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| **Leadership** | | | | | |
| **Complete the school-based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Rock Island Elementary | | | | **School Year: 2018-2019** | |
| **Principal: Mrs. Cormic Priester** | | | |  | |
| **Cadre Director: Dr. Angela Fulton** | | | | | |
| **School Mission:** Rock Island Elementary School is committed to providing students with a safe and stimulating environment, a love of learning and respect for our world through the combined efforts of faculty, staff, parents, and community. Through a love of learning, we foster a motivational environment in which students can be successful in reading, mathematics, science, technology, and writing. | | | | | |
| **School Vision:** The vision of the school is grounded in the second generation of The Seven Correlates of Highly Effective Schools, which serves as the guiding principles of the school's vision.  The Seven Correlates of Effective School's are:  1. Climate of High Expectations  2. Positive Home and School Relations  3. Opportunity to Learn and Student Time on Task  4. Frequent monitoring of student progress  5. Strong instructional leadership  6. Clear and focused mission  7. Safe and orderly environment | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Ms. Genvieve Stephenson SEL Liaison** | | | | | |
| **Name: Mrs. Cormic Priester Principal** | | | | | |
| **Name: Mrs. Marie Rumble-Wise Assistant Principal** | | | | | |
| **Name: Ms. Ataysha Sutherland Social Worker** | | | | | |
| **Name: Ms. Norma Juin ESE Specialist** | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Responsive Classrooms – Morning Meeting**  **2. Life Excelerator and Assessment of Personal Skills (LEAPS)**  **3. Mindfulness**  **4. Aggression Replacement Training**  **5. Social Emotional Learning Lab** | | | | | |
| **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: (1) Students receive daily SEL instruction during Morning Meetings on recognizing and accurately labeling emotions and identifying “Right Ways” and “No Ways” to respond appropriately in presented situations. Lessons are presented using LEAPS.**  **(2) Students receive small group learning in the SEL lab on**  **demonstrating ways to express their emotions in a socially identifying and managing ones behavior.**  **(3) Students receive small group lessons in classrooms from the school counselor on controlling impulsive behavior.** | | **B. Recognize personal qualities and external supports.** | **Strategies: (1) Students receive daily SEL instruction during Morning Meetings using LEAPS lessons on identifying likes and dislikes, and engage in brainstorming activities that identify external supports. Lessons are presented using LEAPS.**  **(2) Identify “Safe Person, Safe Place”.** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: (1) Students engage in frequent data chats reviewing formative and diagnostic data. Students set goals for improvement. (2) Students participate in Check In and check Out with key staff members to reward students and discuss action steps.**  **(3) Students identify personal goals and utilize a Goal Reflection Log to track progress on 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: (1) Students receive daily SEL instruction during Morning Meetings using LEAPS lessons on recognizing and describing the feelings and perspectives of others. Students identify “Right Ways” and “No Ways” to respond appropriately in presented situations. Lessons are presented using LEAPS.** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Students receive daily SEL instruction during Morning Meetings using LEAPS lessons on identifying differences and working effectively with various groups.** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: (1) Students participate in Aggression Replacement Training strategies learning social skills, anger management, and moral reasoning.**  **(2) Mediation session led by peers and adults to help students identify and resolve conflicts.**  **(3) Students participate in LEAPS lessons daily (with a monthly focus) on making and keeping friends, and brainstorming effective ways to work in groups.** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: (1) Students participate in Aggression Replacement Training strategies learning social skills, anger management, and moral reasoning.**  **(2) Mediation session led by peers and adults to help students identify and resolve conflicts.**  **(3) Students participate in LEAPS lessons daily (with a monthly focus) on making and keeping friends, and brainstorming effective ways to work in groups.