

Social and Emotional Wellness

School Goal Statement: Our school will ensure a safe and welcoming environment for all students through developmentally, culturally, and linguistically appropriate practices in Tier I, Tier II, and Tier III.

Unpack the School Goal Statement in terms of our vision of success as it relates to: *A. Safe B. Welcoming C. Developmentally appropriate D. Culturally appropriate, and E. Linguistically appropriate practices at your school.*

- A. Safe** - Students, staff and families will adhere to rules and accept restorative consequences based on systems that are in place through the student code of conduct. The Huff Family will feel protected by the building of trust and relationships within our school community. Respect and equity of voice will allow us to shape minds and teach the acceptance of others.
- B. Welcoming** - Students, staff and families will create an inclusive, professional, family-friendly oriented atmosphere where everyone feels safe, valued, accepted, nurtured and respected.
- C. Developmentally appropriate** - Teachers will provide differentiated social emotional skills and strategies to help **ALL** students manage their emotions and self-regulate. By creating a safe and respectful environment, students will be able to take risks and meet high expectations.
- D. Culturally appropriate** - Students, staff and families will work effectively to utilize funds of knowledge to create an equitable culturally responsive environment where everyone belongs.
- E. Linguistically appropriate** - Students, staff and families will work effectively to utilize funds of knowledge to create an equitable linguistic environment where two-way communication is invited to strengthen the home-school connection.

Unpack the School Goal Statement in terms of our vision of success as it relates to: *[A. Tier I](#) [B. Tier II](#) [C. Tier III](#) practices at your school.*

- A. Tier I** - Huff's Tier 1 Team develops and monitors school-wide core instruction, positive behavior supports, and climate and culture. Utilizing data-based decision-making, the Universal Team develops a universal teaching plan and a system for positive behavior and academic outcomes based on all school data. When a need is determined, the team creates reteaching / boosters to help improve the area of need. Once the reteaching occurs, the team develops a google form asking for reflections from the teachers. These reflections will determine whether the reteaching was successful or if it needs to be modified and retaught.
- B. Tier II** - Huff's Tier 2 Team establishes systems for implementing and monitoring academic, behavioral, and social-emotional intervention. These interventions are needed by small groups of students who are not demonstrating success within core instruction in spite of scaffolding, differentiation of instruction and opportunities for re-teaching. Tier 2 Team reviews student academic and behavioral data brought forward by the Data Review Team for data-based decision-making to identify and schedule targeted interventions for small groups of students and to monitor outcomes. Small groups of students identified for additional learning intervention support continue to receive core instruction. The Tier 2 team is driven by Data Rules: some District provided and others building created and building specific. Data Rules should align with best practice implementation and research, such as fidelity/response/success rates minimally of 80-85%. The Tier 2 Team also monitors adult implementation

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fidelity data, and provides support to staff to meet 80-85% response/success rates.

- C. Tier III** - Huff's Tier 3 Team establishes systems for implementing and monitoring academic, behavioral, and social-emotional intervention and learning supports for individual students who are not demonstrating success within core instruction in spite of targeted intervention and learning supports being delivered with fidelity at Tier 2. The Tier 3 Team reviews student and academic behavioral data brought forward by the Data Review Team for data-based decision-making to identify and schedule intensive targeted learning support for individual students on either a 1:1 or small group (3:1) ratio. The Tier 3 Team also monitors adult implementation fidelity data, and provides support to staff to meet 80-85% response/success rates.

Read the [equity commitment statements](#) within our [equity plan](#). What role does social and emotional wellness play in ensuring equity for every student, from every culture, background, and demographic within our school?

By Spring 2021, we will increase the percentage of our students taking the Panorama Equity survey to capture their voices from 14.9% to 90%.

Social/Emotional Wellness to ensure commitment to Equity: Huff's School Improvement Team will support our effective and engaged staff to reflect upon our current practices to ensure that our values become actions that are consistent and measurable. To ensure that equitable practices are on the forefront of all staff members' minds, our School Improvement Team will embed opportunities for professional development to strengthen staff knowledge of cultural and linguistic responsive classrooms. In addition, our School Improvement Team will center around the inquiry of teaching and learning, elevating our students' culture and language while maintaining high expectations. These practices will promote classroom environments that are inclusive, and provide students with a sense of belonging to celebrate our students' knowledge and culture which make-up our world.

Added to Huff's Mission based on meeting the needs of all of our students (equity):

Vision: Huff will empower students to be self-motivated, life-long learners who believe in themselves and aspire to achieve their fullest potential today and always.

Honor of our work to continue to serve students-a recommitment to our community:

“A Student is the most important person ever in this school...in person, on the telephone, or by mail. A Student is not dependent on us...we are dependent on the Student. A Student is not an interruption of our work..the Student is the purpose of it. We are not doing a favor by serving the Student...the Student is doing us a favor by giving us the opportunity to do so. A Student is a person who brings us his or her desire to learn. It is our job to handle each Student in a manner which is beneficial to the Student and ourselves.”

— William W. Purkey, [Becoming an Invitational Leader](#)

36 out of 242 4-6th=14.9% Grade Responses: 22 were sixth graders, 29 of the students were present above 95% of the time, 7 students were present less than 90% of the time, 24 of the responses were from female, 12 of the responses were from males

Three Questions Surveyed:

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1.) Please explain why you believe students either do or do not have the opportunity for success at your school.

Responses 35 out of 36 (97%) Students

Highlights of Responses

- Majority of Students feel that Huff Elementary has teachers that greatly recognize and support their achievement
- Students are self-aware of their own contributions and consequences, as well as, those students who may fall short of it
- Students and parents shared that Huff is a good school; especially grateful during COVID for reaching out for support was greatly appreciated
- Students recognize the support systems within the school
- One student mentioned bullying
- Assessments are considered robotic too much information to answer
- Students feel that talent is recognized by the staff

Culturally Appropriate: Students, staff and families will work effectively to utilize funds of knowledge to create an equitable culturally responsive environment where everyone belongs.

Welcoming: Students, staff and families will create an inclusive, professional, family-friendly oriented atmosphere where everyone feels safe, valued, accepted, nurtured and respected.

2.) If yes, in what way(s) have you experienced discrimination or race/culture/ethnicity based inequality within your school?

Responses 13 out of 36 (36%):

6 out of 13 (46%) shared no concern

2 out of 13 (15%) shared not really

5 out of 13 (37%) shared concerns related to language, race and ethnicity based on those results

Safe: Students, staff and families will adhere to rules and accept restorative consequences based on systems that are in place through the student code of conduct. The Huff Family will feel protected by the building of trust and relationships within our school community. Respect and equity of voice will allow us to shape minds and teach the acceptance of others.

3.) Describe the most memorable experience you've had - either positive or negative - during your U-46 education.

Responses 33 out of 36:

Field Trips, Excursions, Ownership of the school (decorating)

Cultural celebration

Recognition of staff contributions (teachers going out of their way to assist)

Supportive classmates

Understanding of systems (check In/Out)

Developmentally appropriate: Teachers will provide age-appropriate differentiated social emotional skills and strategies to help ALL students manage their emotions and self-regulate. By creating a safe and respectful environment, students will be able to take risks and meet high expectations.

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Use the District Data Reflection Protocol to analyze the following data (if the data set comes with its own protocol, feel free to use it)
Link your analysis to the appropriate icon.

Understand

Review & React

Reflect & Connect

Produce



Referral Rates

5Essentials

Self-Assessment Survey (SAS)

Tiered Fidelity Inventory

[PBISApp.org](https://pbisapp.org)

