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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Royal Palm Elementary School | | | | **School Year: 2018-2019** | |
| **Principal: Thomas Darby** | | | |  | |
| **Cadre Director: Dr. Angela Fulton** | | | | | |
| **School Mission:**  RPE STEM Museum Magnet mission is to develop students to have a strong work ethic and build a network of higher-level critical thinkers.  The purpose is to prepare and empower generations of leaders to compete and collaborate in our global society through motivation, mentoring, and hands on inquiry, and creative problem solving. | | | | | |
| **School Vision:**  RPE Educators are building a foundation for the future by developing and empowering students to be higher level thinkers and collaborators in a global society through motivation, mentoring, and problem solving. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Marcia Lubin Guidance Counselor** | | | | | |
| **Name: Kennesha Mair-Jones Social Worker** | | | | | |
| **Name: Syterrial Bynes-Jenkins Community Liaison** | | | | | |
| **Name: Monica Maria District Community Liaison** | | | | | |
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| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Mentoring Tomorrow’s Leaders (MTL)**  **2. 5000 Role Models**  **3. Urban League**  **4. Start with Hello**  **5. Kindness Movement** | | | | | |
| **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.** | **Strategy: Introduce monthly character traits school-wide.** | | **B. Recognize personal qualities and external supports.** | **Strategies: Provide individual, group, and family counseling services to our students through school’s support staff, the listeners program, and outside mental health agencies.** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategy: Refer to Response to Intervention (RtI)** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: Utilize monthly character traits and implement school-wide Kindness movement.** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Teaching students on decision making, setting goals, and providing mentorship through support staff and community partners .** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: Create an ongoing school- wide initiative (of Start with Hello) and continuing with implementing Kindness movement.** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Conduct peer mediation, individual and group counseling sessions with students; implement school-wide**  **anti-bullying policy and peace week.** | | **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: Implement Social Emotional Learning programs through classroom presentations; and mentoring programs such as Mentoring Tomorrow’s Leaders, Urban League, and 5000 Role Models.** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Implement character education through classroom guidance, mentoring programs, and assemblies.** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: Collaborate and consult with community partners and outside agencies to implement programs that will provide support to our students and their families. (i.e. Harvest Drive, Zone Meetings, Parent Night, Career Day, Health Fair, and Community Giveaways.)** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **The school-wide policy reinforces students to promote healthy relationships, manage emotions, and solve problems effectively through personal, academics, and career goals setting.** | | | | | |
| **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** |
| Daily Morning Announcements | Guidance/Support Staff | District provided |  | | 06/2019 |
| Professional Learning Communities (PLCs) | Administration/Support Staff | District provided |  | | 06/2019 |
| Small Groups/Mentoring | Social Emotional Learning Leadership Team | Professional Development |  | | 06/2019 |
| Anti-Bullying | All Personal | Brainshark |  | | 06/2019 |
| **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** |
| Decrease in referrals by 3 percent. | Guidance/Support Staff | District provided |  | | 06/2019 |
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