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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: **Tropical Elementary** | | | | **School Year: 2018-2019** | |
| **Principal: Erik Anderson** | | | |  | |
| **Cadre Director: Estella Ekhardt** | | | | | |
| **School Mission:** The mission of Tropical Elementary, in partnership with parents and the community, is to ensure an optimum learning environment, which sets high expectations and enables all students to reach their maximum potential. | | | | | |
| **School Vision:** Educating today’s students to succeed in tomorrow’s world. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Natali de Darbouze SEL Liaison/School Counselor** | | | | | |
| **Name: Terie Miranda Assistant Principal** | | | | | |
| **Name: Tanya Reid Media Clerk** | | | | | |
| **Name: Adina Baseman 5th Grade Teacher** | | | | | |
| **Name: Amy Rosenthal School Psychologist** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Shout out Box**  **2. Sanford Harmony Boxes**  **3. Start With Hello**  **4. Wonder Kids Club**  **5. Classroom Guidance Lesson** | | | | | |
| **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?**  We use a variety of techniques that range from teacher instruction and school counselor interventions including but not limited to classroom guidance lessons, one on one counseling, group counseling, and assemblies. | | | | | |
| |  |  | | --- | --- | | **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:**  **Teachers can use restorative questioning. Mindful practices.** | | **B. Recognize personal qualities and external supports.** | **Strategies:**  **Interest Inventories, peer and adult connections, self-awareness activities.** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**  **Check-ins and reinforcing good behavior. Character awards, academic achievement assemblies, Read’n quizzes** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**  **Reading Wonder to teach perspective and empathy (5th grade).**  **Everyone is a Wonder (Primary).**  **Weekly Read Alouds on morning announcements.**  **Social skills groups**  **SEL Classroom lessons** | | **B: Recognize individual and group similarities and differences.** | **Strategies:**  **Celebrating various multicultural events. i.e. all heritage events.** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**  **Teacher classroom rules and expectations. School wide behavior plan.** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**  **SEL classroom lessons. Conflict mediation** | | **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:**  **GRADE (Gang Resistance and Drug Education) curriculum.** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**  **Sanford Harmony Box activities.**  **SEL Classroom Lessons** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:**  **Just Say No Club, Harvest Drive, Relay for Life, Jump Rope for Heart, Angel Tree.** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| Our school-wide policy and practices support SEL in many ways**.** We practice and promote inclusion and acceptance throughout all aspects of our school. Starting with the classroom, teachers will have positive classroom behavior plans and RTI team help them develop positive individual behavior plans as needed. On top of that we have classroom guidance lessons that are being held as well as assemblies promoting inclusive practices such as the Start with Hello initiatives. | | | | | |
| **SEL Professional Development: *How will school leadership educate administrators, faculty, and staff on the continuous implementation of SEL?*** When our school counselor goes to SEL trainings she hold faculty trainings to inform them of all SEL initiatives. Also, we have an SEL team that contributes to these initiatives on a daily basis. | | | | | |
| **Action** | **Responsible Person** | **Resources** | **Evidence of Completion** | | **Completion Date** |
| Inner Explorer Training | Natali de Darbouze | Inner Explorer Online Platform | Reduction in behavior issues | | June 2019 |
| Sanford Harmony Box Training and implementation | Natali de Darbouze/Teachers | Sanford Harmony Tool Box | More inclusive classroom setting | | June 2019 |
| Start With Hello Assembly | Natali de Darbouze/ Teachers | Start with Hello Educators Resource Guide | Seeing more inclusion in our schools | | June 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 of behavioral referrals | Terie Miranda | BASIS/DATA | BASIS data graphs | | June 2019 |
| Decrease of behavior RTI students | Natali de Darbouze | BASIS | BASIS data graphs | | June 2019 |
| Improvement of students with academic performance | Terie Miranda/Natali de Darbouze | BASIS | Basis Data Graphs | | June 2019 |