



# MASTER PLAN

## Life Skills & Wellness

2022 – 2025

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## **Purpose**

The purpose of this initiative is to provide students with the Life Skills & Wellness (LSW) to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. School districts must annually provide a minimum of five (5) hours of data-driven instruction to students in grades 6-12 related to civic and character education and life skills education through resiliency education using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards. The instruction will advance each year through developmentally appropriate instruction and skill building and must address, at a minimum, the following topics:

1. Strategies specific to demonstrating resiliency through adversity, including the benefits of service to the community through volunteerism;
2. Strategies to develop healthy characteristics that reinforce positive core values and foster resiliency such as:
  - a. Empathy, perseverance, grit, gratitude and responsibility;
  - b. Critical thinking, problem solving and responsible decision-making;
  - c. Self-awareness and self-management;
  - d. Mentorship and citizenship; and
  - e. Honesty.

To these ends, the primary goal, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the *required* Life Skills and Wellness knowledge and skills. Broward County Public Schools (BCPS) strive to provide all students with instruction in Life Skills and Wellness skills that will prepare them to be resilient and achieve individual success academically, interpersonally and throughout their lives. Our new motto is simply: LSW: Inspire. Nurture. Challenge.

Implementation of LSW programs in schools provides a foundation for creating a safe learning environment where all students can succeed. Effective program includes multi-component school-based interventions involving classroom-based curricula that focuses on teaching students' skills to enhance Florida Life Skills and Wellness competencies as well as academic learning. Educators have the unique responsibility of delivering content as well as helping students move to the direction of personal growth and development (Howard, 2019). Schwartz (2019) also articulated that systemic LSW implementation takes a coordinated approach that engages the entire school, all classrooms, families and community partners. As part of this systemic approach, we share ideas for creating a sense of belonging and emotional safety within the classroom (Schwartz, 2019; Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D., 2019, 2020).

**Academic Achievement.** Through LSW, students can learn to handle their feelings for a number of purposes, including helping them to focus on their studies and improve individual performance. Better social skills have been shown to correlate with students' increased time-on-task and with higher achievement scores and higher grades.

**Healthy Personal-Social Development.** Through LSW, students can learn to exhibit pro-social behavior and character skills that will serve them well not only in school, but throughout their lives. They can learn to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, make responsible decisions, and solve problems. According to the Yale Center for Emotional Intelligence (2013), emotions drive learning, decision-making, creativity, and establishing healthy relationships. Schools are also arenas where children and adolescent spend a great deal of time

interacting with their peers, often in cross cultural circumstances (Guerra, Williams and Sadek, 2011). Schools can be pivotal to the development of strategies aimed at multicultural understanding and combating racism (McLaren and Torres, 1999; Forrest, J., Lean, G., & Dunn, K., 2016). According to CASEL (2020), schools like greater society, are becoming increasingly more diverse in culture, ethnicity, race, language, values and beliefs. This diversity has countless positive benefits and can also elicit challenges. As a result, it is crucial for all school staff to reflect on their own biases to create safe, supportive and inclusive environments for all students, staff and families. Aligning with BCPS purpose, LSW implementation and the Florida Department of Education’s Character Standards, as well as some of the Health Standards we can help promote practices that encourage engaging, interactive, cooperative, environments that focus on growth mindset for student and staff capabilities.

**School Climate.** A sustainable, positive school climate can be supported and furthered by LSW, as can efforts to reduce dropout rates, to foster youth development and academic achievement, and to increase the knowledge, skills, and disposition necessary for students to be responsible and productive members of the school community and society. LSW can increase attendance, and a related sense of connection to school and to adult members of the school community. When school members feel safe, valued, cared for, engaged, and respected, learning can measurably increase.

### **Goals:**

- I. Create a LSW culture and climate that supports a warm, welcoming, positive school environment and experiences that will maximize the benefits of a LSW education.
- II. Advance the knowledge, attitude, skills, aspirations, and behaviors essential to effectively implement the Florida Department of Education’s Character Standards, as well as some of the Health Standards competencies so that all stakeholders, at all levels of the organization, have clearly defined roles, opportunities to experience and understand the benefits and ways to implement LSW competencies.
- III. Instill in all stakeholders a greater motivation to learn and a deeper commitment to the educational process, leading to authentic engagement, better classroom behavior, and improved attendance and graduation rates.
- IV. Collaborate with staff, district departments, and schools to organize, plan, and provide staffs and students with multi-layered systems of support and resources to ensure the successful implementation of LSW practices.

