/18 |
| **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** |
| Monitor the number of bullying reports submitted by students. | Lindsey Sierra and Tresa Chance | BMS | Count the number of bullying reports monthly. | May 2019 |
| Monitor the number of RTI: Behavioral referrals in BASIS | Tresa Chance | BASIS | List of students in Response to Intervention: Behavior | May 2019 |
| Monitor the number of discipline referrals quarterly. | Lindsey Sierra | DMS | Print out of quarterly DMS reports | May 2019 |