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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Silver Lakes Elementary | | | | **School Year:2018-19** | |
| **Principal: Tammy Gilbert** | | | |  | |
| **Cadre Director: Ernie Lozano** | | | | | |
| **School Mission:**  Silver Lakes Elementary students will acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy to others, establish and maintain positive relationships, and make responsible decisions. | | | | | |
| **School Vision:**  Create a framework for SLE families and community partners to promote students’ social, emotional, and academic learning. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Ronit Lewen SEL Liaison** | | | | | |
| **Name: Gary Blandina Autism Coach** | | | | | |
| **Name: Terri Cabrera Technology Liaison** | | | | | |
| **Name: Jackie Delgado Teacher** | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Stanford Harmony**  **2. Zone of Regulation**  **3. Mentoring Program**  **4. School Wide Initiatives (Monthly/Qarterly)**  **5. Sandy Hook “It Starts with Hello”**  **6.Teach Kind: Share the World”** | | | | | |
| **Broward SEL Standards Instructional Implementation** | | | | | |
| **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: Stanford Harmony, Zone of Regulation, classroom guidance, Individual counseling, group counseling, mentoring, school wide initiatives.** | | **B. Recognize personal qualities and external supports.** | **Strategies: Stanford Harmony, Zone of Regulation, classroom guidance, Individual counseling, group counseling, mentoring, school wide initiatives.** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Classroom guidance, Individual counseling, group counseling, mentoring, school wide initiatives.**  PLC, Career Day | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: Stanford Harmony, Zone of Regulation, classroom guidance, Individual counseling, group counseling, mentoring, school wide initiatives, Lunch Bunch program** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Stanford Harmony, Zone of Regulation, classroom guidance, Individual counseling, group counseling, mentoring, school wide initiatives.** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: Stanford Harmony, Zone of Regulation, classroom guidance, Individual counseling, group counseling, mentoring, school wide initiatives.** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Stanford Harmony, Zone of Regulation, classroom guidance, Individual counseling, group counseling, mentoring, school wide initiatives (Kindness Week, Gratitude Week, etc).** | | **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:**  **Career Day**  **Leadership Week**  **Giving Back to the Community Initiatives** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Stanford Harmony, Zone of Regulation, classroom guidance, Individual counseling, group counseling, mentoring, school wide initiatives.** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: School Wide Initiatives (monthly/quarterly) such as Gratitude Week, Kindness Week. Giving back to the community initiatives (Women in Distress, Kids of Love, etc.).** | | | | | | |
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| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **The mission and vision of Silver Lakes Elementary is supported by ongoing school initiatives, classroom guidance, individual counseling, group counseling lunch bunch program, in house mentoring and other programs. SLE established a strong sense of family culture at the school which further supports students’ level of connectedness to the school.** | | | | | |
| **In which ways are the five competencies of Social Emotional Learning explicitly taught and /or integrated school-wide and in the classroom?** | | | | | |
| **Stanford Harmony Curriculum**  **Zone of Regulation Curriculum**  **Classroom Guidance to address a variety of topics such as conflict resolution, career, goal setting etc.**  **School wide initiatives on a monthly basis infuse lessons plans aligned with SEL standards (kindness, gratitude, friendship, etc).**  **Tier 1 Goal: Students will participate in role playing scenarios to practice different ways to resolve conflict**  **Students will practice communicating with others using “I messages.”**  **Academic Measure of Success: By May 2019, 75% of students will meet their typical growth target in iready math by Diagnostic 3.**  **Behavior Measure of Success: By May 2019, the number of referrals will decrease by 15 percent.** | | | | | |
| **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** |
| Professional Development of SEL Standards integrated into daily curriculum | Ronit Lewen |  |  | | May 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** |
| SEL Leadership meetings Quarterly to review data | Ronit Lewen |  |  | |  |
| Weekly meetings with school social worker | Ronit Lewen  Marlene Jairam |  | Weekly meetings notes | | My 2019 |