### **Long Term Benefits and Objectives:**

- **Improved academic achievement:** Students involved in LSW programming will experience significantly greater academic achievement than students who do not receive LSW.
- **Improved school attitudes and behaviors:** LSW will instill greater motivation to learn, a deeper commitment to school, increased time devoted to schoolwork, better classroom behavior, and improved attendance and graduation rates.

- **Fewer negative behaviors:** Among students receiving LSW instruction, disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals will decrease significantly.
- **Reduced emotional distress:** Reports of student depression, anxiety, stress, or social withdrawal will decrease among students receiving LSW instruction, thereby enhancing social and emotional well-being and resiliency of the whole child.
- **Enhanced Social and Emotional well-being:** Students involved in LSW explicit and implicit programs will cultivate ways to manage stress, increase resilience by developing self-awareness, self-management, social awareness, social skills, and responsible decision making.

## Needs Assessment

### Rethink Ed. Social and Emotional Self-Assessment Results

Report period: Fall to Fall Comparison, School Years 2021, 2022 and 2023

The Rethink Ed Social and Emotional Learning (SEL) SEL Self-Assessment measures student self-report competency based on the core SEL competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The assessment is made of up of 45 questions for grades 3-8 and 69 questions for grades 9-12. The Rethink Ed SEL Self-Assessment was available for all students to complete in the Fall of SY 21, 22 and 23. The self-assessment was voluntary, therefore not all students completed the self-assessment.

### Method

A one-way repeated measures ANOVA was conducted to determine whether there were statistically significant differences over three administrations of the Rethink Ed SEL Self-Assessment. For all subscales and overall score, there were outliers in the data, but all cases were retained as there was no way to determine what were true outliers versus those that scored outside the normal range. Additionally, for all subscales and total score, the assumption of sphericity was violated<sup>1</sup>, however this was corrected in the analysis procedures.

To provide alternative data analysis, paired sample t-tests were also used to determine whether there were statistically significant mean differences between self-reported SEL skills in school year 21 to 22, 22 to 23, and 21 to 23. There were outliers in the data, but those were retained as there was no way to determine what were true outliers versus those that scored outside the normal range.

The findings and a brief explanation by SEL Competency are detailed below.

### Results

#### Total Score:

15,318 students completed the required items to receive an overall Total SEL Competency Score (Total Score) on the SEL Self-Assessment in school years 21, 22 and 23. The results of the ANOVA elicited statistically significant changes in self-report Total SEL Competency score over time  $F(1.904,29,164.308)=305.087, p<.0005$ ).

There was an increase in self-report Total SEL Competency Score from year 1 (M=44.83, SD=8.308) to year 2 (M=46.15, SD=8.244), a significant mean increase of 1.320, 95% CI [1.164,1.476]. Similarly there was an increase from year 2 (M=46.15, SD=8.244) to year 3 (M=46.38, SD=8.691), a significant mean increase of .230, 95% CI [.080,.380]. Additionally, there was an increase in Total Score from year 1 (M=44.83, SD=8.308) to year 3 (M=46.38, SD=8.691), a significant mean increase of 1.55, 95% CI [1.371,1.730].

