|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Tradewinds Elementary | | | | **School Year:** 2018-2019 | |
| **Principal:** Michael Breslaw | | | |  | |
| **Cadre Director:** Ken King | | | | | |
| **School Mission:**  A diverse community of learners and educators striving toward educational excellence for all. | | | | | |
| **School Vision:**  Tradewinds Elementary will utilize technology as a tool to enrich curriculum and instruction, to enhance the ability of teachers to deliver lessons in innovative ways, to allow staff to function more effectively and to engage students in accessing, analyzing, and communicating information. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name:** Latasha Kendrick SEL Liaison/School Counselor | | | | | |
| **Name:** Michael Breslaw Principal | | | | | |
| **Name:** Tracy Gruendel Assistant Principal | | | | | |
| **Name:** Sabrina Sheib Assistant Principal | | | | | |
| **Name:** Kristen Dorman Literacy Coach/SAC Co-Chair | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1.** Positive Behavioral Interventions & Supports (PBIS)  **2.** Leaps  **3.** Go Noodle  **4.** TumbleBooks | | | | | |
| **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:** Eagle Bucks – tangible incentive to promote positive behavior and kindness towards others; students earn Eagle Bucks from any adult staff member when they are able to self-monitor their behaviors and actions towards others, promoting self-awareness and self-monitoring | | **B. Recognize personal qualities and external supports.** | **Strategies:** Student Voice Box – box provided for students to express their concerns; school counselor follows up to address issues promoting “See Something, Say Something”; students are provided communication tools and problem-solving skills | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:** TumbleBooks Library – SEL lessons taught in media special with TumbleBooks resources and a focus will include the importance of setting goals (both personal and academic) to achieve success | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:** Think Before You Post – cyberbullying lessons presented by an administrator encourages students to think about the feelings of others before posting on social media | | **B: Recognize individual and group similarities and differences.** | **Strategies:** Peace Week – students participate in creating a peace wall through art special, creating pieces of art that show how people with differences can live together peacefully | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:** Start With Hello – school theme that encourages students to be inclusive and foster relationships with others | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** Anti-Bullying Week - in the creative writing special, students will be writing about ways to resolve conflicts and how to be a self-advocate; students will also sign an anti-bullying pledge | | **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:** Safety Patrols – 4th and 5th grade students monitor hallways during arrival and dismissal to promote safety on campus and serve as role models of positive behaviors | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:** Character Education/Kids of Character Recognition | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:** Monthly Prevention Activities (Anti-bullying, Red Ribbon Week, etc.) | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| Tradewinds 2018-2019 theme is “Be the Change You Want to See in the World… Start with Hello.” This theme promotes Social-Emotional Learning and supports our school-wide policies and practices. | | | | | |
| **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** |
| Staff Meetings | District Personnel | Welcoming Schools | Program Implementation | | June 2019 |
| Provide Teachers with Self-Regulation Skills for Students by Grade Level | Latasha Kendrick | Sharepoint School Counseling/BRACE | Minimize Discipline Referrals | | June 2019 |
| Think Before You Post | Tracy Gruendel | Think Before You Post | Minimize Online Bullying Complaints | | 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** |
| Referral Review | Administraion | BASIS | Minimize Referrals | | June 2019 |
| Quarterly Review of Schoolwide Positive Behavior Plan (SPBP) | SPBP Team | Schoolwide Positive Behavior Plan | Minimize Referrals | | June 2019 |
| Response to Intervention: (RtI: B) | RTI Team | Tier 2 & Tier 3 Behavior Intervention Plans | Student growth in RTI:B plan | | June 2019 |
| Response to Intervention: Academic (RtI: A) | RTI Team | Tier 2 & Tier 3 Academic Intervention Plans | Student growth in RTI:A plan | | June 2019 |