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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Challenger Elementary School | **School Year:** 2018-2019 |
| **Principal:** Tara Zdanowicz |  |
| **Cadre Director:** Saemone Hollingsworth |
| **School Mission:** To provide a positive learning environment, recognizing the importance of individual needs, encouraging parent/community/all stakeholders’ involvement. Committed to the education of students/staff, and providing the support required for them to reach their highest potential. |
| **School Vision:** Dedicated to the total development of students/staff, for success in tomorrow’s world.  |
| **SEL Leadership Team School Role** |
| **Name:** Tara Zdanowicz **SEL Liaison :** Joy Solomon |
| **Name:** Laferne McLean-Cross |
| **Name:** Joy Solomon |
| **Name:** Dione Hilaire (Guidance Clinical-Ed. Student)  |
| **Name:** Yvonne Moniz (ESE Teacher/SEL group support) |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1.** Sanford Harmony [Pre-K to 5]**2.** Cloud9World [Pre-K to 5]**3.** Start With Hello [K through 5]**4.** Archways [Life Skills/Positive Action – Classroom Guidance units: K-5] |
| **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?**   |
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| **Goal 1: *Develop self-awareness and self-management skills to achieve school and life success.*** |
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| **A. Identify and manage one’s emotions and behavior.** | **Strategies:** Classroom Guidance [1-5]; Small Groups [Conflict Resolution/Self-Control; “Mindfulness Mondays” Yoga for Classrooms activities. |
| **B. Recognize personal qualities and external supports.** | **Strategies:** Classroom Guidance activities [1-5]; Small Group for “At Risk” students [across the grade levels]; Grief support groups; Mentorship Program (“Uplift”) activities [across the grade levels];  |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:** Classroom Guidance[1-5]; Small Group: 3rd Grade retained students’ group activities. |
| **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.***  |
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| **A: Recognize the feelings and perspectives of others.** |  **Strategies:** Classroom Guidance units [1-5]; Storytelling [K-2].  |
| **B: Recognize individual and group similarities and differences.** | **Strategies:** Classroom instruction using SEL program materials [SH/SWH/Cloud9World]; Storytelling [K-2]. |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:** Classroom Guidance units [1-5]; School Social Club activities [K-Kids, under the guidance of Kiwanis Club: Division 23]; Career Development activities [5]. |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** Classroom Guidance units/Small group activities/individual counseling. |
| **Goal 3: *Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.***  |
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| **A: Consider ethical, safety, and societal factors in making decisions.** | **Strategies:** Cloud9World classroom lessons [Pre-K – 5]; School-wide safety initiatives; Mentorship Program (“Uplift”). |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:** Small group activity;Classroom instruction; Mentorship program (“Uplift”) activities. |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:** Social Club activities (Safety Patrols: school safety/K-Kids: coin drive for UNICEF); Harvest Food Drive activities (collections to serve the needs of the needy within the community). |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| Through development of the “whole child” in outlook, and in what we actually do. Implementation and maintenance of school-wide programs and activities that support the school’s mission/vision, as well as students’ over-all development in the area of social emotional learning. |
| **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** |
| On-going communication/collaboration. | Team effort. | District Programs in place/other community support programs. | Not a process which lends itself to completion per say. | Ongoing/ Something to learn/to teach year-round. |
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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** |
| Review of behavior data, incidence of referrals e.g. | Team effort. | School data/personal report. | End of year reports. | End of school year. |
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