Table 1 Student’s self-reported Total Score Fall 21, 22, and 23

Mean SD n

Competency Score Fall 2021 44.83 8.308 15,318

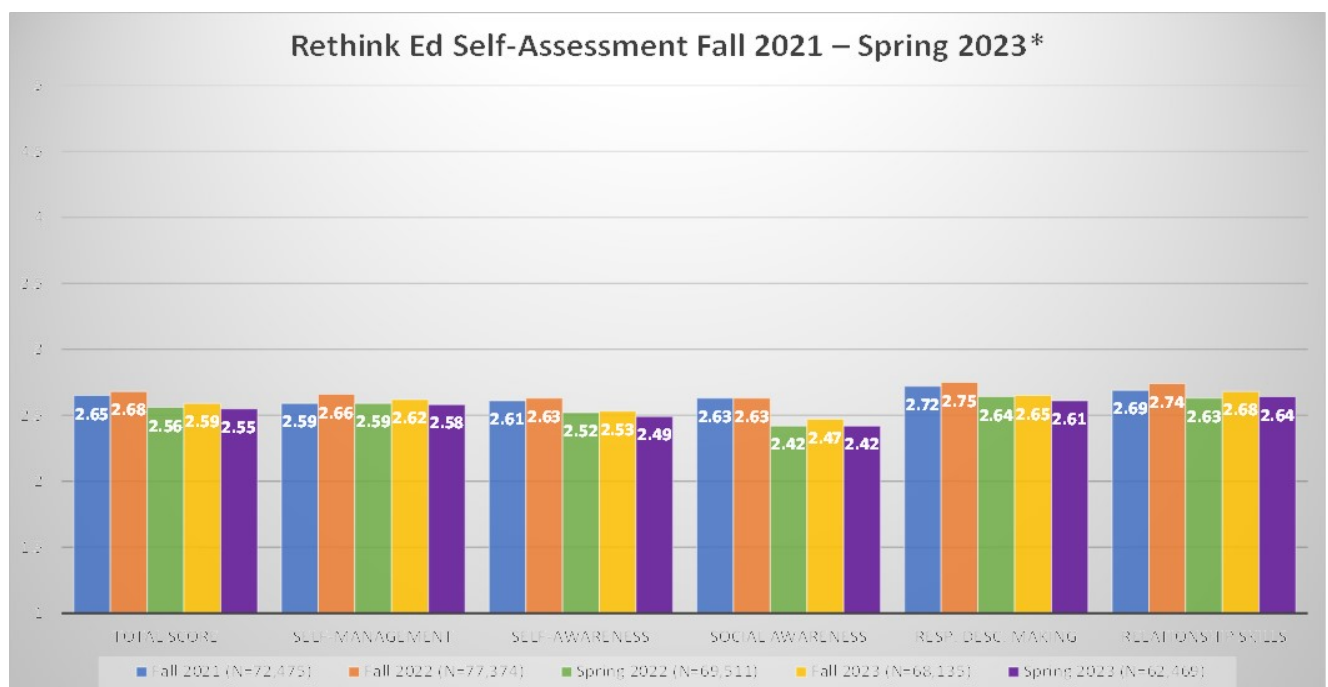
Competency Score Fall 2022 46.15 8.244 15,318

Competency Score Fall 2023 46.38 8.691 15,318

Difference of Students’ Mean self-reported Total Score, Fall 21, 22 and 23

Research has shown that well-implemented Life Skills and Wellness programs that are SAFE (sequential, active, focused, and explicit) result in, on average, an 11% gain in academic achievement as well as decreases in behavioral issues. Moreover, students participating in Life Skills and Wellness programs have more self-control and self-regulation skills, develop positive social skills such as empathy, compassion, patience, and generosity, and experience more joy and optimism, and have greater enthusiasm for learning.

Rethink Ed Student Self-Assessment Fall 2021-2023:



The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan.

**Desired Outcomes and Performance Indicators**

<p><b>1.0 Self-Awareness:</b> The ability to be aware of one's emotions, thoughts, behaviors, values, preferences, goals, strengths, challenges, attitudes, and mindsets and how these elements impact behavior and choices across contexts.</p>			
<p><b>1.1 Desired Outcome:</b> Participants help students understand their feelings and beliefs as well as develop self-confidence.</p>			
<p><b>1.2 Desired Outcome:</b> Implement effective self-awareness practices into everyday academic curriculum.</p>			
<p><b>1.3 Desired Outcome:</b> Participants will cultivate a mindfulness practice to help focus on their present experience with non-judgmental awareness that promotes the calm, relaxed, and enlivened classroom environments their students need to learn.</p>			
<p><b>1.4 Desired Outcome:</b> Participants will help students to learn how to pay attention, in a particular way, on purpose, in the present moment, non-judgmentally by explicit integration of mindfulness practices in the classroom.</p>			
<p><b>1.5 Desired Outcome:</b> Help students to develop self-efficacy and self-esteem by recognizing their own strengths, limitations, needs and values.</p>			
<p><b>1.6 Desired Outcome:</b> Participants demonstrate to students how to create a personalized self-care plan that reflects self-awareness. healthy and responsible decision-making both intrapersonal and interpersonally.</p>			
<p><b>1.7 Desired Outcome:</b> Participants will develop and execute a personalized self-care plan for themselves that reflect self-awareness. healthy and responsible decision-making both intrapersonal and interpersonally.</p>			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Teach students how to integrate personal and social identities.	Guide students to integrate personal and social identities.	Aware of the need for students to integrate personal and social identities.	Lack awareness of the need for students to integrate personal and social identities.
Teach students how to identify personal, cultural, and linguistic assets.	Guide students to identify personal, cultural, and linguistic assets.	Aware of the need for students to identify personal, cultural, and linguistic assets.	Lack awareness of the need for students to identify personal, cultural, and linguistic assets.
Teach students how to identify their emotions.	Guide students to identify their emotions.	Aware of the need for students to identify their emotions.	Lack awareness of the need for students to identify their emotions.
Teach students to demonstrate honesty and integrity.	Guide students to demonstrate honesty and integrity.		

