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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Riverland Elementary | | | | **School Year: 2018** | |
| **Principal: Oslay Gil** | | | |  | |
| **Cadre Director: Dr. Mark Strauss** | | | | | |
| **School Mission: The mission of Riverland Elementary School is to provide a teaching and learning environment that enhances self-esteem and enables students to reach their maximum potential. Through a joint effort with parents and community members the school will meet the diverse needs of our students and prepare them to be productive citizens.** | | | | | |
| **School Vision:** **Teaching students to Believe, Achieve, and Succeed.** | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Teanka Pinder – Asst. Principal SEL Liaison Sandra Ashley – School Counselor** | | | | | |
| **Name: Peggy T. Montiel – ESE Specialist** | | | | | |
| **Name: Ashley Galloway – ESE Para, Curriculum Support, Magnet Coordinator** | | | | | |
| **Name: Leonora Ahkin Chin Tai – Literacy Coach** | | | | | |
| **Name: Elizabeth Rivero** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Sandford Harmony**  **2. Just Say Hello**  **3.**  **4.** | | | | | |
| **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: Emotional Reflections (using words and breathing techniques to calm down, safe place.)** | | **B. Recognize personal qualities and external supports.** | **Strategies: Individual Counseling, Buddy – Up/ Finding Commonalities** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Character Education – Demonstrating positive character traits. Showing examples of good citizenship** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: Just Say Hello – 1. See Someone 2. Reach out and Help 3. Start with Hello** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Sanford Harmony – Buddy Venn Diagram, Conversation Makers cards** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: Sanford Harmony – Buddy Up, Conversation Makers cards. Addresses K-5.** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Harmony – Conversation Makers cards, Discipline & Bully Assemblies Lesson plans for PreK-5 in Sanford Harmony.** | | **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: Sandford Harmony Classroom Lesson Problem Solving Skills K-5. Safe Touch Bad Touch K-2, Bully & Discipline Assembly – K-5** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Sanford Harmony -Card Games with scenarios** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: Discipline & Bully Assemblies** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **A teaching and learning environment that enhances self-esteem and enables students to reach their maximum potential. Through a joint effort with parents and community students are recognize not only for their academic achievements but for their leadership in demonstrating excellent character.** | | | | | |
| **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** |
| Brainshark SEL Training | All Staff | Computer/Sanford Harmony Kits | Certification Completion | | 10/19/18 |
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| **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** |
| Attendance viewing in BASIS | SEL Liaison, All Staff | BASIS system/IMT | Increase in daily attendance | | End of the School Year |
| Cafeteria | Support Staff, Paras. | Rewards | Decrease in inappropriate behavior | | End of the School Year |
| Reduction of Referrals | Guidance/Teachers | Treasure Box, Behavior Charts, rewards | Reduction of Referrals | | End of the School Year |
| Review RTI Case Referrals | Guidance | BASIS System | Reduce # of Students on Tier 2 & 3 | | Nov. 6th, January 7th, March 22nd and June 6th. |