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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Wilton Manors Elementary | **School Year:** 2018 - 2019 |
| **Principal:** Melissa Holtz |  |
| **Cadre Director:** Dr. David Hall |
| **School Mission:** The mission of ***Wilton Manors Elementary IB World School*** is to provide rigorous curriculum, where all students work collaboratively in a student-centered learning environment. Our community of lifelong learners will develop real world knowledge and effective communication skills while embracing cultural diversity. |
| **School Vision:** The vision of ***Wilton Manors Elementary IB World School*** is for every student to acquire the academic, career and personal/social skills to reach their fullest educational potential and learn to become healthy and responsible individuals. |
| **SEL Leadership Team School Role** |
| **Name:** Anum Chaudhry School Counselor/ SEL Liaison |
| **Name:** Melissa Holtz Principal |
| **Name:** Vanessa MachinAssistant Principal |
| **Name:** Lori GoldsmithMagnet Program Coordinator |
| **Name:** Melissa Martinez Literacy Coach |
| **Name:** Pam Nicholson Math Coach |
| **Name:** Helaine Moore ESE Specialist |
| **Name:** Cathy Lozada Autism Coach |
| **Name:** Nicole Campanella School Psychologist |
| **Name:** Monica Said Social Worker |
| **Name:** Gina Pineda Teacher Representative  |
| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1.** IB Primary Years Program**2.** Passport to Peace**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?** Wilton Manors IB World School integrates the Broward County Public Schools Social and Emotional Learning Standards through the implementation of our Tier 1 Primary Prevention program “Passport to Peace”  |
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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:** Passport to Peace (P2P) is a Tier 1 Primary Prevention program where students learn, practice, and demonstrate positive attitudes. The pillars of the program are confidence, independence, commitment, cooperation, creativity, empathy, respect, tolerance, enthusiasm, curiosity, honesty, and appreciation. Through these pillars students develop the skills needed to manage anger and frustration.  |
| **B. Recognize personal qualities and external supports.** | **Strategies:** Passport to Peace – Students that exhibit one or more of the attitudes are recognized daily by teachers, staff, or other students. Students and adults are also recognized at quarterly Spirit Assemblies with awards for specific attitudes.  |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**Primary Years Program (PYP) – The Primary Years Program focuses on the development of the whole child to address their academic, social, and emotional well-being. |
| **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:** Each class engages in morning meeting to discuss learning and the current Passport to Peace attitude of the month. While students are learning continuously about the attitudes throughout the year during the month of December they focus on Empathy. This is especially important around the holidays as students think about giving back to others and what that means for their family, friends, and the community.  |
| **B: Recognize individual and group similarities and differences.** | **Strategies:**- Students continually use the P2P attitudes and IB learner profile throughout the year. Specifically, in the month of January, students focus on Tolerance and ways they have already and continue to show tolerance of others.-Walk for Peace – In November students, families, and community members participate in the Walk for Peace where individuals can share their culture and learn about others. -Star Pals – 4th and 5th grade students apply for a program in which they are paired with a younger student in an ESE class. This helps students learn about individual differences. |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:** -Through Passport to Peace students learn how to use Cooperation and Integrity in their daily lives.- The Primary Years Program also emphasizes that it is important for student to be effective communicators. This is done daily in classrooms using the IB approach to learning.  |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**-Through Passport to Peace students learn about Tolerance, Confidence, and Independence and ways to use these attitudes in resolving conflicts in constructive ways.  |
| **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:**-In using Passport to Peace students learn about the attitudes and how to apply them to their personal life and community. For example, during Red Ribbon Week students learn about the dangers of drug use and what it means to *respect* your body and those around you by not engaging in risky behaviors.  |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**-Through Passport to Peace students learn how to use Cooperation and Integrity in their daily lives.- The Primary Years Program also emphasizes that it is important for student to be effective communicators. This is done daily in classrooms using the IB approach to learning.  |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:**Students engage in service learning projects to benefit the community. Specifically, Student Council students are required to complete service projects that will impact the school, their community, and internationally.  |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| Our school-wide policy and practices support the social emotional learning of students as students learn the P2P attitudes and the IB Learner Profile attributes, what they mean, and how to exhibit them in their daily lives.  |
| **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** |
| SEL Brainshark  | Instructional Staff | District Brainshark | Certificate of completion | February 2019 |
| TIER Meetings for new staff | Cathy Lozada | P2P, District Materials | New staff attends monthly meetings | Ongoing – June 2019 |
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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** |
| Referrals | Administration | BASIS Referral System | Documented on Terms | Ongoing – June 2018 |
| Attendance | BTIP Liaison, Social Worker, and Classroom Teachers | BASIS and Terms  | Parent conferences with teachers, attendance letters, and meeting with parents and administration/social worker | Ongoing – June 2018 |
| Data Chats  | Administration, Reading Coach, Math Coach | Data Charts, District databases, curriculum  | Data documentations | Ongoing – June 2018 |