<p>Teach students how to link feelings, values, and thoughts.</p> <p>Teach students how to examine prejudices and biases.</p> <p>Presenting the opportunity for students to experience self-efficacy.</p> <p>Teach students to have a growth mindset</p> <p>Encourage students to develop interests and a sense of purpose.</p> <p>(cpalms.org)</p>	<p>Guide students to link feelings, values, and thoughts.</p> <p>Guide students to examine prejudices and biases.</p> <p>Guide students to develop interests and a sense of purpose.</p>	<p>Aware of the need for students to demonstrate honesty and integrity.</p> <p>Aware of the need for students to link feelings, values, and thoughts.</p> <p>Aware of the need for students to examine prejudices and biases.</p> <p>Aware of the need for students to develop interests and a sense of purpose.</p>	<p>Lack awareness of the need for students to demonstrate honesty and integrity.</p> <p>Lack awareness of the need for students to link feelings, values, and thoughts.</p> <p>Lack awareness of the need for students to examine prejudices and biases.</p> <p>Lack awareness of the need for students to develop interests and a sense of purpose.</p>
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**2.0 Self-Management:** The ability to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacity to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

**2.1 Desired Outcome:** Participants will help students to manage and express emotions appropriately, control impulses.

**2.2 Desired Outcome:** Participants will learn how to implement effective self-management practices into their everyday academic curriculum.

**2.3 Desired Outcome:** Participants help students to overcome challenges, set goals and persevere.

**2.4 Desired Outcome:** Participants will create a trauma-informed learning environment.

**2.5 Desired Outcome:** Participants will demonstrate to students how to create a personalized self-care plan that reflects self-management.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Teach students how to manage their emotions.	Guide students to manage their emotions.	Awareness of the need for students to manage their emotions.	Lack awareness of the need for students to manage their emotions.
Teach students how to identify and use stress management strategies	Guide students to identify and use stress management strategies	Awareness of the need for students to identify	Lack awareness of the need for students to

Teach students how to exhibit self-discipline and self-motivation.	Guide students to exhibit self-discipline and self-motivation.	and use stress management strategies	identify and use stress management strategies
Teach students how to set personal and collective goals.	Guide students to set personal and collective goals.	Awareness of the need for students to exhibit self-discipline and self-motivation.	Lack awareness of the need for students to exhibit self-discipline and self-motivation.
Teach students how to use planning and organizational skills.	Guide students to use planning and organizational skills.	Awareness of the need for students to set personal and collective goals.	Lack awareness of the need for students to set personal and collective goals.
Teach students the courage to take initiative.	Guide students to have the courage to take initiative.	Awareness of the need for students to use planning and organizational skills.	Lack awareness of the need for students to use planning and organizational skills.
Teach students personal and collective agency.  (cpalms.org)		Awareness of the need for students to have the courage to take initiative.	Lack awareness of the need for students to have the courage to take initiative.
<b>3.0 Resiliency:</b> The ability to bounce back after challenges and tough times. Resilience develops when we experience challenges and learn to deal with them in positive ways.			
<b>3.1 Desired Outcome:</b> Participants will apply resiliency skills to help students develop a growth mindset.			
<b>3.2 Desired Outcome:</b> Participants will use teaching strategies to cultivate and promote LSW best practices that encourage achieving goals and learning how to work through stress.			
<b>3.3 Desired Outcome:</b> Participants will learn how to implement effective problem solving practices into their everyday academic curriculum.			
<b>3.4 Desired Outcomes:</b> Participants will learn how to use expressing gratitude. to teach and reinforce LSW competency of Resiliency.			
<b>3.5 Desired Outcome:</b> Participants will understand the impact of seeking or offering support and help when needed and how LSW supports learning and behaviors.			
<b>3.6 Desired Outcome:</b> Participants will learn how to problem solve.			
<b>3.7 Desired Outcome:</b> Participants will demonstrate to students how making decisions improve their well-being.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Teach students how to solve problems for themselves	Guide students solve problems for themselves.	Awareness of the need for students to solve problems for themselves.	Lack awareness of the need for students to solve problems for themselves.



