|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Stephen Foster Elementary | | | | **School Year:** 2018-2019 | |
| **Principal:** Ricky Grimaldo | | | |  | |
| **Cadre Director:** Dr. Mark Strauss | | | | | |
| **School Mission:**  The mission of Stephen Foster Elementary is to provide opportunities for each student to develop:  F- foundations for learning  O- optimum growth  S- self-esteem  T- (into) tomorrow’s leaders  E- effective decision making skills  R- responsible citizenship | | | | | |
| **School Vision:**  Educating today’s students to succeed in tomorrow’s world. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name:** Natalie Havens **SEL Liaison** Natalie Havens | | | | | |
| **Name:** Ricky Grimaldo (Principal) David Martin (Assistant Principal) | | | | | |
| **Name:** Lisa Leider (ESOL, MTSS) | | | | | |
| **Name:** Jennifer Brodsky (ESE Specialist) | | | | | |
| **Name:** Gillian Munter (Literacy Coach) | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Sanford Harmony**  **2. LEAPS**  **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?** | | | | | |
| |  |  | | --- | --- | | **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:**  During our Sanford Harmony lessons we work on managing one’s emotions and behavior. There are stories read and emotions students can practice in order to better identify what emotions are and what to do when you feel a negative emotion. | | **B. Recognize personal qualities and external supports.** | **Strategies:**  Sanford Harmony lessons help to recognize personal qualities and external supports. During these lessons student do a Meet-Up where they can communicate some personal strengths and discuss different support systems. | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**  The lessons in Sanford Harmony enable students to demonstrate skills related to achieving personal and academic goals. During Meet-Up and Buddy-Up students can discuss with the class and with a class partner about their personal and academic goals. The class also has Harmony goal posted up for the whole class to view. | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:** One of the units in our Sanford Harmony program at Stephen Foster includes Empathy and Critical Thinking. In this unit there are topics addressed which include; recognizing feelings, predicting feelings, explaining feelings, having empathy, understanding stereotypes about people, understanding stereotypes about objects, activities, and roles, and understanding that people can change. In this unit children are taught how to identify and demonstrate the physical signs of different emotions. This can be done in an activity such as one called Feeling Charades where students act out and guess each other’s feelings. | | **B: Recognize individual and group similarities and differences.** | **Strategies:** Through our Sanford Harmony program we will provide instruction which recognizes diversity and inclusion.There are activities throughout this diversity and inclusion unit which include; getting to know one another, discovering commonalities, learning from diversity, and building community. One activity example is gathering the class together to review commonalities and buddying classmates up so they can learn more about one another’s similarities and difference. | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:** One of the units in Sanford Harmony focuses on communication. In this unit some things addressed include; listening to others, responding to others, and being assertive. Students are encouraged to discuss with one another about the importance of being thoughtful and careful listeners, the importance of reciprocal communication as well as the importance of speaking up in a respectful way. One activity done in regards to this communication unit it to have students draw or write the pledge “ I will be a good listener by \_\_\_\_.” | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** The communication unit in Sanford Harmony addresses how students can be assertive in a respectful way that helps them to manage and resolve interpersonal conflicts. In this lesson students are taught to foster self-regulation in communicating needs, desires, and ideas. One activity done to teach this to students is to practice how to Speak Up, Speak Kindly. Discussing and practicing why it’s important and how to appropriately speak up and do so kindly. Student can practice this in a role-play setting and by seeing the teacher model this. | | **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:** In Sanford Harmony there is a Problem Solving unit. In this unit we promote skills in generating alternative solutions to interpersonal problems. There are 4 steps students are to practice in problem solving (Stop, Talk, Think, Try). This can be done in conflict scenario role-plays and teachers modeling how to state the problem, discuss solutions, predict consequences and then determine the best solution to try. | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:** In Sanford Harmony’s Problem Solving these decision-making skills are taught. In this unit the topics addressed are as follows; identifying problems, solving problems, cooperating, and being considerate. One activity discusses two steps (stop and talk) and students practice recognizing different perspectives. One example of this is students discussing the Spot the Problem Scenarios. Students use role-plays and buddy up to share their thoughts and figure out what the problem is. There are also some Being Considerate role-plays where students practice stating how they feel and asking a peer to adjust behavior (e.g., The noise is making it hard for me to work on my puzzle, Could you please play more quietly?). | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:** Sanford Harmony aligns with our positive behavior plan in that it envelops the critical element #4, location-based rules and expectations. Stephen Foster uses the acronym STEAM, Self-Control, Tolerance, Educated Decisions, Accountably, and Maintaining a Positive Behavior. Sanford Harmony focuses on and encourages the classroom and school to work together as a community and follow these expectations. These are taught specifically in the 30 minutes set aside each week in every classroom. Peer Relations is one area taught which includes; caring for others, being inclusive, making amends and forgiving, and reflecting and connecting. Activities to promote inclusive attitudes and behaviors are taught. One example of this is in playing the musical chair game. In this game chairs are slowly taken away and therefore, students left out little by little. Teachers guide our students in figuring out a way to make sure that everyone feels included. | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **Our school-wide positive behavior plan lends itself in our school-wide policy and practices that support the social emotional learning of students. In our positive behavior plan we have created the expectations/rules matrix using the acronym for our steamboat mascot, STEAM. In this acronym the S stands for Self-Control, T for tolerant, E for Education-Decisions, A for Accountable, and M for Maintaining a positive attitude.**  **Here at Stephen Foster we have also started this year with the implementation of a thirty minute social-emotional lesson per week. The program we are using and which all teachers were trained on is called Sanford Harmony. Our school counselor has headed up this initiative with the support of administration. She and the SEL liaison meet on a regular basis in order to ensure the best execution of this new school-wide social emotional program.** | | | | | |
| **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** |
| Meeting with teachers in team meetings to check-in with the implementation of the social emotional program, Sanford Harmony. | School Counselor, Natalie Havens | Sanford Harmony, SEL Liaison | Team meeting notes/agendas. | | June 6th, 2018 |
| Meeting with team leads to inquire about the fidelity of the execution of Sanford Harmony amongst each grade level. | School Counselor, Natalie Havens | Sanford Harmony, SEL Liaison | Team lead meeting notes/agendas. | | June 6th, 2018 |
| Staff and faculty meetings. Check-in/ update about Sanford Harmony. Reviewing data on items such as attendance and behavioral referrals. | School Counselor, Natalie Havens | Sanford Harmony, SEL Liaison | Staff meeting agendas. | | June 6th, 2018 |
| **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** |
| During quarterly meetings to review the positive behavior plan referrals will be looked at with quarter to quarter comparison data. | School Counselor, Natalie Havens | Basis data regarding behavioral referrals. | Quarterly agendas for the positive behavior team meetings. | | June 6th, 2018 |
| On a quarterly basis tardies and attendance will be compared to analyze the effectiveness of our SEL. | School Counselor, Natalie Havens | Basis data regarding tardies and attendance. | Team lead meetings will have this on the agenda. | | June 6th, 2018 |