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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Mirror Lake Elementary | **School Year: 2018-2019** |
| **Principal: Marlen Veliz** |  |
| **Cadre Director: Estella Eckhardt** |
| **School Mission: The mission statement for Mirror Lake Elementary is to provide a learning environment with purpose and opportunity, in order to advance academic, social and emotional growth for all students with the commitment of our staff, parents, students and our community.** |
| **School Vision:** We believe that a high quality education program provides a safe and nurturing environment. We believe we promote physical, social, emotional and cognitive development of the students. We believe education is enhanced when children manipulate their environment, learn to solve problems and use critical thinking skills. We believe children learn using exploration, discovery and inquiry. We believe every child is entitled to an equal educational opportunity. We believe that every child is to be treated with dignity and respect. We believe that to meet new challenges of change, we need to be open to innovation. |
| **SEL Leadership Team School Role** |
| **Name: Gigi McIntire School Counselor/SEL Liaison** |
| **Name: Marlen Veliz Principal**  |
| **Name: Joan Rosa Assistant Principal** |
| **Name: Kiara Johnson 4th Grade Teacher & Team Leader** |
| **Name: Shamequia Wright 5th Grade Teacher/Equity Liaison**  |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Start with Hello****2. Welcoming Schools****3. Mindful Moments—Daily Morning Announcements****4. Butterfly Project for Holocaust Education** |
| **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: Mindful Moments. Referral to School Counselor and Assistance from Austism Coach for Students with Special Needs** |
| **B. Recognize personal qualities and external supports.** | **Strategies: Character Awards on Morning Announcements and Community Mentors and Tutors. Latinos in Action from PHS.** |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Performance Tasks for ALL students with special recognition for reading, math and science.**  |
| **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: Welcoming Schools Curriculum/Books to address Family Diversity, Gender Stereotyping, and Bullying.**Butterfly Project to address stereotyping and bias. |
| **B: Recognize individual and group similarities and differences.** | **Strategies: Start with Hello Icebreaker Activities** |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies: Start with Hello Icebreaker Activities** |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: 5th Grade Ambassadors will be participate in an ADL training on Anti-bias on 10/18/2018. The ambassadors will also form a SAVE (Students Against Violence Everywhere) Promise Club**.  **They will collaborate with the School Counselor and teachers on the planning and implementation of school wide activities to develop students’ abilities to prevent, manage, and resolve interpersonal conflicts in constructive ways.**  |
| **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: Welcoming Schools Professional Development to Embrace Family Diversity, Avoid Gender Stereotyping, and End Bullying and Name-Calling**  |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Student Folders in all classrooms—Support Staff assigned to check folders and conference with students.** |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies: Mindful Moments Daily/Creative Relaxation Club/Parent Nights to share Start with Hello Program** |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
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| **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** |
| Welcoming Schools PD for all teachers | Gigi McIntire | Welcoming Schools Curriculum/Climate Survey | Teachers complete follow-up on My Learning Plan | June 4, 2019 |
| Start with Hello/Schoolwide Implementation | Gigi McIntire | Start with Hello Activities | Survey Monkey created by S.A.V.E. club for all Stakeholders | June 4, 2019 |
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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** | **Resources** | **Evidence of Completion** | **Completion Date** |
| BASIS Review of Behavior Indicators | Joan Rosa and Gigi McIntire | BASIS Training for Support Staff  | Referral Review | June 4, 2019 |
| Individual RtI Meetings/Data Chats with Teachers | Marlen Veliz and Gigi McIntire | RtI Training for Teachers on  | Follow-up notes on BASIS | June 4, 2019 |
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