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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Silver Ridge | **School Year: 2018-19** |
| **Principal: Wendy Borowski** |  |
| **Cadre Director: Mark Narkier** |
| **School Mission:** The mission of Silver Ridge Elementary is to provide a secure, positive environment through an ongoing holistic educational program that will foster self-esteem and take into account individual differences and needs of the school and its community. It takes working together to develop: Productive Thinkers, Respectful Citizens, Intelligent Minds, Dedicated Individuals and Excellence in Education. |
| **School Vision:** test |
| **SEL Leadership Team School Role** |
| **Name: Maureen Mclaughlin SEL Liasion/School Counselor** |
| **Name: Wendy Borowski Principal** |
| **Name: Paula Mancino Mindful Movement Class Instructor** |
| **Name: Angelina Moscatello ESE Support Facilitator** |
| **Name: Pam Mazzella Grade 5 Teacher** |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Sanford Harmony Curriculum (delivered in Mindful Movement Activity Class-Approx. 12-20 lessons/year****2. Social Thinking Curriculum****3.Start with Hello****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: Sanford Harmony Curriculum, Classroom Break Stations, Classroom Guidance Lessons, Small Group Guidance, Individual Brief Counseling and Consultation with School Counselor, Consultation with ESE Support Facilitators for Visuals and Social Stories.** |
| **B. Recognize personal qualities and external supports.** | **Strategies: Sanford Harmony Curriculum, Pro Social Clubs and Projects (Student Council, Harvest Drive, Toy Drive, Safety Patrol, WSRN Crew, Literacy Clubs, Ecology Club, Chorus, Spanish Club, Writing Club)** |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Sanford Harmony Curriculum, SMART Goals Lessons-Student Monitoring of data/graphing data, College Awareness Week materials/presentations/activities** |
| **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: Sanford Harmony Curriculum, Classroom Guidance Lessons, Small Group Guidance, Individual Brief Counseling and Consultation with School Counselor, Consultation with ESE Support Facilitators for Visuals and Social Stories. School Wide initiatives (Leading The Way: Being Respectful, Responsible, and Resourceful), Start with Hello, Bucket Filling, Materials/Presentations/Activities related to Peace Week, Anti Bullying Week, and No Name Calling Week.** |
| **B: Recognize individual and group similarities and differences.** | **Strategies: Sanford Harmony Curriculum, Classroom Guidance Lessons, Small Group Guidance, Individual Brief Counseling and Consultation with School Counselor, Classroom lessons celebrating culture (Gen Ed, Spanish class, Media Class), Spanish Club, Tanakeekee Curriculum and celebration** |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies: Sanford Harmony Curriculum, Classroom Guidance Lessons, Small Group Guidance, Individual Brief Counseling and Consultation with School Counselor, Pro Social Clubs and Projects (Student Council, Harvest Drive, Toy Drive, Safety Patrol, WSRN Crew, Literacy Clubs, Ecology Club, Chorus, Spanish Club, Writing Club)** |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Sanford Harmony Curriculum, Classroom Guidance Lessons, Small Group Guidance, Individual Brief Counseling and Consultation with School Counselor, School Wide initiatives (Leading The Way: Being Respectful, Responsible, and Resourceful), Start with Hello, Bucket Filling, Materials/Presentations/Activities related to Peace Week, Anti Bullying Week, and No Name Calling Week.** |
| **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: Sanford Harmony Curriculum, Classroom Guidance Lessons, Small Group Guidance, Individual Brief Counseling and Consultation with School Counselor, Materials/Presentations/Activities related to Anti Bullying Week, Digital Citizenship Week, and Red Ribbon Week.** |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Sanford Harmony Curriculum, Classroom Guidance Lessons, Small Group Guidance, Individual Brief Counseling and Consultation with School Counselor,** |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies: Sanford Harmony Curriculum, Pro Social Clubs and Projects (Student Council, Harvest Drive, Toy Drive, Safety Patrol, WSRN Crew, Literacy Clubs, Ecology Club, Chorus, Spanish Club, Writing Club)** |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **School wide initiatives, Sanford Harmony SEL curriculum, and Pro Social Clubs all work together to support SEL across grade levels. School Counselor provides Classroom Guidance lessons to each class and Small Group participation for 16% of K-5 students. School Counselor and ESE support Facilitators provide support through Social Thinking Curriculum, and consultation for teachers/students who require additional support in learning self-management skills. SMART Goal setting instruction and student monitoring of progress toward goals.** |
| **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** |
| Support delivery of Sanford Harmony SEL curriculum by Mindful Movement Class Instructor | Maureen McLaughlin | Sanford Harmony Lesson Plans | Monthly collaboration and as needed | Ongoing-> June 2019 |
| Ongoing staff development and support at Faculty Meetings and Team Leader meetings | Maureen Mclaughlin and SEL Team | Training Power Points (e.g Start with Hello, Goal Setting), Handouts, Emails | AgendasEmails | Ongoing ->June 2019 |
| CPST Meetings (RtI) | Jackie Andress (CPST Coordinator), Vickie Bloome (ESE Specilaist), Jeanette Rodriguez (School Psychologist) | Best practice behavior strategies | RtI Schedule and meeting notes | Ongoing->June 2019 |
| **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** |
| Gather informal perceptual data from classroom teachers regarding students’ SEL skills | Maureen McLaughlin and Paula Mancino | Email/Surveys | Emails/Surveys | June 2019 |
| Determine if any student who has received 3”s on right side of their report card (Learner Behaviors) has decreased the number of 3’s they earnedDetermine if any student who has received 3”s on right side of their report card (Learner Behaviors) has decreased the number of 3’s they earned | Maureen Mclaughlin/Wendy Borowski | Report Cards | Outcome data January 2019, March 2019, June 2019 | June 2019 |
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