Leadership

Complete the school based information below.	
Develop a school infrastructure that will support SEL.	
School: Fairway Elementary School	**School Year:2018-2019**
Principal: Michelle McKnight	
Cadre Director: Mr. Ernie Lozano	

School Mission:

Fairway Elementary provides a safe and compassionate learning community that challenges all students to achieve their optimum potential.

School Vision:

Compassion, Productivity and Empowerment

SEL Leadership Team	School Role
Name: **Shantai Mobley**	**SEL Liaison**
Name: **Arlisha Canion**	**ESE Specialist**
Name: **Maria Goyeneche**	**ASD Coach**
Name: **Dr. LaShawn Tukes**	**Assistant Principal**
Name:	

School Wide SEL Implementation

Review of Current SEL Program: What SEL program(s) currently exist in your school?

1. LEAPS
2. 5th Grade Student Government
3. Peer Pals
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: • Teach and model strategies for handling distressing situations • Use I-Statements to express various emotions • Use stories to discuss and identify how characters deal with emotions • Teach and model calming techniques (ex. counting to 10, counting backwards from 10, rubbing hands together softly, slow deep breathing) • Use a web to brainstorm strategies with class to reduce stress (ex. Physical exercise, talking to a friend, drawing, coloring)

B. Recognize personal qualities and external supports.	**Strategies:** • Have a class meeting to identify and discuss ways to seek help from teachers, support staff and administrators • Introduce students to support staff and administration and explain their roles and responsibilities within the school. • Develop ways students can support each other (mentoring programs such as Peer Pals, Student Government)
C. Demonstrate skills related to achieving personal and academic goals.	**Strategies:** • Discuss what it means to be successful at school… what does it look like • Share examples of goals that have been achieved after overcoming obstacles through fiction and non-fiction text. • Teach students to develop short and long term goals. • Allow students to make academic and personal goals and monitor them
Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*	
A: Recognize the feelings and perspectives of others.	**Strategies:** • Teach students how to recognize bullying.

	• **Use text to describe how fictional characters feel throughout a story** • **Discuss the various points of view expressed in text to explain why characters feel the way they do** • **Teach and model good listening skills (eye contact, nodding, asking clarifying questions)**
B: Recognize individual and group similarities and differences.	**Strategies:** • **Use group activities to model the needs of others (turn taking, listening to others, accountable talk)**
C: Use communication and social skills to interact effectively with others.	**Strategies:** • **Set and discuss classroom rules and norms (raising hands)** • **Role play how to give compliments and appropriate responses to compliments.** • **Develop strategies and routines for working in collaborative groups**
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	**Strategies:** • **Hold classroom discussions about situations in class that were disagreements (What could have been done differently)** • **Teach and model calming techniques (ex. counting to 10, counting backwards from 10, rubbing hands together softly, slow deep breathing)** • **Gather information about a need in the community and discuss ways**

	we can help that need.
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:** • Use Character Education to discuss and teach ethical behaviors. • Use fiction and non-fiction text to convey the importance of community and citizenship • Allow students to create collages or presentations that show ways to help others in school or the community • Create classroom rules with student input to allow students to have more ownership in the rules.
B: Apply decision-making skills to deal responsibly with daily academic and social situations.	**Strategies:** • Use collaborative small groups for projects and classroom activities • Role play social situations and collaborate on potential solutions
C. Contribute to the well-being of one's school and community.	**Strategies:** • Assign students classroom responsibilities and or jobs (door holder, line leader) • Hold Career Day Presentations with community members and

	stakeholders
	• Hold Student Government elections
	• Students will participate in food and toy drives

How does your school-wide policy and practices support the social emotional learning of students?

The school-wide policy and practices at Fairway Elementary support the social emotional learning of students through the use of the following strategies:

1. Working in partnerships
2. Teaching students how to work in a group
3. Nurturing a culture of kindness
4. Giving students new words to say
5. Teaching kids how to manage conflict
6. Using anchor charts to teach social-emotional skills
7. Practicing lots of role-play

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
Staff Development on Employee Planning Days	Shantai Mobley	LEAPS	Follow-up Activity	November 13, 2018
Staff Development on Employee Planning Days	Shantai Mobley	LEAPS	Follow-up Activity	January 14, 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**
Review and count the number of referrals each quarter in the Discipline Management System to see if there is a reduction in referrals for behavior.	Shantai Mobley Arlisha Canion	Discipline Management System	A document showing graph of each quarter compared with a paragraph summary.	January 7, 2019 March 22, 2019 June 5, 2019
Review Academic Data each quarter to determine if there is an increase in student proficiency for (ie.Reading, Math, & Science if applicable).	Shatai Mobley Arlisha Canion	School City iReady	Grade Level data from Grades 3-5	January 7, 2019 March 22, 2019 June 5, 2019