**  **(4) Students utilize the problem-solving wheel to apply constructive approaches in resolving conflict.** | | **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) Students receive bullying training quarterly on recognizing bullying behaviors, reporting bullying, and using proactive strategies to decrease bullying occurrences.**  **(2) Students participate in 2 responsibility assemblies yearly (August and January) on defining, identifying, and reporting bullying.**  **(3) Students participate in daily SEL lessons during Morning Meetings using LEAPS lessons on identifying and demonstrating social norms.** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: (1) Students participate in daily SEL lessons during Morning Meetings using LEAPS lessons on problem solving and identifying alternate solutions.**  **(2) Students engage in peer-to-peer mediation utilizing the problem-solving wheel to generate solutions to conflicts.** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: (1) 5th grade students will participate in two service-learning projects yearly.**  **(2) Students will lead and participate in peer mentoring.** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **Rock Island’s Core Values are: Be Respectful, Be Responsible, Be Kind and Be In Control. These values are infused throughout the building. There is a monthly SEL focus based on these values that lead LEAPS lessons during daily morning meetings.**  **Morning Meetings are built into the school’s master schedule and is a non-negotiable using LEAPS lessons. Teachers are expected to greet students at the door to start the day off right, and allow teachers to identify and address potential concerns.**  **The School-wide Positive Behavior Plan (SPBP) also infuses the core values. These values and expectations are posted throughout the building.**  **A Social Emotional Learning Lab (SEL) was implemented this year to teach the Broward County Schools Social Emotional Learning Standards. Students cycle through the lab weekly to receive instruction on the following standards:**   1. **Developing self-awareness and self-management skills.** 2. **Use social-awareness and interpersonal skills.** 3. **Use social awareness and interpersonal skills to establish and maintain positive relationship.** 4. **Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.**   **To establish and maintain positive relationships.**  **Students also engage in meditation to center their emotions and mindfulness activities in the Social Emotional Learning Lab.**  **The school counselor conducts small group sessions with retained students, helps them establish goals, and identify action steps in meeting those goals.**  **Our academic family nights have an SEL component built in to provide parents with skills to address SEL in the home.**  **At monthly School Advisory Council Meetings, Social Emotional Learning is a topic discussed, updates on what Rock Island is doing, and discussion of further action steps.** | | | | | |
| **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** |
| Conduct Morning Meeting Professional Development | Ms. Stephenson  Ms. Rumble-Wise | Responsive Classroom Kit | Professional Development Sign in sheet. | | Thursday, August 16, 2018  Ongoing as needed |
| LEAPS demonstrations | Ms. Stephenson | LEAPS Lesson Plans  LEAPS Survey | Sign-up sheet  Weekly LEAPS Lessons  LEAPS Monthly Focus  LEAPS Survey results | | Ongoing |
| School-Wide Positive Behavior Plan Meetings | Ms. Rumble-Wise | Discipline Menu  Check In Check Out | Meeting Sign-in Sheet | | Quarterly  10/19/2018  12/02/2018  03/22/2019  05/09/2019 |
| **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** |
| RtI:B Meetings | Ms. Rumble-Wise | Discipline Data  Weekly Referral Report | Reduction in Office Discipline Referrals  Meeting Agenda  Action Plan Report | | Quarterly  10/19/2018  12/02/2018  03/22/2019  05/09/2019 |
| iReady Diagnostic | Mrs. Sophia Whittaker | iReady Diagnostic Reports | Increase in student performance from Diagnostic 1 to Diagnostic 3 | | 12/05/2018  04/26/2019 |
| Teacher Progress Reports | Ms. Stephenson | Teacher Feedback Forms | Reduction in Office Discipline Referrals  Individual Check In Check Out Forms | | Weekly – each Friday |
| Student Responsibility Assembly | Ms. Rumble-Wise | Discipline Data  Weekly Referral Report | Assembly PowerPoint | | August 16, 2018  January 9, 2019 |
| School Advisory Council Meetings | Ms. Rumble-Wise | Discipline Data | Meeting Agenda  Meeting Minutes | | Monthly Meeting |