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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Ramblewood Elementary | **School Year: 18/19** |
| **Principal: Maria Perez** |  |
| **Cadre Director: S Hollingsworth** |
| **School Mission:**Ramblewood Elementary School will build a comprehensive, coordinated, and systemic web of services by collaborating with staff and families to align resources so that students are academically successful and socially competent.  We want to ensure that every student develops the social and emotional competencies essential for lifelong success. |
| **School Vision:** The school’s vision is to provide students with the Social and Emotional Learning Skills to become responsible citizens in society, to contribute value to themselves as well as their families and communities, and to enjoy productive and satisfying lives. |
| **SEL Leadership Team School Role** |
| **Name: D Berrieum SEL Liaison** |
| **Name: Maria Perez School Principal** |
| **Name: Gregory Charliton Assistant Principal** |
| **Name: Audrey Fay Literacy Coach** |
| **Name: Kathy Kinsley ESE Contact** |
| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Sanford Harmony****2. Sandy Hook Promise****3.****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?**   |
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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:**School-wide Kids of CharacterSchool-wide Caught Being GoodSchool-wide PBISCafeteria Calm Zones for student to reflect on behavior  |
| **B. Recognize personal qualities and external supports.** | **Strategies:**School-wide Kids of CharacterSchool-wide Caught Being GoodSchool-wide PBISCafeteria Calm Zones for student to reflect on behavior |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:*** School-wide daily notice, discuss and praise students when they are being perseverant.
* School-wide daily help students think through, find resources when students encounter challenges.
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| **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:*** Daily teach K-5 students an age-appropriate lesson on why it is important to identify how others feel and what to look for (facial cues, body language).
* Discuss characters in literature or figures in history, how they felt, and why they took certain actions or behaved the way they did.
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| **B: Recognize individual and group similarities and differences.** | **Strategies:** * Build on the diversity in the classroom by having students a difference of opinion among students, allow them to reflect on how they are feeling (drawing a picture or writing an essay or in a journal) and then share with a partner or in a small group, to be heard but also to listen to how others feel differently and why in the same situation.
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| **C: Use communication and social skills to interact effectively with others.** | **Strategies:** * Daily teacher model SEL behaviors how to interact effectively.
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| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:*** Implement and discuss literature where characters have interpersonal conflicts
* Sanford Harmony lessons on conflict resolution
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| **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:*** Teach students a formula for making good decisions (e.g., stop, calm down, identify the problem, consider the alternatives, make a choice, try it out, re-evaluate).
* Give students problem scenarios (e.g., a friend asks you to let them copy your homework) and ask them to work in groups or pairs to decide what they would decide.
* Explicitly identify the steps for solving a problem. Walk through the steps of problem-solving in response to hypothetical situations.
* Define responsibility and related terms (ethical, safe, values, honesty).
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| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:*** Give students authentic praise for making responsible decisions
* School-Wide Caught Being Good
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| **C. Contribute to the well-being of one’s school and community.** | **Strategies:** * School-wide Harvest Drive
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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **Look at mission and vision is foundation SEL and behavior plan. 2 sentences to para.** * **Peace Week**
* **Red Ribbon Week**
* **Start With Hello Week**
* **Harvest Drive**
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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** |
| Train staff of importance of SEL | School Counselor | District SEL Brainshark | Brainshark Certificate | 10/15/2018 |
| District SEL Training |  |  |  |  |
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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 of behavior data | SEL Team  | Basis Behavioral Data | Meeting notes | Ongoing |
| Review of academic data | SEL Team | Basis Academic Data | Meeting notes | Ongoing |
| Review of attendance data |  |  |  |  |