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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Riverglades Elementary | | | | **School Year: 2018-2019** | |
| **Principal: Jo-Anne Seltzer** | | | |  | |
| **Cadre Director: Mrs. Hollingsworth** | | | | | |
| **School Mission:**  **To guarantee that each child becomes a lifelong learner is challenged and encouraged to realize his/her maximum potential. The school staff and community will work together to assist each child in developing the necessary skills and knowledge to control his/her own destiny and create a better society.** | | | | | |
| **School Vision:**  Educating todays students to succeed in tomorrows world. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Cari D’Angelo SEL Liaison/ school counselor** | | | | | |
| **Name: Nancy Whittaker Support Counselor** | | | | | |
| **Name: Jo-Anne Seltzer Principal** | | | | | |
| **Name: Chris Duhart Assistant Principal** | | | | | |
| **Name: Kristin Judd Speech/ Language Pathologist** | | | | | |
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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. Classroom guidance focusing on character traits**  **3. Life Skills**  **4. Social Thinking** | | | | | |
| **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?** | | | | | |
| |  |  | | --- | --- | | **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:**  Provide a calm down corner in the classroom. | | **B. Recognize personal qualities and external supports.** | **Strategies:**  Opportunities to share personal stories using morning check ins. | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**  Goal setting and recognition for achieving goals. | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**  **Use social thinking with red/green thoughts and social behavior mapping to reflect on feelings and behaviors of self and others.** | | **B: Recognize individual and group similarities and differences.** | **Strategies:**  Collaborative groups. | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**  **Working in groups in class, recess and in specials.** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**  Use social thinking to examine perspectives as well as meeting with teacher/ school counselor to resolve conflicts. | | **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:**  The use of social behavior maps and social thinking as well as classroom guidance lessons. | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**  The use of social behavior maps and social thinking as well as classroom guidance lessons. | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:**  The use of social behavior maps and social thinking as well as classroom guidance lessons. | | | | | | |
| **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** |
| Training on Start with Hello | Cari D’Angelo | Sharepoint | Teachers give dates of training students | | October 5, 2018 |
| Training on social thinking | Cari D’Angelo & Kristin Judd | Zones of regulation manual, Social Thinking | School wide use of language | | November 13, 2018 |
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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 type of discipline referrals | Chris Duhart | BASIS | Share with Faculty/ SAC | | At the end of each quarter |
| Review of end of year academic scores | Cari D’Angelo & Jo-Anne Seltzer | End of year reading scores and FSA scores | School grade | | June 20, 2019 |
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