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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Floranada Elementary | **School Year: 2018 - 2019** |
| **Principal: John Vetter** |  |
| **Cadre Director: Dr. Mark Strauss** |
| **School Mission:** Our Floranada community challenges and empower students to reach their highest potential by fostering creative thinking in a safe, collaborative learning environment. |
| **School Vision:** 1. By May of Kindergarten year, all children will read to a Running Record level 6.2. Teacher development will occur until we have 100% Florida Standards implementation.3. Teachers will collaborate as a priority for teacher development.4. Students will collaborate with each other as a means of learning.5. Meaningful data collection on student achievement will result in decisions on educational needs being met by teachers.6. Parent and Community relationships will be cherished and honored as a way to attain the goals of the school. |
| **SEL Leadership Team School Role** |
| **Name: Kristin Barclay SEL Liaison** |
| **Name: John Vetter Principal** |
| **Name: Josianne Valme Asst. Principal** |
| **Name: Terri Chelton Literacy Coach** |
| **Name: Lauren Gordon RTI Coordinator** |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Kids of Character – Super Citizen****2. Start With Hello****3. classroom guidance****4. small groups** |
| **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: Positive behavior management strategies, Classroom guidance, small groups, Peer Mediation, Individual Counseling** |
| **B. Recognize personal qualities and external supports.** | **Strategies: Positive behavior management strategies, RTI, individual counseling, referrals from parents and teachers, Super Citizen (character traits) recognition, Classroom guidance, modeling / role-playing**  |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Super Citizen (character traits) recognition, Honor Roll awards, goal setting and steps to achieve your goal, recognition for reaching personal academic goal monthly and quarterly, modeling** |
| **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: Classroom guidance, small groups, individual counseling, community building activities, teacher-led class discussions**  |
| **B: Recognize individual and group similarities and differences.** | **Strategies: Classroom guidance, small groups, individual counseling, community building activities, teacher-led class discussions, school-wide initiatives** |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies: Classroom guidance, small groups, individual counseling, community building activities, teacher-led class discussions, school-wide initiatives, modeling / role-playing, positive communication skills, self-reflections** |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Positive behavior management strategies, modeling / role-playing, positive communication skills, self-reflections, Peer Mediation, class meetings** |
| **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: Classroom guidance, individual counseling, teacher-led class discussions, school-wide initiatives, modeling / role-playing, positive communication skills, self-reflections, class meetings** |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Individual counseling, small groups, teacher-led class discussions, school-wide initiatives, modeling / role-playing, positive communication skills, self-reflections, class meetings, community building activities, self-reflections, goal setting and reflections of reaching personal goals** |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies: Positive behavior management strategies, modeling / role-playing, positive communication skills, self-reflections, Peer Mediation, class meetings, school-wide initiatives, positive recognitions** |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **Floranada’s school-wide SEL mission and practices support the social emotional learning of students by making it an integral part of our daily educational process from Pre K – 5. We seek to increase positive attitudes about self, others and school; reduce problem behaviors; increase decision making abilities in students; prevent, manage, and resolve interpersonal conflicts in constructive ways; and increase empathy between individual and groups both similar and different.** |
| **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** |
| Classroom guidance, small groups, individual counseling, Peer Mediation | Kristin Barclay | Age appropriate SEL lessons related to competencies | Observation of student behaviors / attitudes | May 2019 |
| School Wide Initiatives | John Vetter, Kristin Barclay, Terri Chelton | Books and activities related to initiative | Observation of student behaviors / attitudes | May 2019 |
| RTI | Lauren Gordon | MTSS | Student data | May 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** |
| Review behavioral referrals, RTI tier levels and relevant data | SEL Team | BASIS, STAR, I-Ready, FBA, PBIP | Data trend graphs / reports | November 2018 |
| Review behavioral referrals, RTI tier levels and relevant data | SEL Team and classroom teachers | BASIS, STAR, I-Ready, FBA, PBIP | Data trend graphs / reports | January 2019 |
| Review behavioral referrals, RTI tier levels and relevant data |  SEL Team and classroom teachers | BASIS, STAR, I-Ready, FBA, PBIP, standardized achievement test data | Data trend graphs / reports and achievement test data | May 2019 |