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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Plantation Elementary School | | | | **School Year: 2018-2019** | |
| **Principal: Judith Pitter** | | | |  | |
| **Cadre Director: Estella Eckhardt** | | | | | |
| **School Mission:**  **The Plantation Elementary School Mission is to provide the best learning environment for each child in order to reach his/her highest level of achievement.** | | | | | |
| **School Vision:**  We believe all students can learn when their appropriate learning style if considered. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Carmen Rodriguez SEL Liaison** | | | | | |
| **Name: Deidre Floyd Equity Liaison** | | | | | |
| **Name: Samantha Milton Grade 2 Team Leader** | | | | | |
| **Name: Rhonda Griffin Grade 3 Teacher** | | | | | |
| **Name: Jaclyn Cohen Grade 1 Team Leader** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Yoga Program (K-2) mindfulness**  **2. SEL Special (Grades 1-3)**  **3. Sanford Harmony Program: Individual classroom debrief by students**  **4. “Hello” Meet and Greet-new student Program, Buddy and Mentor a new students** | | | | | |
| **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: Zones of Regulation** | | **B. Recognize personal qualities and external supports.** | **Strategies: Sanford Harmony welcoming strategies, “Start your Day with Hello.”** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Hello Program, Tiger bucks , awards assembly, Bucket Filler, Tiger Paws Café** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: Meet with teams and give feedback and resource information SEL Classroom lessons** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Morning Meetings, Self-mindfulness (meditation), go to a quiet place, journaling** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: team Contest, Team Building Awards** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Class competitions, SEL classroom lessons, Tiger Bucks** | | **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:**  Safety Patrol, School Leaders Program, Recycling Program, Mentoring Program | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**  **Classroom Jobs, STEM Projects** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: Awards Ceremonies, Character Ed. Ceremonies, class DOJO** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **Teachers promote the character traits, Tiger Bucks are given in all classrooms, teachers follow up on SEL Classroom lessons.** | | | | | |
| **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** |
| Small team meetings | Team leader | Harmony kits | Improvement in class behavior | | 6/5/19 |
| Parent Ed. Meetings | Equity liaison | Mindful Kids, Dojo | education in school behavioral | | 6/5/19 |
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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** | **Resource** | **Evidence of Completion** | | **Completion Date** |
| Monitor Behavior Referrals Quarterly | Deborah Brown | DMS | 10% reduction in behavioral referrals by 6/5/18 | | 6/5/2018 |
| Data vs. Academic Improvement | Teacher, Team Leader and School Counselor | Report cards, interims, daily notes | 10% reduction in behavioral referrals by 6/5/18 | | 6/5/2018 |
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