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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Palmview Elementary | **School Year: 2018-2019** |
| **Principal: Robert Gibson** |  |
| **Cadre Director: Mark Narkier** |
| **School Mission:** We at Palmview Elementary Environmental Science Magnet School are dedicated to providing a meaningful, quality education where each individual student will achieve his or her full potential. As positive role models, we will provide a safe, respectful and nurturing environment. We will create increasingly higher expectations, teach academic skills and model socially responsible behavior so that our students will develop and succeed. |
| **School Vision:** Palmview Elementary School’s vision is to provide a quality education through high academic standards in a safe environment. |
| **SEL Leadership Team School Role** |
| **Name: Shayla Standifer SEL Liaison** |
| **Name: Linda Perez, Renee Adderley Literacy Coaches** |
| **Name: Robert Gibson/Junoisier J. Allen Principal/ Assistant Principal** |
| **Name: Emmanuel Duverneau Math Coach** |
| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Start With Hello Week****2. School-wide Positive Behavior Plan****3. Pro-Social Clubs****4. Internship Program****5. Guidance Plan****6. Panda Credit Award System****7. School-Wide Incentive Program****8. Power of Three****9. Class Meetings****10. Themes & Topics****11. Counseling Services** |
| **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?** At Palmview Elementary School, Social Emotional Learning is explicitly taught and/or integrated school-wide and in classrooms as follows:* School-Wide Positive Behavior Plan – emphasizes school-wide systems of support that include proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments.
* School-Wide Incentive Programs – Panda Credits Reward System, Student of the Month Breakfast, Student of the Week, Award Assemblies and Principal’s “A” All Star Luncheon.
* Power of Three – embeds explicit social and emotional expectations in the classroom culture.
* Quality instruction - supporting all learning as a social and emotional endeavor.
* Literature studies – ensuring that all literature includes social and emotional content.
* Active Supervision – engaging with students in a range of contexts.
* Class Meetings – engaging collaboratively around social and emotional matters.
* Themes & Topics - structured learning sequences focusing on chosen social and emotional matters.
* Counseling – therapy and other support services.

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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:**Students will participate in small group or individual counseling sessions that highlight emotional management.Students participate in large group guidance lessons on self-control and confidence. |
| **B. Recognize personal qualities and external supports.** | **Strategies:**Students will participate in mentoring programs that build life-long character traits.Students participate in large group guidance lessons on respecting self and others. |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**Students participate in incentive programs such as award assembly, student of the month, panda café, panda credit award system, student of the week and principal “A” all-star luncheon.Students participate in large group guidance lessons on goal setting. |
| **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:** In class meetings students engage collaboratively around social and emotional matters.Students participate in large group guidance lessons on how to demonstrate empathy toward peers. |
| **B: Recognize individual and group similarities and differences.** | **Strategies:** Students participated in icebreakers with other students that they would not normally socialize with.Student participate in large group guidance lessons on respecting self and others. |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:**Students practice teamwork building activities through large group guidance lessons to learn the importance of collaboration and friendship qualities.Students participate in various pro-social clubs to develop communication and social skills in order to interact effectively with others. |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**Students participate in small group counseling sessions that focus on conflict resolution skills.Students are given the autonomy to request conflict mediation with school counselor to resolve conflicts with peers. |
| **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 participate in school-wide behavior assembly that emphasizes behavior expectations, safety, self-control, tolerance, and school-wide norms. Students will participate in a large group guidance lessons that highlight decision making skills. |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:** Students are encouraged to practice academic and social skills that result in them being recognized in various school-wide incentive programs.Students are encouraged to practice academic and social skills that result in them being selected as their class representative for the student of the month breakfast. |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:**Students gain real-world experiences and make contribution to the enrichments of the school community through participating in a school-based internship program. Their contributions and roles include the following: * Movie day attendants
* Game day technicians
* Kids meal day managers
* Pizza day supervisors
* Student of the month breakfast hospitality crew
* Office assistance
* Safety patrols
* Palmview news anchors
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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| Palmview Elementary school-wide policy and practice support the social emotional learning of students by continuing to build connections between SEL and academic standards and to identify instructional strategies that integrate the development of students’ social, emotional, and academic skills**.** Our systems of support include proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments. Attention is focused on creating and sustaining Tier 1 supports(universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional. |
| **SEL Professional Development: *How will school leadership educate administrators, faculty, and staff on the continuous implementation of SEL?***School leadership will educate administrators, faculty and staff on the continuous implementation of SEL by coordinating and scheduling various professional developments focusing on SEL throughout the school year. |
| **Action** | **Responsible Person** | **Resources** | **Evidence of Completion** | **Completion Date** |
| SEL Presentation | Ms. Standifer | SEL Brain-sharks | Copy of certificates | 10/19/18 |
| Classroom Behavior Plan | Ms. Standifer | Classroom Behavior Plan Guide | Completion of Classroom Behavior Plan | 8/8/18 |
| School-Wide Positive Behavior Training | Ms. Standifer | School-Wide Positive Behavior Plan | Attendance | 8/8/18 |
| Panda Credit System | Ms. Standifer | Panda Credit System Procedures | Attendance | 8/8/18 |
| School-Wide Incentive Program | Ms. Standifer | School-Wide Incentive Program Procedures | Attendance | 8/8/18 |
| **Quarterly Review of Behavior and Academic Data: *How will school leadership measure the impact of SEL.******What are the indicators of success?***School leadership will measure the impact of SEL by reviewing monthly data such as discipline referrals, counseling referrals, attendance and tardies. The indicators of success are the following: * Discipline referrals decreasing by 30%
* Attendance rate increase by 50%
* Tardies decrease by 50%
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| **Action** | **Responsible Person** | **Resources** | **Evidence of Completion** | **Completion Date** |
| Coordinate Awards Assemblies | Ms. Standifer | Perfect Attendance, Good Citizenship, Principal Award, Kid of Character Certificates | Quarterly Assemblies | 6/3/19 |
| Coordinate and facilitate Positive Behavior Assemblies | Ms. Standifer | Positive Behavior Presentation | Bi-Annual Attendance and log on the L-27 Panel | 1/8/19 |
| Implement School-Wide Incentive Program | Ms. Standifer | School-Wide Incentive Procedures | Redemption Forms submitted to School Counselor | 6/3/19 |