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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**  |
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| **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?**   |
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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: 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.***  |
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| **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.***  |
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| **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** |

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| **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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