Teach students to know when and how to ask for help.	Guide students to demonstrate when and how to ask for help.	Awareness of the need for students to know when and how to ask for help.	Lack of awareness of the need for student to know how to ask for help.
Teach students to stay focused and motivated.	Guide students to stay focused and motivated.	Awareness of the need for students to stay focused and motivated.	Lack of awareness of how to develop students' skills to stay focused and motivated.
Teach students how to have a growth mindset.	Guide students to understand and express a growth mindset.	Awareness of the need for students to have a growth mindset.	Lack awareness of the need for students to have a growth mindset.
Teach students how to set and achieve goals.	Guide students to how to set and achieve goals.	Awareness of the need for students to understand how to set and achieve goals.	Lack awareness of the need for students to set and achieve goals.
Teach students to know how to understand and express gratitude.	Guide students to understand and express gratitude.	Awareness of the need for students to understand and express gratitude.	Lack awareness of the need for students to understand and express gratitude.
(cpalms.org)			

**4.0 Relationship Skills:** The abilities to establish and maintain healthy and supportive relationships. This includes the capacities to communicate clearly, listen actively, work collaboratively to problem solve, negotiate conflict, provide leadership, and seek or offer help when needed.

**4.1 Desired Outcome:** Participants will help students communicate effectively, listen actively, cooperate socially, and resist inappropriate social pressure.

**4.2 Desired Outcome:** Participants will teach students to negotiate conflicts constructively and seek and offer help as needed.

**4.3 Desired Outcome:** Participants will learn how to implement effective relationship skill practices into their everyday academic curriculum.

**4.4 Desired Outcome:** Participants will demonstrate to students how to create a personalized self-care plan that reflects relationship skills.

**Performance Indicators**

Level 4	Level 3	Level 2	Level 1
Teach students to communicate effectively.	Guide students to communicate effectively	Awareness of the need for students to communicate effectively	Lack awareness of the need for students to communicate effectively
Teach students to develop positive relationships.	Guide students to develop positive relationships	Awareness of the need for students to develop positive relationships	Lack awareness of the need for students to develop positive relationships

Teach students to demonstrate cultural competency.	Guide students to demonstrate cultural competency	Awareness of the need for students to demonstrate cultural competency	Lack awareness of the need for students to demonstrate cultural competency
Teach students to practice teamwork and collaborative problem solving.	Guide students to practice teamwork and collaborative problem solving.	Awareness of the need for students to practice teamwork and collaborative problem solving.	Lack awareness of the need for students to practice teamwork and collaborative problem solving.
Teach students to resolve conflicts constructively.	Guide students to resolve conflicts constructively	Awareness of the need for students to resolve conflicts constructively	Lack awareness of the need for students to resolve conflicts constructively
Teach students to resist negative social pressure.	Guide students to resist negative social pressure	Awareness of the need for students to resist negative social pressure	Lack awareness of the need for students to resist negative social pressure
Teach students to show leadership in groups.	Guide students to show leadership in groups	Awareness of the need for students to show leadership in groups	Lack awareness of the need for students to show leadership in groups
Teach students to seek or offer support and help when needed.	Guide students to seek or offer support and help when needed	Awareness of the need for students to seek or offer support and help when needed	Lack awareness of the need for students to seek or offer support and help when needed
Teach students to stand up for the rights of others.  (cpalms.org)	Guide students to stand up for the rights of others	Awareness of the need for students to stand up for the rights of others	Lack awareness of the need for students to stand up for the rights of others.
<p><b>5.0 Responsible Decision-Making Skills.</b> The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations based on ethical standards, safety concerns and social norms.</p> <p><b>5.1 Desired Outcome:</b> Participants will help students to consider a variety of factors when making decisions and how to be aware of consequences.</p> <p><b>5.2 Desired Outcome:</b> Participants will implement effective responsible decision-making skills into the everyday academic curriculum.</p> <p><b>5.3 Desired Outcome:</b> Participants will demonstrate to students how to create a personalized self-care plan that reflects healthy and responsible decision-making both intrapersonal and interpersonally.</p>			
Level 4	Level 3	Level 2	Level 1

