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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SOCIAL EMOTIONAL LEARNING.*** |
| **School**: **Winston Park Elementary** | **School Year: 18-19** |
| **Principal: Carolyn Eggelletion** |  |
| **Cadre Director: Mr. Ken King** |
| **School Mission: Our Mission is to provide a quality learning environment that will encourage students to reach their maximum potential and meet their diverse needs.**  |
| **School Vision:** * High expectations
* Communication
* Trust/Respect
* Responsibility
* Cooperation
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| **SOCIAL EMOTIONAL LEARNING Leadership Team School Role** |
| **Name: Crystal Walker School CounSocial Emotional Learningor/SOCIAL EMOTIONAL LEARNING Liaison** |
| **Name: Liliana Greenwald Confidential Secretary** |
| **Name: Rosalyn Steinmueller Teacher** |
| **Name: Carolyn Courtney Reading Coach** |
| **Name: Hans Kuhlman Teacher** |
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| **School Wide SOCIAL EMOTIONAL LEARNING Implementation** |
| **Review of Current SOCIAL EMOTIONAL LEARNING Program: What SOCIAL EMOTIONAL LEARNING program(s) currently exist in your school*?*** |
| **1. Sandford Harmony****2. Zoo U****3. Social Emotional Learning Lab****4. Go LEAPS** |
| **Broward SOCIAL EMOTIONAL LEARNING 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 Social Emotional Learning self-awareness and Social Emotional Learning self-management skills to achieve school and life success.*** |
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| **A. Identify and manage one’s emotions and behavior.** | **Strategies: From K-2 Students will be introduced to the language of Social Emotional Learning by using Lessons located in Go LEAPS.**  |
| **B. Recognize personal qualities and external supports.** | **Strategies:** **Expanding their vocabulary will allow students to articulate their emotions in ways that will impact self-awareness.**  |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: The Zoo U program will be used to help students demonstrate personal awareness of their social emotional learning skills. By stimulating responses via simulated situations requiring responsible decision making** |
| **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:****Students are introduced to visual representations of different emotions and led in Go LEAPs lessons. These lessons are designed to teach them about how the feelings and perspectives of others are related.** |
| **B: Recognize individual and group similarities and differences.** | **Strategies:**Several Lessons in Go LEAPs are used to help our students become more socially aware and culturally sensitive.  |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:****After our students are exposed to the SOCIAL EMOTIONAL LEARNING Go LEAPs lessons, they are given the opportunity to divide into groups and complete activities that will reinforce the skills that they learned.**  |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**The Go LEAPs activities offer opportunities for students to rationalize and discuss the best ways to resolve conflicts using the clues from their Go LEAPs lessons. |
| **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:**Go LEAPs lessons are used to teach students about the many factors that can be considered before making any decision. Students are then exposed to real world scenarios that will help them understand how these lessons relate to their real lives.  |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:****Students are broken into small groups and given activities that help them apply the lessons that they learned. Each group is faced with a couple scenarios and they are tasked with determining how their decision-making skills are used in their daily academic and social situations.**  |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:****Students are introduced to Go LEAPs lessons that teach them about community citizenship. The SOCIAL EMOTIONAL LEARNING skills that have been learned up to this point are used to help students take what they understand about their relationship to one another and apply it to their relationship to their community.** |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
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| **SOCIAL EMOTIONAL LEARNING Professional Development: *How will school leadership educate administrators, faculty, and staff on the continuous implementation of SOCIAL EMOTIONAL LEARNING?*** |
| **Action** | **Responsible Person** | **Resources** | **Evidence of Completion** | **Completion Date** |
| Teaching Diversity and Cultural understanding  | Crystal Walker | SOCIAL EMOTIONAL LEARNING Department trainers | Sign in Sheets |  |
| Social Emotional Learning Brainshark | Crystal Walker | SOCIAL EMOTIONAL LEARNING Department  | Competition Certificates | September 30, 2018 |
| Team Meeting Trainings | Crystal Walker | Eduwire online workshops and professional development | Completion Certificates |  |
| **Quarterly Review of Behavior and Academic Data: *How will school leadership measure the impact of SOCIAL EMOTIONAL LEARNING. What are the indicators of success?*** |
| **Action** | **Responsible Person** | **Resources** | **Evidence of Completion** | **Completion Date** |
| Pre/post Guidance Surveys for teachers from the SOCIAL EMOTIONAL LEARNING Lab participation | Crystal Walker | Qualtrics Survey system | Survey Results |  |
| Pre/post Guidance Surveys for Students from the SOCIAL EMOTIONAL LEARNING Lab participation | Crystal Walker | Qualtrics Survey system | Survey Results |  |
| We will use data from the BASIS system which tracks the number and frequency of Response to Intervention referrals to measure the impact of our Social Emotional Learning Strategies.  | Collaborative Problem Solving Team | BASIS/Response to Intervention | Entered Data |  |