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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Deerfield Park Elementary | **School Year:** 2018-2019 |
| **Principal:** Jocelyn Reid |  |
| **Cadre Director:** Jacquelyn Haywood |
| **School Mission:**Deerfield Park Elementary is dedicated to providing a caring and supportive environment for all students to excel Academically and in the Performing Arts |
| **School Vision:** Deerfield Park Elementary is committed to providing each student with high quality instruction, in a safe learning environment so that they can reach their full academic and social potential. By infusing the Performing Arts, our students will be prepared to meet and exceed the demands of the 21st Century and become productive leaders in our society. |
| **SEL Leadership Team School Role** |
| **Name:** Driana Mitchell-Philpart **SEL Liaison** |
| **Name:** Penny Skalis **ESE Specialist**  |
| **Name:** Donna Rucker **Assistant Principal**  |
| **Name:** Kassandra Burton **Math Coach** |
| **Name:** Marchard Desire **Literacy Coach** |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1.Fawn Friends (Peer Counseling)****2.Student Council****3.Safety Patrol****4.Kids of Character/Student of the Month** |
| **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:** All DPE students will have the opportunity to earn “Fawn Bucks” daily for displaying good behavior. They may then cash their bucks in and purchase items from our Fawn Store. |
| **B. Recognize personal qualities and external supports.** | **Strategies:**Each month, two students from each class will be chosen to be recognized at our Student of the Month assemblies. To qualify, the students must exhibit the Character Trait of the month. Quarterly, students will be recognized for their academic achievements through our Honor Roll assembly. |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**Quarterly, all students will have the opportunity to attend the “Level Up” party based upon their I-Ready Reading and Math scores and progress.All DPE students will be offered “Brag Tags” that may be worn to celebrate any academic success they’ve achieved.  |
| **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:**DPE staff and students will implement the “Start With Hello” initiative to regain and maintain a sense of connectedness and family within our school’s climate/community.  |
| **B: Recognize individual and group similarities and differences.** | **Strategies:**DPE will celebrate College/Career Week to further educate students of the various opportunities that are available and encourage them to strive to work hard to achieve the goals they have set for themselves.  |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:**Mrs. Philpart, our school counselor, will provide a “Happy Corner/Safe Place” in her office for students to cool down, process situations, vent/reflect, and/or communicate productively with others.  |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**Fawn Friends, DPE’s peer counseling group will assist with conflict mediations among their peers and lead as positive role models of our school to demonstrate how one should carry themselves as students and members of society. |
| **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:**DPE’s Safety Patrol will assist with students getting to and from school/class safely. They will also model the correct way to maneuver through and around our campus to ensure safety of our students at all times. |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**Student Council will serve as the voice of our students. They will lead our school through innovative activities that will merge any gap between student ideals and our school’s vision/mission. In doing so, both the academic and social needs of students will be met. |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:**“Peace Week” will promote non-violence at our school. We will stress the importance of coming together as one and to work as a family. We will also reiterate the impact that kindness and compassion have on others in hopes that it will carry through our community outside of school as well. |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **Deerfield Park Elementary takes pride in fostering and maintaining a caring and supportive environment that is welcoming of everyone. We thread the concepts of Social and Emotional Learning through our daily routines – as it is our upmost priority to positively serve our students and their families in every way. Whether it be in the classroom, the front office, playground, or cafeteria, we make it our duty to nurture our students’ development in a way that supports SELs core competencies. Lastly, we motivate, encourage, and empower students through our school-wide initiatives such as Fawn Bucks, Students of the Month Assemblies, Kids of Character, Brag Tags, and Level-Up Parties.** |
| **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** |
| SEL Teacher Workshop | Mrs. Philpart – School Counselor | PowerPoint Presentation | Attendance Form | By May 31, 2018 |
| Provide Staff with SEL Best Practices | Mrs. Philpart – School Counselor | Brochure Handout | Sign-out Sheet | By May 31, 2018 |
| **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** |
| Lower the amount of 5th grade behavior referrals | Ms. Rucker – Assistant Principal | BASIS/TERMS | Data | End of each quarter |
| Lower bullying complaints by 5% | Mrs. Philpart – School Counselor | BASIS/TERMS | Data | End of each quarter |