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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**:**Virginia Shuman Young Elementary** | | | | **School Year: 2018-2019** | |
| **Principal: Cynthia Felton** | | | |  | |
| **Cadre Director: Dr. Mark Strauss** | | | | | |
| **School Mission:**  Virginia Shuman Young Elementary School is committed to fostering the development of independent thinkers and lifelong learners who make a positive impact in a diverse global society. | | | | | |
| **School Vision:**  Through the philosophy of Dr. Maria Montessori, the mission of Virginia Shuman Young Elementary School is to prepare children for lifelong learning by cultivating curiosity, creativity and critical thinking. Virginia Shuman Young Elementary School follows students’ individual needs to achieve personal academic excellence whereupon children respect themselves, others and the environment. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Bruce Barclay SEL Liaison** | | | | | |
| **Name: Cynthia Felton Principal** | | | | | |
| **Name: Luke Balchaitis Asst Principal** | | | | | |
| **Name: Barbara Parnell 4/5 Teacher** | | | | | |
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| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Start with Hello**  **2. Classroom Guidance Lessons**  **3. Small Groups**  **4. Life Skills** | | | | | |
| **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: Positive behavior management strategies, classroom guidance lessons, small groups, peer mediations, individual counseling, friendship circle** | | **B. Recognize personal qualities and external supports.** | **Strategies: Positive behavior management strategies, RtI, referrals from parents and teachers, individual counseling, life skills, classroom guidance lessons, modeling and role playing strategies** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: The VSY** **Life Skills are lessons which empower children to be responsible, self-aware, and independent.  These activities are about respecting children's needs and considering the whole classroom community as a collective unit.**  **Individual and classroom award and recognition on WVSY morning news program. Classroom recognition for achieving reading AR goals and student personal goals.** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: Classroom guidance Lessons, small groups, individual counseling, community meetings and community building exercises, class discussions** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Classroom guidance Lessons, small groups, individual counseling, community meetings and community building exercises, class discussions** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: Classroom guidance Lessons, small groups, individual counseling, community meetings and community building exercises, class discussions, school-wide programs and initiatives, modeling and role playing, self-reflections** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: positive behavior management strategies, role playing, life skills, peer mediation, class community meetings, self reflection** | | **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: classroom guidance lessons, individual counseling, teacher-led class discussions, modeling and role playing, positive communication skills, self reflections, community meetings** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: classroom guidance lessons, individual counseling, teacher-led class discussions, modeling and role playing, positive communication skills, self reflections, community meetings** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: classroom guidance lessons, individual counseling, teacher-led class discussions, modeling and role playing, positive communication skills, self reflections, community meetings** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **Virginia Shuman Young’s school-wide SEL mission and practices support the social emotional learning of students by making it an important part of our daily educational practices in all our PreK-5th grade classes. We always strive to increase our students’ positive attitudes and respect for self, others, and their environment, reduce problematic behaviors, increase decision making abilities, in our students; prevent, manage, and resolve interpersonal conflicts in positive and constructive ways, and increase empathy between individual and groups both similar and different.** | | | | | |
| **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** |
| Classroom guidance lessons, individual counseling, Peer Mediation, Friendship Circle | Bruce Barclay | Age appropriate SEL Lessons related to competencies | Observation of student behaviors | | May 2019 |
| It Starts with Hello | Bruce Barclay | It Starts with Hello | Observation, Bulletin Boards, and classroom activities | | May 2019 |
| VSY Life Skills | All Classroom Teachers | VSY Life Skills posters and classroom lessons and VSY Life Skills Calendar | Observation of student behaviors | | May 2019 |
| RTI | Carin Davis | MTSS | Student Data | | May 2019 |
| School-wide initiatives | Cynthia Felton, Bruce Barclay, Luke Balchaitis | Books and Activities related to initiatives | Observation of student behaviors | | May 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** |
| Review all behavioral referrals, RtI Tier levels, and any relevant data | SEL Team | BASIS, i\_Ready, STAR, FBA, PBIP | Data trend graphs and reports | | November 2018, January 2019, and May 2019 |
| Review behavioral referrals, RTI Tier levels, and any relevant data | SEL Team and classroom teachers | BASIS, i\_Ready, STAR, FBA, PBIP | Data trend graphs and reports | | November 2018, January 2019, and May 2019 |
| Review academic referrals, academic RTI Tier levels, and any relevant data | SEL Team and classroom teachers | BASIS, i\_Ready, STAR, FBA, PBIP, standardized test data | Data trend graphs and reports | | November 2018, January 2019, and May 2019 |