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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Silver Shores Elementary | | | | **School Year:** 2018-2019 | |
| **Principal:** Dr. Jonathan Leff | | | |  | |
| **Cadre Director:** Mr. Ernie Lozano | | | | | |
| **School Mission:** Silver Shores Elementary School is committed to providing a safe, collaborative, positively charged, fully-inclusive school, supported by the new Florida Standards, to successfully prepare our students to be college or career ready. | | | | | |
| **School Vision:** The Greatest Corner in the Universe | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Mrs. Christine Coschignano SEL Liaison** | | | | | |
| **Name: Dr. Jonathan Leff Principal** | | | | | |
| **Name: Mrs. Lisa Monroe Assistant Principal** | | | | | |
| **Name: Ms. Jessica Abraham Literacy Coach** | | | | | |
| **Name: Ms. Mary Verrastro ESE Specialist** | | | | | |
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| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1.“How Are You Feeling Today” – Mood Meter**  **2. Bucket Fillers**  **3. Kids of Character**  **4. Sandy Hook “Start With Hello”** | | | | | |
| **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:**  Classroom guidance, individual guidance, group counseling, and school-wide initiatives | | **B. Recognize personal qualities and external supports.** | **Strategies:**  Character Education recognizes and acknowledges students who exemplify the character traits monthly. | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**  How are you Feeling Today? & Start with Hello show specific skills to students on how to properly interact with others and take other people’s feelings into account when going about their daily lives. A happy student is a productive student and willing and ready to learn. | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:** The Mood Meter which most classrooms have is a great tool that helps children and adults identify not only their mood but that of others. Sandy Hook “Start With Hello” through classroom guidance, individual counseling, group counseling, and school-wide initiatives. | | **B: Recognize individual and group similarities and differences.** | **Strategies:** Get to Know Me day (Start with Hello program) helps students identify with others whom have some of the same qualities, likes, dislikes. | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:** Start with Hello helps students break the ice with other children whom they may not have interacted with before. | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** All of our SEL initiatives assist with this aspect of the goal. Once students feel a comradery with each other, they make more allowances for behavior which may have caused conflict initially. The more students identify with each other, the more they want to help each other. Along with the assistance of our School Counselor who helps with the day to day interpersonal conflict resolutions. Kids of Character, Sandy Hook “Start With Hello” classroom guidance, individual counseling, group counseling, and school-wide initiatives. | | **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:** Kids of Character, Monthly Reward Party, and Career Day specifically assists with this as it not only identifies but rewards all the positive behaviors students exemplify. | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:** Mood Meter assists students in identifying when they are not feeling their best and helps them think about how they can achieve an optimal level on the Mood Meter. In addition, the School-Wide initiatives in the Positive Behavior Plan, classroom guidance, individual counseling, and group counseling. | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:** Start with Hello shows us how to help each other in our school as well as in our community. This program enables to students to be the initiators to a simple conversation. “Hey Day” was very successful! | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| The simple practice of showing students that they are just like everyone else (even in their oddities) helps normalize their thoughts and feelings and helps build an environment of inclusion. Celebrating those students who exemplify the monthly character traits produces a community of stars who can be the example for others in the school. Celebrating positive behavior by a monthly dance party for those who qualify by their good behavior excites the students to want to participate and gives them something to work towards.  Behavioral Measure of Success: By May 2019, the number of behavioral referrals will decrease by 10%. | | | | | |
| **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** |
| Roll Out How Are You Feeling / Mood Meter to faculty and staff | Dr. Leff, Principal | Mood Meter | Mood Meter creation and utilization in each classroom and school-wide | | August 8th training. Use of mood meter is ongoing. |
| Sandy Hook “Start With Hello”initial training | Christine Coschignano | Sandy Hook “Start With Hello” | Powerpoint presentation with 2nd-5th grade | | September 25, 2018 |
| Bucket Filler | Classroom teachers |  | Bucket Fillers in the classroom | | ongoing |
| Kids of Character nominees | Coschignano/teachers |  | Monthly, students are nominated by their teachers and receive a certificate along with their names in the main hallway. | | Ongoing |
| **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** |
| Weekly Meetings with Social Worker | Christine Coschignano, Guidance Counselor; Raziela Rodriguez, School Social Worker |  | Social Worker referrals | | May 2019 |
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