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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Whispering Pines School | | | | **School Year: 2018/19** | |
| **Principal: Mr. Gleason** | | | |  | |
| **Cadre Director: Dr. Shaw** | | | | | |
| **School Mission:** The mission of Whispering Pines School is to ensure an optimum teaching and learning environment which sets high expectations and enables all students to achieve individual maximum potential through a collaborative effort of pertinent stakeholders. Our commitment is to address the academic, social, emotional and behavioral needs of student representing a diversity of experiences and cultures to promote a positive self-concept, which will allow them to be productive citizens in today’s challenging society. | | | | | |
| **School Vision:** Our focus is on social emotional growth, physical well-being and, of course, academics.  We seek to prepare students for life outside of our safe environment by giving them everything they need to be successful.  The staff remain dedicated to providing innovative learning experiences that increase motivation to consistently attend school, build confidence and enrich lives. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Karen Kriger SEL Liaison** | | | | | |
| **Name: Andrea Swift Assistant Principal** | | | | | |
| **Name: Melissa Telsey School Social Worker** | | | | | |
| **Name: Jeffrey Cotton Family Counselor** | | | | | |
| **Name: Melissa Bennett Reading Coach** | | | | | |
| **Name: Liza Martiniello Speech-Language Pathologist** | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. T.E.A.A.M. System (school-based social/emotional support system)**  **2. Weekly individual sessions for all students provided by licensed family counselor**  **3. Weekly push in or small group sessions related to social/emotional learning provided by licensed family counselor**  **4. S.O.D.A.S. (school-based system for students to discuss issues that impact their emotional state directly with staff and other 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: Targeted individual and small group counseling sessions, behavioral supports embedded in the school structure, push-in sessions and activities provided by family counselors, direct instruction on coping strategies.** | | **B. Recognize personal qualities and external supports.** | **Strategies: Students develop individualized plans for achieving personal goals within the framework of mental health therapy. Students receive explicit instruction on school based-supports and effective use of programs and personnel. Students learn strategies for self-advocacy and personal responsibility. School staff engage families and agencies (as applicable) to provide wrap around services.** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Students engage in role playing to improve upon self-management, social awareness, relationship skills, self-awareness and responsible decision-making skills. Staff and students collaborate to develop individualized plans to address deficits. Community resources provide additional supports.** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: Social Thinking lessons embedded for targeted students** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Reflective writing, participation in art therapy, team building in career coursework that employs a bicycle repair shop (team work, team building). Therapists utilize group therapy to help individual students analyze similarities and differences in an effort to improve upon acceptance and the development of open-minded ideals. Positive group behavioral incentives are scheduled to increase overall shifts in group behavior and collaboration.** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: Speech-Language Therapist facilitates girls’ group and boys’ group to increase social interactions. Staff monitor interactions during all lunches to increase socialization. Teachers and therapists provide explicit instruction in listening techniques to develop listening skills.** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: S.O.D.A.S. (see description above)** | | **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: Review behavioral data, conduct observations of students and classes, the school social worker monitors outside factors and potential implications. Multicultural awareness activities and lessons on an annual basis. Continued instruction on current events and societal impact.** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Behavioral contingencies (school market), positive reinforcement for academic progress or increased use of critical skills in challenging social situations, Naviance (school guidance counselors monitor use of the program and push in to personalization/social emotional class periods to increase program effectiveness.** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: School-wide teaching on mindful behaviors, partnerships with Miramar Police Department. School-wide horticulture program offers students the opportunity to develop campus beautification and cultivate a positive learning environment.** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| School based social events are an ideal platform to achieve the goal of embracing mental health needs while cultivating an understanding of the positive potential of this population.  Less structured social events (such as eating a meal together) offer a chance for students to have meaningful conversations and practice forms of self-expression. A diverse, student-centered program is the key to developing discipline, patience and grit among this vulnerable group of students. Our school-wide policy is dedicated to embracing differences, minimizing social stigmas related to differences and mental health. Our therapeutic program embraces a mindset of continuous improvement and integration with supports outside of the school. | | | | | |
| **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** |
| Monthly parent group | L. Reynolds, R. Nowling and M. Telsey | Varies on a monthly basis. | Parent surveys | | May, 2019 |
| Therapeutic Group Supervision | Dr. Nyrma Ortiz | Individual student case files | Case notes, Medicaid documentation | | June, 2019 |
| Child Study | Grade level chairs  (M. Hornsby, B. Henderson and K. Lopez) | Academic, behavioral and therapeutic data | Child study notes | | June, 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** |
| Monitor the frequency of therapist on calls (411 and 911) for students | Andrea Swift | Daily logs | Quarterly logs | | June, 2019 |
| Monitor the frequency of behavioral (PIP Calls) | Toni Kruse and Kristine Koffler | Daily logs | Quarterly logs | | June, 2019 |
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