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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Lloyd Estates Elementary | **School Year:** 2018-2019 |
| **Principal:** Shawn Allen |  |
| **Cadre Director:** Dr. Strauss |
| **School Mission:** Our mission is to develop well-rounded creative thinkers and problem solvers with the strength of character to serve as a productive member of society. |
| **School Vision:** We are a *STEM District Innovative Program School* with a Digital 5 Program aiming to prepare our students for a rapidly changing world by equipping them with critical thinking skills, the ability to use resources and technology effectively, while fostering a respect for common core values of honesty, loyalty and compassion. |
| **SEL Leadership Team School Role** |
| **Name: Vivian Rowe School Counselor/SEL Liaison** |
| **Name: Shawn Allen School Principal** |
| **Name: Marilyn Guirand Assistant Principal** |
| **Name: Marjorie Gomez ESE Resource Teacher** |
| **Name: Blanche Johnson School Social Worker**  |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Character Education****2. Sanford Harmony****3. Leaps****4. PBIS World** |
| **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:**Teachers discuss daily emotions using the Sanford Harmony task cards. Daily discussions of control of impulsive behaviors will be evaluated in the classroom. |
| **B. Recognize personal qualities and external supports.** | **Strategies:** Character Education curriculum is taught in class. Incentives are given by teachers and staff. Students are aware of the school personnel equipped to provide assistance for support, they also identify family, peer or community support. |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:** Teachers has Data chats with individual students; students has data folders to track their progress in meeting the academic goals. Administration celebrates their progress by highlighting students in school bulletin boards. |
| **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:** Student display empathy as they build relationships with other students in the school by working as a team and in groups. Listening skills are reinforced in the classroom by sharing individual ideas, feelings and perspectives. |
| **B: Recognize individual and group similarities and differences.** | **Strategies:** Celebrate diversity by identifying similarities and differences among various social and cultural groups (i.e. Hispanic, Black, LGBT History Months). Teachers and staff will reinforce positive qualities in students. |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:** Teachers and students were trained in the “***Start with Hello Week*”** program during September and will continue to use the skills throughout the year. Teachers and staff model appropriate social behaviors in the classroom, hallways and cafeteria. Cooperation and teamwork is promoted through the Character Education Curriculum. |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** Teacher models strategies that will help students to monitor and regulate their behavior. Students are aware of multiples ways to solve the problem by engaging in self-management strategies to handle their emotions. Expectations are discussed at the beginning of each quarter as reminder of our school-wide positive behavior. |
| **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:** Students are taught on how to promote their one’s own health avoiding risky behavior. Character Education curriculum identify traits as responsibility, kindness and citizenship and they are exercised during the whole year. Teachers and students participate in *Anti-Bullying* Trainings, in activities during *Peace Week*, *Red Ribbon Week*, *and No Name Calling Week* to increase knowledge over ethical issues and safety concerns during the school year.  |
| **B: Apply decision-making skills to deal responsibly with daily academic and social situations.** | **Strategies:** Teacher gives students meaningful choices on what they can work on and ask for input when making decisions about how their classroom will operate. Students are accountable and responsible for their actions. Students apply the responsibility trait when it relates to tasks in class, homework and social issues in and out of the classroom. |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:** Teacher identify the student roles and how these ones contribute to their classroom. Teachers, Staff and Students exhibit the traits of Citizenship and Kindness during the Fall months by getting involved in the *District Annual Harvest Drive*. Students has the opportunity to work cooperatively with others by planning, implementing and evaluating projects addressing our school and the community. |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| Our School Positive Behavior Intervention Plan addresses safety as a main concern. Safety involves physical, emotional and environmental factors. Our teachers train the students at the beginning of each semester on the expected behaviors in school grounds, cafeteria as well as in the bus. School Administration, SEL Liaison, Teachers and Staff are trained in the SEL Standards by attending workshops, viewing Brainsharks during Faculty meetings or in discussion during Grade Level meetings. Teachers and Staff participate in Professional Development classes to improve Self-care; attend district weekend activities such as *Behavioral Health Resource Fairs* to help our families connect to the community and be successful as our mission states.  |
| **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** |
| Faculty MeetingsClassroom Observations | Shawn Allen | SEL District Standards | Signing Sheets Evaluations | May 2019 |
| Brainsharks | Marilyn GuirandVivian Rowe | SEL District Guidelines | Certificates | Oct 31, 2018 |
| Trainings/PD | Vivian Rowe | My Learning Plan PD | In-service Points  | 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 Behavior Incidents | Shawn AllenMarilyn Guirand | BASIS, CPST/RtI Meetings | Data Reports | May 2019 |
| Classroom Sanford Harmony Lessons | Vivian RoweMarjorie Gomez | Sanford Harmony Curriculum | Student Surveys | May 2019 |
| I-Ready Diagnostic | Shawn AllenMarilyn Guirand | I-Ready | I-ready Checkpoints | Each Quarter |
| Honor Roll Assemblies | Vivian Rowe | Pinnacle | Report Cards | Jan 2019, June 2019 |