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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Pinewood Elementary School | **School Year:** |
| **Principal: Mrs. Kicia Daniel** | **2018-19** |
| **Cadre Director: Mr. Kenneth King** |
| **School Mission: The mission of Pinewood Elementary School is to strive to create a learning environment for all students that is conducive to developing a global community of individuals capable of obtaining success in the post-secondary educational setting. We want to ensure that every student develops the social and emotional competencies essential for lifelong success.** |
| **School Vision:** To teach and equip all students to navigate the path from pre-kindergarten through 5th grade in order to develop critical thinkers who are able to respectfully collaborate and communicate effectively using 21st Century tools. We will provide students with the Social and Emotional Learning Skills to become responsible citizens in society. |
| **SEL Leadership Team School Role** |
| **Name: Donna Spellman SEL Liaison** |
| **Name: Mrs. Daniel Principal** |
| **Name: Mrs. Milner Assistant Principal** |
| **Name: Mr. Odom Support Staff** |
| **Name: Mrs. Smith Support Staff** |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Leaps 6. CHAMPS****2. PAX 7. Revolving Library****3. 7 Habits of Healthy Kids 8. Peer Mediation****4. Two be Kind 9. Skill Streaming** **5. Peacebe and the Heart Watch Series** |
| **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:**Leaps lessons used in classrooms. 7 Habits- Be proactive |
| **B. Recognize personal qualities and external supports.** | **Strategies:**Skill streaming used throughout the day (such as Setting a Goal):Students first complete a self-assessment to determine an area they want to improve on. “Climbing High” goal sheet is incorporated with Skill Streaming #13. The step-by-step skill building identifies who the student can reach out to for help. |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**Classroom Survival Skills 7 habits and Goal Setting |
| **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.***  |
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| **A: Recognize the feelings/ perspectives of others.** | **Strategies:**Leaps lessons- short lessons throughout the dayTwo be Kind- School-wide |
| **B: Recognize individual and group similarities and differences.** | **Strategies:** Revolving Library Read Alouds |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:**Skill streaming- Role PlayTwo be Kind- School-wide2C. Our school-wide Two be Kind rule helps students to learn how to offer a kind act and give a compliment. There are many social skills lessons such as friendship making, included in skill streaming, a guide for teaching prosocial skills. Teachers have access to all lessons.  |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**Peacebe stories; Two be Kind- PrimaryPeer Mediation/Revolving Library- Intermediate |
| **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:**Leaps lessons available to all teachers for decisions and problem solving |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:****CHAMPS directions**Skill streaming brief examplesWhen CHAMPS directions are displayed for each classroom activity, it helps students decide:C- the level of voice to be used in a conversationH- what to do if they need helpA- what the activity is that they are working onM- the movement expected for the activityP- the level of participationS- the signal the teacher uses to gain student attentionSkill Streaming lessons teach students how to solve problems in social situations such as #38- responding to teasing. |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:****PAX (Latin for Peace) Program contributes to effective learning****The PAX Good Behavior Game is used in classrooms to improve behavior and academics. It benefits students by learning to work together by improving self-regulation. It is helpful for students to learn how rules are important at school, home and in the community.** |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **Our school-wide policy and practice support SEL by insuring that all teachers are aware of the components of the SEL program and that they have access to resources in order to help students feel safe and secure in the 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** |
| PBIS Resources Training(Positive Behavior Interventions and Supports) | Milner | PBIS Training done at school(Positive Interventions and Supports) | Sign In Sheets | 9/20/18 by Amber Boles |
| Wizard vs. Lizard Strategies for Teachers | Spellman | Staff Training done by Dr. Collins | Sign in Sheets | 10/19/18 |
| SEL Resources Training | Spellman | Staff Training | Sign in Sheets | 7/10/18 |
| **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** |
| Measure Academic Growth | Coaches/Support Personnel | Teacher Data- iReady proficiency by class will increase 10% | Teacher Data | End of Quarter |
| Measure number of referrals (Decrease by 10%) | Spellman | Data Warehouse | Print Out | End of Quarter |
| Class Walkthroughs:Panther Bucks issued for good behavior /academicsMeasure Bucks earned each quarter (Increase ishows improvement) | Support Staff | Checklist | Data results | Walkthrough Cycles |