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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Miramar Elementary  | **School Year: 2018-2019** |
| **Principal: Joanne Schlissel** |  |
| **Cadre Director: Mr Lazano** |
| **School Mission: Working with and supporting stake holders so that we can move Miramar Elementary forward academically while providing memorable experiences for our students.** |
| **School Vision:** To collaborate and communicate with all stakeholders to foster ownership for a rich school Structure |
| **SEL Leadership Team School Role** |
| **Name: Nichole Harriott SEL Liaison** |
| **Name: Marie-domini Price Dumerville Assistant Principal** |
| **Name: Jill Colon Art Teacher** |
| **Name: Marisol Homidas 1st grade Teacher** |
| **Name: Jillian Birnbaum 2nd Grade Teacher** |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1.Sandy Hook Promise****2. Consious Dicipline (Headstart)****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?**   |
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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: Teachers will implement daily check ins where students can express their own emotions and reflect on their behaviors.**  |
| **B. Recognize personal qualities and external supports.** | **Strategies: all staff will reward students who follow the SMART rules with Manatee Bucks (School money) which they can spend in their classroom or school store. (Speak in a proper tone of voice, Move quietly and properly, Always do your best, Respect yourself and others, Think before you act.)** |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: All teachers will implement and integrate goal setting activities and conversations in their daily plans with students. Teachers will display classrooms weekly academic goals on the class board and students will repeat and summarize them daily.** |
| **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: Teachers implement class meetings where students can express feeling s and listen to the perspectives of others. Norms will be established so students are aware of how to interact respectfully and with compassion and empathy towards each other.**  |
| **B: Recognize individual and group similarities and differences.** | **Strategies: School stakeholders will be invited to participate in multi-cultural activities including multicultural night. Teachers will introduce, celebrate and recognize the accomplishments of various cultures through literature.** |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies: School counselor will complete SEL workshop with all staff introducing social skills lessons with activities to be implemented in classrooms. School counselor will introduce all students to Start with hello curriculum via morning announcements and classroom lessons. All staff members will greet students each morning with high five/hand shake or hug. School counselor and teachers will facilitate small group meetings/lunch bunch to facilitate open communication and conflict resolution strategies with students.** |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: School counselor and staff will facilitate stand-alone conflict resolution lessons. Peer mediators will be trained on assisting classmates with 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: All students will participate in Career day January 25th 2019. Follow up activities which include research projects and essays (writing activities) reflecting on careers and the decisions individuals are required to make in order to be successful in their career choices.** |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Students will review and role play various scenarios that address social situations and strategies on how to make decisions that encourage personal success.**  |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies: Students and staff will participate in school board Harvest drive and Miramar Fire Department winter toy drive.** |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **All staff are aware of the school wide SMART (Speak in a proper tone of voice, Move quietly and properly, Always do your best, Respect yourself and others, Think before you act) plan and verbally encourages and or give Manatee Bucks (School money) to reward students who are practicing self-awareness, self-management, social awareness, appropriate relationship skills and responsible decision making.** |
| **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** |
| Staff Meeting | Nichole Harriott | SEL Lessons  | Meeting Agenda, Sign In | August 2018 |
| SEL Brain Shark | Nichole Harriott | SEL Brain Shark | Certificates |  |
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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** |
| Data Chats | Administration | BASIS | Academic growth | Ongoing |
| Behavior Referrals | Administration | Basis | Decrease in referrals | Ongoing |
| Guidance referrals  | School Counselor | Guidance Lessons | Decrease in teacher referrals and increase in student referrals | Ongoing. |