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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Peters Elementary | | | | **School Year: 2018-2019** | |
| **Principal: Dr. Joyce Krzemienski** | | | |  | |
| **Cadre Director: Ms. Eckhardt** | | | | | |
| **School Mission:**  **The mission of Peters Elementary is to foster the highest development of each students’ unique potential.** | | | | | |
| **School Vision:** | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Darcy Dodge SEL Liaison** | | | | | |
| **Name: Joyce Krzemienski Principal** | | | | | |
| **Name: Jessica Temple Assistant Principal** | | | | | |
| **Name: Marybeth Rodriguez SAVE promise/Safety Patrol Liasion** | | | | | |
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| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Start with Hello/Safety Patrol**  **2. Panda Pals Mentoring/Listener Mentoring**  **3. Classroom Guidance**  **4. Character Education** | | | | | |
| **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: Panda Pals and listener mentoring is used for those students who are struggling with managing emotions and/or behavior. Additional counseling services are provided through the ESE Department. Teachers will implement Passport to Peace, which is a character education program focusing on specific traits to build character.** | | **B. Recognize personal qualities and external supports.** | **Strategies: Students will learn about personal qualities through classroom guidance.** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Students will learning about goal setting and achieving their goals through classroom guidance.** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: Classroom guidance will help the students become more aware of their own feelings, as well as others. It will enable students to become more sensitive and tolerant.** | | **B: Recognize individual and group similarities and differences.** | **Strategies: The Start with Hello Initiative encourages students to learn about their other classmates. There are several Ice breakers provided that make students aware of student similarities/differences.** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: Start with Hello encourages all students to say “Hi” or “Hello” to each other. This pushes students our of their comfort zone and helps them both feel included, while also including others. Also, we have Panda Pals mentoring, as well as the listener program to assist with specific students in learning about appropriate interactions.** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Classroom guidance teaches students how to vocalize and regulate emotions. Students are taught how to resolve issues and seek help from the school counselor, if needed.** | | **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: The SAVE team/Safety Patrol supports safety on the school campus. They make sure the students are following school safety rules and are with their designated classes.** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Classroom guidance helps students build decision-making skills.** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: The Character education program (Passport to Peace)**  **Teaches students a variety of traits to assist in a creating a well-rounded child within the school realm and within the community.** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
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| **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** |
| Feedback on Start with Hello | Andy Payne | Email, Start with hello website | Email | | November 2019 |
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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** |
| Quarterly referrals | Administration /School Counselor | Classroom guidance, Mentoring, Start with Hello, Character Education | Less behavioral referrals | | Ongoing per quarter |
| Viewing RTI referrals and discussing students in CPST meetings | CPST team/SEL Liason | BASIS | 5% decrease in tier 3 academic referrals. | | Ongoing per quarter |
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