<p>Teach students to practice curiosity and open-mindedness.</p> <p>Teach students to make reasoned judgement after analyzing information, data, and facts.</p> <p>Teach students how to identify solutions for personal and social problems.</p> <p>Teach students to anticipate and evaluate the consequences of one's actions.</p> <p>Teach students to recognize how critical thinking skills are useful both inside and outside.</p> <p>Teach students to reflect on one's role to promote personal, family, and community wellbeing.</p> <p>Teach students to evaluate personal, interpersonal, community, and institutional impacts.</p> <p>(cpalms.org)</p>	<p>Guide students to practice curiosity and open-mindedness.</p> <p>Guide students to make reasoned judgement after analyzing information, data, and facts</p> <p>Guide students to identify solutions for personal and social problems.</p> <p>Guide students to anticipate and evaluate the consequences of one's actions.</p> <p>Guide students to recognize how critical thinking skills are useful both inside and outside.</p> <p>Guide students to reflect on one's role to promote personal, family, and community wellbeing.</p> <p>Guide students to evaluate personal, interpersonal, community, and institutional impacts.</p>	<p>Awareness of the need for students to practice curiosity and open-mindedness.</p> <p>Awareness of the need for students to make reasoned judgement after analyzing information, data, and facts</p> <p>Awareness of the need for students how to identify solutions for personal and social problems.</p> <p>Awareness of the need for students to anticipate and evaluate the consequences of one's actions.</p> <p>Awareness of the need for students to recognize how critical thinking skills are useful both inside and outside.</p> <p>Awareness of the need for students to reflect on one's role to promote personal, family, and community wellbeing.</p> <p>Awareness of the need for students to evaluate personal, interpersonal, community, and institutional impacts.</p>	<p>Lack awareness of the need for students to practice curiosity and open-mindedness.</p> <p>Lack awareness of the need for students to make reasoned judgement after analyzing information, data, and facts</p> <p>Lack awareness of the need for students how to identify solutions for personal and social problems.</p> <p>Lack awareness of the need for students to anticipate and evaluate the consequences of one's actions.</p> <p>Lack awareness of the need for students to recognize how critical thinking skills are useful both inside and outside.</p> <p>Lack awareness of the need for students to reflect on one's role to promote personal, family, and community wellbeing.</p> <p>Lack awareness of the need for students to evaluate personal, interpersonal, community, and institutional impacts.</p>
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**6.0 Creating a LSW Culture & Nurturing Learning Environment:** For LSW to flourish, it needs to be implemented within an effective overall LSW Culture. LSW Culture consists of developing a warm, welcoming, and positive environment. It is essential for students to feel emotionally and psychologically safe and supported throughout the learning process. Successful LSW Cultures require comprehensive instructional practices, using research and evidence-based programs. In addition,

integration of LSW into the academic subject areas is necessary to maximize student growth. High impact LSW consists of a comprehensive approach within every area of the school community.

