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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: Lisa Leider Asst. Principal** | | | | | |
| **Name: Terri Chelton Literacy Coach** | | | | | |
| **Name: Lauren Gordon RTI Coordinator** | | | | | |
|  | | | | | |
| **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?** | | | | | |
| |  |  | | --- | --- | | **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: 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.*** | | |  | | | **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.*** | | |  | | | **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** | | | | | | |
| **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** |
| Zones of Regulation, Go Leaps, Broward Prevention, SEL Literature, Social Thinking, Basis | Kristin Barclay, teachers and Support Staff | Zones of Regulation, Go Leaps, Broward Prevention, SEL Literature, Social Thinking, Basis | Observation of student behaviors / attitudes, sign in sheets | | Jan 2019  May 2019 |
| School Wide Initiatives | John Vetter, Kristin Barclay, Terri Chelton | Books and activities related to initiative | Observation of student behaviors / attitudes, sign in sheets | | May 2019 |
| RTI | Lauren Gordon | MTSS | Student data | | Jan 2019  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 |