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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Tamarac Elementary School | | | | **School Year: 2018-2019** | |
| **Principal: Roberta Ray** | | | |  | |
| **Cadre Director: Saemone Hollingsworth** | | | | | |
| **School Mission:**  The mission of Tamarac Elementary School is to make a significant difference in the lives of young children by providing learning experiences and opportunities that promote 21st century skills and prepare for a future where our children will be college and career ready. | | | | | |
| **School Vision:**  Tamarac Elementary will provide an engaging learning environment where students' individual needs are met through quality, directed instruction, meaningful practice, and peer collaboration. In partnership with parents, teachers, and community we will continue our commitment of providing supportive and nurturing learning environment to all students. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name:**   |  | | --- | | **1.Marcela Rasa** SEL Liaison | | **2.Kati Bernard and Coren Brunner, Valerie Cohen and Donald Maringola,** Team Leaders  **Christine Spearow, Grace Leon-Rodriguez, Megan Cable,**  **Linda Williams, Wynn Goodson** | | **3.Roberta Ray and Dana Thomson**  Principal and Assistant Principal | | **4.Maida Velez-Kopet** Literacy Coach | | **5. Jennifer Austin**  ESE support | | **6.** | | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| 1. **Sandy Hook Promise – Start with Hello** 2. **Kid of Character program** 3. **Mindful Mondays with Ms. Rasa** | | | | | |
| **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?**  All the teachers, students and staff have been trained in the “Start with Hello” program to promote a sense of community and responsibility to each other at the school. The students are taught about a specific character trait each month through classroom discussion, by watching Ms. Rasa on WTAM, being nominated as the Kid of character for the month, awarded a certificate, and schoolwide recognition on our Kid of character bulletin board. Every Monday through the year, students are guided through mediation to foster a sense of self-awareness. Week long observances in anti-bullying, Say No to Drugs, Peace, No name calling, digital safety, and college and career support all five SEL competencies. Teachers through reading curriculum weave in lessons promoting SEL competencies. | | | | | |
| |  |  | | --- | --- | | **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:**   1. **Teacher and/or Counselor conducts behavior conference with student(s) to help students make positive behavior choices personally and/or with their peers.** 2. **Mindful Mondays with Ms. Rasa (guided imagery/meditation)** 3. **Reflection Corners in the classrooms** | | **B. Recognize personal qualities and external supports.** | **Strategies:**   1. **Kid of character** 2. **Honor Roll Assemblies** 3. **Talent Show** 4. **Drama Club** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**   1. **College and Career Week** 2. **Kid of Character** 3. **5th grade recognition ceremony** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**   1. **Peace Week** 2. **Digital Citizenship Week** 3. **Anti-Bullying Week** 4. **No Name Calling Week** 5. **Bucket Fillers** | | **B: Recognize individual and group similarities and differences.** | **Strategies:**   1. **Peace Week** 2. **No Name Calling Week** 3. **Diversity and Tolerance Classroom guidance lesson** 4. **Spanish Heritage night** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**   1. **Start With Hello** 2. **Listeners to Children** 3. **Digital Citizenship Week** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**   1. **Individual Counseling** 2. **Group Counseling** 3. **Leaps lessons in classroom** 4. **Safety Patrols** 5. **Anti-Bullying Week** | | **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:**   1. **Thumbody program** 2. **Red Ribbon Week** 3. **CHAMPS** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**   1. **CHAMPS** 2. **Individual Counseling** 3. **Group Counseling** 4. **Leaps Lessons in classroom** 5. **Safety Patrols** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:**   1. **Start With Hello Week** 2. **Peace Week** 3. **Red Ribbon Week** 4. **Safety Patrols** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| *All the programs listed promote and support the integration of social and emotional learning through the introduction of concepts, skill instruction, providing strategies, activities, and goals. This creates a safe, nurturing, respectful, and academically successful learning environment.* | | | | | |
| **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** |
| Grade level team meetings | Team Leader | Continually review SEL standards and upcoming due dates for specific SEL objectives. Collaborate to ensure implementation of standards through curriculum | Team meeting notes | | June 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** |
| Review BASIS for Behavior referrals | Support Team | BASIS | Possible RTI referral depending on behavior referral (Has the behavior continued?) | | On going |
| RTI Team Meetings | RTI coordinator | BASIS, School Counselor, ESE Specialist, Literacy Coach, Administration, Social Worker, Parent Input | Continuous follow up of RTI tiers. | | On going |
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