**6.1 Desired Outcome** Develop warm, welcoming, and positive learning environments by incorporating the following Collaborative for Academic Social & Emotional (CASEL) 3 Signature Practices to create a safe and supportive classroom culture characterized by respectful and productive relationships. 1. Facilitate welcoming interactions among students. 2. Facilitate interactive activities among students. 3. Facilitate an optimistic closure.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Design a LSW learning environment that is warm and welcoming, student/staff/community friendly, and visually observable or print rich.</p> <p>Incorporate each of the 3 CASEL Signature Practices school wide. For example, greet students or staff at the door and encourage caring conversations to create a sense of welcome and belonging. Include optimistic closures for meetings, classrooms, quarterly, and school year.</p> <p>Facilitate school family, ownership and group processes encouraging students and staff to form connections and relationships, interact with one another to foster positive and productive peer communication, conflict resolution, and collaboration.</p> <p>Establish, train, and regularly evaluate educator-student relationships based on</p>	<p>Design a LSW learning environment that is warm and welcoming, student friendly, and visually observable or print rich.</p> <p>Incorporate 2 of the 3 CASEL Signature Practices. For example, greet students or staff at the door and encourage caring conversations to create a sense of welcome and belonging. Include optimistic closures for meetings, classrooms,</p> <p>Facilitate group school family and processes encouraging students and staff to interact with one another to foster positive and productive peer communication and collaboration.</p> <p>Establish and train on topics of educator-student relationships based on care, compassion, and trust. Include small groups and mentoring opportunities</p>	<p>Design a LSW learning environment that is warm and welcoming, visually observable or print rich.</p> <p>Incorporate 1 of the 3 CASEL Signature Practices. For example, greet students at the door and encourage caring conversations to create a sense of welcome and belonging. Include optimistic closures for meetings.</p> <p>Facilitate group processes encouraging students and staff to interact with one another to foster positive and productive peer communication.</p> <p>Establish educator-student relationships based on care, compassion, and trust. Include small groups</p> <p>Conclude instruction with an optimistic closure to clarify next steps.</p>	<p>Design a LSW learning environment that is visually observable or print rich.</p> <p>Incorporate 1 of the 3 CASEL Signature Practices. For example, greet students at the door and encourage caring conversations to create a sense of welcome and belonging.</p> <p>Facilitate group processes encouraging students to interact with one another to foster positive and productive peer communication.</p> <p>Establish educator-student relationships based on care, compassion, and trust.</p> <p>Conclude instruction with an optimistic closure.</p>

<p>care, compassion, and trust. Include personalization, small groups, and mentoring between educators – students.</p> <p>Facilitate development of avenues for student and staff perspectives, and group norms that encourage respect and student voice and choice.</p> <p>Conclude instruction and meetings with an optimistic closure to clarify next steps, celebrate successes, and gain positive momentum for future learning.</p>	<p>Facilitate development of avenues for student and staff perspectives, and group norms that encourage respect and student voice and choice.</p> <p>Conclude instruction and meetings with an optimistic closure to celebrate successes and clarify next steps.</p>		
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**6.2 Desired Outcome** Use data analysis to select the appropriate research and evidence based LSW program(s) and implement with fidelity to meet the needs of students, staff, family, and the wider school community.

Level 4	Level 3	Level 2	Level 1
<p>Actively seek out updated information and new learning opportunities, analyzing data to meet the needs of students using surveys, attendance, behavioral and academic reports to maximize students’ well-being and acquisition of LSW skills.</p> <p>Participate in professional learning to enhance LSW competence and implementation. Identify and apply sequenced lessons/activities that meet the needs to targeted students.</p> <p>Demonstrate instructional leadership by sharing LSW knowledge and</p>	<p>Actively seek out updated information and new learning opportunities, analyzing data to meet the needs of students using surveys, attendance, behavioral and academic reports to maximize students’ well-being and acquisition of LSW skills.</p> <p>Participate in professional learning to enhance LSW competence and implementation.</p> <p>Demonstrate instructional leadership by sharing LSW knowledge and practices</p>	<p>Actively seek out updated information and new learning opportunities, analyzing data to meet the needs of students using surveys, attendance, behavioral and academic reports to maximize students’ well-being and acquisition of LSW skills.</p> <p>Participate in professional learning to enhance LSW competence and implementation.</p> <p>Demonstrate instructional leadership by sharing LSW knowledge and practices with students and colleagues.</p>	<p>Participate in professional learning to enhance LSW competence and implementation.</p> <p>Demonstrate instructional leadership by sharing LSW knowledge and practices with students.</p>

practices with students, families, and colleagues.	with students, families, and colleagues.		
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**6.3 Desired Outcome** Integrate LSW into the subject areas through incorporating appropriate LSW programs and using research and evidence-based instructional practices.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Identify and implement effective LSW programs designed to incorporate the Florida Department of Education’s Character Standards, as well as some of the Health Standards competencies into the subject areas. Including LSW standards in lesson planning.</p> <p>Apply instructional practices that embed LSW into student learning and reflection.</p> <p>Create opportunities for students to use LSW knowledge and skills within project-based learning and application to real-life scenarios.</p>	<p>Identify and implement effective LSW programs designed to incorporate the Florida Department of Education’s Character Standards, as well as some of the Health Standards competencies into the subject areas.</p> <p>Apply instructional practices that embed LSW into student learning and reflection.</p> <p>Create opportunities for students to use LSW knowledge.</p>	<p>Identify and implement effective LSW programs designed to incorporate the Florida Department of Education’s Character Standards, as well as some of the Health Standards competencies into the subject areas.</p> <p>Apply instructional practices that embed LSW into student learning and reflection.</p> <p>Create opportunities for students to use LSW knowledge.</p>	<p>Identify and implement effective LSW programs designed to incorporate the Florida Department of Education’s Character Standards, as well as some of the Health Standards competencies into the subject areas.</p> <p>Create opportunities for students to use LSW knowledge.</p>

