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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Sunland Park Academy | | | | **School Year: 2018-2019** | |
| **Principal:** Sharonda Bailey | | | |  | |
| **Cadre Director:** Narkier | | | | | |
| **School Mission:**  The mission of Sunland Park Academy is to make a difference in the lives of students by providing learning experiences and opportunities for them to achieve high levels of academic performance. | | | | | |
| **School Vision:**  Through fostering positive growth in social, emotional, and work behaviors, students will be able to learn the necessary skills to become successful adults in the workplace. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Nikia Ragin SEL Liaison: Assistant Principal** | | | | | |
| **Name: Sharonda Bailey (Principal)** | | | | | |
| **Name: Latandra Carr (ESE Specialist)** | | | | | |
| **Name: Helen Kassim (Reading Resource)** | | | | | |
| **Name: Trenaye Lewis-Sutton (Social Worker)** | | | | | |
| **Name: Greer Robinson (Teacher)** | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Sanford Harmony**  **2. Character Traits**  **3. Cloud9 World** | | | | | |
| **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:**   * Role Play * Modeling * Journaling * Teachable Moments | | **B. Recognize personal qualities and external supports.** | **Strategies:**   * School Support scavenger hunt * Strengths/ Weaknesses Activity | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**  -Rubric  -Soar Folder | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**   * Role Play * Cooperative Learning * Class meeting * Discussion Activity | | **B: Recognize individual and group similarities and differences.** | **Strategies:**  -Role play  -Venn Diagram  - All About Me Poster | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**   * Literature Circle * Echo Listening * Class Meeting | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**   * Peer Mediation * Conflict Resolution | | **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:**   * Safety Patrol (Some Students) * Current events * Scenarios * Project/Problem based learning | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**   * Journaling * Agenda use | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:**   * Class Job * Career Day * Service Learning Project | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **Policies and practices affecting students are powerful levers that help set the tone and direct behavior in a school. The teachers involved will ensure that the policies they put in place reinforce their goals for students, reflect their beliefs about students and their learning, and are supported by research findings.** | | | | | |
| **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** |
| Monthly Faculty Meetings | Administration | SEL handouts and PPT | Agendas/Minutes | | Monthly |
| Grade Level PLC | Team Leaders | SEL handouts and PPT | Agendas/Minutes | | Monthly |
| Leadership Meetings | Administration | SEL handouts and PPT | Agendas/Minute | | Monthly |
| **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** |
| Achievement Data (FSA, BSA, Acaletics) | Administration Support Team | School City (data management) | FSA Results | | Ongoing |
| Discipline Referrals | Ms. Ragin | DMS | BASIS data | | June 2019 |
| Student Self-Assessments | SEL Team | SEL Team created survey | Survey Results | | June 2019 |