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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Quiet Waters Elementary | | | | **School Year: 2018-2019** | |
| **Principal: Geoff Henning** | | | |  | |
| **Cadre Director: Kenneth King** | | | | | |
| **School Mission:**  Quiet Waters Elementary School’s students, staff, parents, and community will strive to ensure all students reach their maximum potential in a safe and nurturing learning environment. | | | | | |
| **School Vision:**  Quiet Waters Elementary School’s vision is to create a positive teaching and learning environment that fosters self-motivated and lifelong learners. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name:**   |  | | --- | | 1. Susan Donahue SEL Liaison | | 1. Debra Rosenzweig, Gayle Applebaum, Nydia Chin, Cindy Kostrzecha,   Roberta Fasano, Michelle Moran, Laurie Aronson Team Leaders | | 1. Geoff Henning, William Hartner, Ramona Reliford Principal and Assistant Principals | | 1. Nina Cohen Literacy Coach | | **5.** Kristen Blankenship ESOL Coordinator | |  | | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| 1. **Sandy Hook Promise – Start with Hello** 2. **Kid of Character program** | | | | | |
| **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?**  All teachers, students and staff have been trained in the “Start with Hello” program to promote a sense of community and responsibility to each other at the school. The students are also taught about a specific character trait each month through classroom discussion. Selected students are celebrated by being nominated as Kid of Character for the month. Those selected students are awarded a certificate and receive school-wide recognition for being a Kid of Character for the particular month. Character building activities also help students to develop self-awareness and awareness of other people’s emotions and behaviors. Week long observances in anti-bullying, Say No to Drugs, Peace Week and College and Career Week support all five SEL competencies. Teachers, through reading curriculum, also weave in lessons promoting SEL competencies. | | | | | |
| |  |  | | --- | --- | | **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:**   1. **Teacher and/or Counselor conducts behavior conference with student(s) to help students make positive behavior choices personally and/or with their peers.** 2. **Riding the Waves – All Grade 5 classes** 3. **Kids of Character** 4. **Thumbody – All Grade 2 students** | | **B. Recognize personal qualities and external supports.** | **Strategies:**   1. **Kids of Character** 2. **Honor Roll Assemblies** 3. **Read Across Broward Assemblies** 4. **5th Grade Awards/Moving-Up Ceremony** 5. **Listen to Children Program** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**   1. **College and Career Week** 2. **Kid of Character** 3. **Sandy Hook Promise** 4. **Listen to Children** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**   1. **Peace Week** 2. **Riding the Waves – Grade 5** 3. **Anti-Bullying Week** 4. **Bucket Fillers** 5. **Start with Hello** | | **B: Recognize individual and group similarities and differences.** | **Strategies:**   1. **Peace Week** 2. **Thumbody (Grade 2)** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**   1. **Start With Hello** 2. **Listen to Children** 3. **Safer, Smarter Kids – Grade 4** 4. **Safety Patrol** 5. **Kindergarten Helpers** 6. **Class Greeters** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**   1. **Individual and/or Peer Counseling** 2. **Safety Patrol** 3. **Anti-Bullying Week** | | **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:**   1. **KidSafe for Kindergarten and 2nd Grade** 2. **Riding the Waves – Grade 5** 3. **I’m Thumbody for 2nd Grade** 4. **Red Ribbon Week** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**   1. **Individual and/or Peer Counseling** 2. **CHAMPS** 3. **Safety Patrol** 4. **Kids of Character** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:**   1. **Start With Hello Week** 2. **Peace Week** 3. **Red Ribbon Week** 4. **Safety Patrol** 5. **Kindergarten Helpers** 6. **Kids of Character** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| All of the programs listed promote and support the integration of social and emotional learning through the introduction of concepts, skill instruction, providing strategies, activities and goals. The goal is to create a safe, nurturing, respectful and academically successful 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** |
| Grade Level Team Meetings | Team Leaders | Review SEL standards and upcoming due dates for specific SEL objectives. Collaborate to ensure implementation of standards through the curriculum. | Team meeting notes | | June 2019 |
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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 BASIS for Behavior referrals | Support Team | BASIS | Possible RTI referral depending on behavior referral (Has the behavior continued?) | | On-going |
| RTI Data/Meetings and Data Chats | Kristen Blankenship (RTI Liaison)  Principal and Assistant Principals | BASIS, School Counselor, ESE Specialist, Literacy Coach, ELL Coordinator, Administration, Social Worker, Parent Input | On-going follow up of RTI tiers. | | On-going |
| Review BASIS for Behavior referrals (Discipline Management System). | Administration | BASIS | Possible RTI referral depending on behavior referral (has behavior continued) | | On-going |