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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Park Ridge Elementary  | **School Year: 2018-2019** |
| **Principal: Joseph Balchunas** |  |
| **Cadre Director: Mr. Mark Narkier** |
| **School Mission: Park Ridge Elementary shall be a community that nourishes academic excellence for all students and demonstrates leadership in character development. The mission statement is intended to serve as both the blueprint for improvement and the benchmark by which we will evaluate our progress.** |
| **School Vision:** We are dedicated to our students, their families, and our community by fostering respect, leadership and lifelong learning in an environment that is safe, secure, and incorporates and innovative, hands-on approach to learning.  |
| **SEL Leadership Team School Role** |
| **Name: Nyanpu Kerkulah SEL Liaison** |
| **Name: Joseph Balchunas/Samantha Whitehead Administration** |
| **Name: Slande Monestime, Dion Watts, Cherelle Martin, Athena Carlin, Amanda Heichen, Amy Azbil, Idil Oguz Team Leaders** |
| **Name: Britney Summerville Social Worker** |
| **Name: Kathy Heffernan School Psychologist** |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Leader in Me****2. Stanford Harmony****3. Leader of the Month****4. Give a Kid a Smile Club** |
| **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:**Morning meeting and check ins, utilize mindfulness techniques, Safe space, clip up/down chart, Brain breaks, Go Noodle |
| **B. Recognize personal qualities and external supports.** | **Strategies:**Morning Meetings, lunch bunch with teachers or members of the staff, Share a Smile done by student Government. |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**Leader of the Month Assemblies, quarterly terrific kids’ recognition, Honor Roll, Dolphin Dash off Incentives for students who show growth on formative assessments  |
| **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:**Classroom discussions, collaborative groups, social stories |
| **B: Recognize individual and group similarities and differences.** | **Strategies:**Read books specializing in character traits with media specialist, social stories,  |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:**Say Hello activities that teach kids how to communicate feelings and expressions, collaborative instructional groups, student think aloud. |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**Counseling groups, anti- bullying curriculum, student government peer mentoring group. |
| **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:**Utilize literature and nonfiction texts such as News ELA, leveled readers, discovery ED Projects. |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**Implementation of the anti-bullying program, referrals to TAB (Think About Behavior), incorporate character education literature into ELA standards. |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:** School- based community service projects such as Harvest Week, Red Ribbon Week, Say Hello Week, Starbuck’s Peace Sleeves, Jump Rope for Heart, class jobs, Pennies for Patients where students learn how their contributions lends itself to the well-being of others within their school community and demonstrates inclusiveness throughout school and community.  |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **Monthly character Education Assemblies, Parent conferences that focus and/or discuss student social/emotional well-being, RTI, Referrals to the school social worker and/or outside mental health agencies, create individualized behavior plans that focus on targeted goals, rewards, and consequences.** |
| **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** |
| Anti- Bullying Training | Nyanpu Kerkulah/ All staff | District provided | certificates | October 2018 |
| Professional Development in Brain Shark | Nyanpu Kerkulah | District provided | Certificates  | October 2018 |
| Child Abuse Training | Nyanpu kerkulah | District provided | certificates | October 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 Disciplinary Referrals quarterly | Samantha Whitehead | Basis | reports | June 2019 |
| Reviewing I-Ready data quarterly | Samantha Whitehead/ Trakina Ragin | I-ready reports | reports | June 2019 |
| Review of School City informative assessments  | Samantha Whitehead/ Trakina Ragin | School City reports | reports | June 2019 |