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| **Leadership** | | | | | |
| **Complete the school-based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Larkdale Elementary School | | | | **School Year: 2018-19** | |
| **Principal: Carla D. Hart** | | | |  | |
| **Cadre Director: Ernie Lozano** | | | | | |
| **School Mission: The mission of Larkdale Elementary is to promote academic excellence, providing optimum learning opportunities for students resulting in their development into responsible, productive citizens within a nurturing, rewarding, safe, and orderly environment.** | | | | | |
| **School Vision: The vision of Larkdale Elementary is to create a safe and structured environment where students and staff, along with parents, guardians and other stakeholders, come together as a community of life-long learners and leaders. Through optimum learning opportunities, students will be equipped for the demands and opportunities of the twenty-first century. A professional and highly qualified staff, in partnership with parents, will encourage each child to achieve their full potential. By learning how to utilize the knowledge and tools necessary to confidently meet challenges, our students will be empowered to reach their potential, as well as become respectful and responsible citizen leaders for the future.** | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Allegra Marshall SEL Liaison** | | | | | |
| **Name: Karen Edwards Sparks Social Worker** | | | | | |
| **Name: Cynthia Woods Intern Principal** | | | | | |
| **Name: Marcy Berger School Psychologist** | | | | | |
| **Name: Nicole Grosvenor ESE Specialist** | | | | | |
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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. LEAPS- comprehensive system available for social and emotional development and positive behavior change**  **3. Cloud 9** | | | | | |
| **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: Our school uses Schoolwide Champs Behavior Management- this strategy assists to manage the student’s emotions and behavior. The use of the Emotion Journal- used as needed allowing the students to reflect on their emotional state using writing or drawing of pictures to release emotions.** | | **B. Recognize personal qualities and external supports.** | **Strategies: Our school participates in the Kids of Character program, where the students are recognized for displaying character traits. We have the quarterly honor roll assembly that recognizes the student achievements. All students have SMART- specific**, **measurable**, **achievable, relevant**, and time-based **goals established. In the data room the students come in to view and move their data cards once a level has been achieved. The students also have the option to earn BUGS award- Bringing up Grades for those that did not met the honor roll requirement. The Who am I activity also identifies people that can assist the students daily.** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Creating a goal chart to identify individual goals. The classes also use competitive games such as: Kahoot, Brain Breaks, etc.** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: Start with Hello- a program that teaches students about social isolation and ways to make friends and decrease social isolation. Mindful Monthly activities to increase the peace and promote kindness throughout the school.** | | **B: Recognize individual and group similarities and differences.** | **Strategies:**  **Sandy Hook Program- program that decreases social isolation and increases the feeling of belonging.**  **The schoolwide bullying assembly- Teaching the differences among groups and how to get along. This strategy decreases the social isolation felt among students.** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: Classroom SEL Lessons to teach the students how to interact with their peers. The lessons include the use of role playing- What Would you Do activity as well as being accountable and saying sorry to others.** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**  **Our school is using the LEAPS and Cloud 9 programs. These programs allow for the Teachers to instruct students on coping skills and the ability to solve conflicts in the classroom.**   * **Model peer conflict resolution** | | **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: Using the THINK process to help students recognize and use responsible interactions. T-is it true, H-is it helpful, I- is it inspiring, N- is it necessary, K- is it kind.** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Monthly Kids of Character activities and Quarterly Honor Roll, celebrating the students’ academic success.** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: Classroom expectations and norms are discussed. Students discuss and model what helps the classroom and school environment feel like a safe place to learn. The teachers use the This or That activity- giving the students two options on how to address a situation. The students share their choice, have class discussion, and reflect on their decision.** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **The school wide policy is that all staff are trained in SEL and have an open-door policy. Students will receive the necessary SEL support from the school staff.**  **Field Day- Ensures that all students participate in activities resulting in some form of a ribbon.**  **Student of Month- Monthly Kids of Character awards based on the character traits** | | | | | |
| **SEL Professional Development: *How will school leadership educate administrators, faculty, and staff on the continuous implementation of SEL? The school staff will be offered district wide training opportunities*** | | | | | |
| **Action** | **Responsible Person** | **Resources** | **Evidence of Completion** | | **Completion Date** |
| SEL Instructional Brainshark | Each Instructional Staff Member | LEAPS, Sandy Hook Promise | Sign-in Sheets | | 10/31/2018 |
| Team Leader Meetings | Team Leaders | LEAPS, Sandy Hook Promise, Ongoing District Trainings | Sign-in Sheets | | Ongoing |
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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** |
| Review DMS | Cynthia Woods | Discipline Reports | Data Chats | | Ongoing |
| Review ELA/Math quarterly assessment data | Cynthia Woods, Academic Coaches, RTI Team | I-Ready Reports, Progress Monitoring, and other Assessment data | Data Chats | | Ongoing |