**6.4 Desired Outcome** Provide a comprehensive LSW approach, reaching every area of the School Community.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Build understanding of students through interest inventories, and strengths and learning style surveys. Use data analysis and needs assessments to inform instructional practices.</p> <p>Provide opportunities for students and staff to learn and apply LSW within clubs, sports, extracurricular activities,</p>	<p>Build understanding of students through interest inventories, and strengths and learning style surveys.</p> <p>Provide opportunities for students and staff to learn and apply LSW within school-wide initiatives.</p> <p>Bring all stakeholders together to craft a LSW vision. Develop norms</p>	<p>Build understanding of students through interest inventories, and strengths and learning style surveys.</p> <p>Provide opportunities for students and staff to learn and apply LSW within school-wide initiatives.</p> <p>Bring all stakeholders together to craft a LSW vision.</p>	<p>Build understanding of students through interest inventories, and strengths and learning style surveys.</p> <p>Provide opportunities for students and staff to learn and apply LSW within school-wide initiatives.</p>

and school-wide initiatives.  Bring all stakeholders together to craft a LSW vision. Develop norms and expectations to ensure ongoing improvement as LSW is implemented in every area of the school.	and expectations to ensure ongoing improvement as LSW is implemented in every area of the school.		
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<b>Data Collection Plan: Teachers</b>			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Attendance Feedback Form in PD Mgmt. System	1x/workshop	District LSW Team
2. Participants' Learning	Workshop-embedded pre- and post-tests	1x/workshop	District LSW Team
3. Organizational Supports	LSW School Action Plans LSW Consultation anecdotal notes	1x/year 1x/session	School LSW Team District LSW Team
4. Participants' Practice	Small Group Meeting Minutes LSW Rubric Observation: Teachers	1x/year Upon request	School LSW Team District LSW Team
5. Student Outcomes	Rethink Ed Survey School Climate Survey LSW Rubric Observation: Students	1x/year Upon request	School LSW Team District LSW Team

Look-Fors: Participants will gain knowledge, understand the attitudes, skills, aspirations, and behaviors essential to effectively experience and implement LSW competencies.

Implementation Plan: PL Providers will monitor, support, and document implementation through virtual and in person coaching sessions where there will be informal observation and feedback provided. PL Provider will support open communication and be available for participants needs.

### Evaluation Plan

<b>Level 1. Participant Reactions</b>		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
LSW Participant	Attendance Feedback Form in PD Mgmt. System	Summary of attendance Summary of feedback
<b>Level 2. Participant Learning</b>		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
LSW Participant	Workshop-embedded pre/post-tests	Analysis of pre/post-test results
<b>Level 3. Organizational Support</b>		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
LSW Participant	LSW School Agreements	District Records of Info. Sessions
<b>Level 4. Participants' Use of New Knowledge and Skills</b>		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
LSW Participant	Small Group Meeting Minutes LSW Rubric Observation: Teachers	Review of Meeting Minutes Analysis of LSW Rubric Observation
<b>Level 5. Student Learning Outcomes</b>		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Student	LSW Rubric Observation: Student Data	Analysis of LSW Rubric Observation Rethink Ed LSW Survey School Climate Survey



## Florida Health & Character Standard Alignment

Florida Department of Education’s Character Standards, as well as some of the Health Standards that apply to Life Skills and Wellness.

<a href="#">Kindergarten</a>	<a href="#">Grade 1</a>	<a href="#">Grade 2</a>	<a href="#">Grade 3</a>
<a href="#">Grade 4</a>	<a href="#">Grade 5</a>	<a href="#">Grade 6</a>	<a href="#">Grade 7</a>
<a href="#">Grade 8</a>	<a href="#">Grades 9-12</a>		

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