|  |
| --- |
| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Sunshine Elementary | **School Year:** 2018-2019 |
| **Principal:** Donna Aaron |  |
| **Cadre Director:** |
| **School Mission:** Our Sunshine Family will provide meaningful learning communities, staff development, and parent trainings to increase authentic engagement and student achievement. Together we learn. Together we thrive. |
| **School Vision:**  |
| **SEL Leadership Team School Role** |
| **Name: Sigried Palau SEL Liaison** |
| **Name: Denise Dorsett Assistant Principal** |
| **Name: Lindsley Juste Resource Teacher** |
| **Name: Paulette Martinez School Psychologist**  |
| **Name: Allessandra Anson Paraprofessional**  |
|  |
| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1.****2.****3.****4.** |
| **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:** Activities on how labels affect our emotions and how they are linked to behavior. |
| **B. Recognize personal qualities and external supports.** | **Strategies:** Activities to learn to respect one’s likes and dislikes, needs and wants, strengths and challenges. |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:** Describe why it is important to help other students achieve personal goals. |
| **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.***  |
|  |
| **A: Recognize the feelings and perspectives of others.** |  **Strategies:** Teachers will do activities in wish students will learn to recognize how our actions affect others. |
| **B: Recognize individual and group similarities and differences.** | **Strategies:** Meet with staff and students and discuss the importance of accepting other students differences and respecting each other.  |
| **C: Use communication and social skills to interact effectively with others.** | 1. **Strategies:** Develop strong communication skills that would increase the chance for successful relationships.
 |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** Lessons that develop activities that will help students to techniques to solve conflicts in constructive ways. |
| **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:** Lessons that demonstrate the ability to respect the rights of self and others. |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:** Lessons teaching how to generate alternative solutions and evaluate their consequences for a range of academic and social situations. |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:** Communicate regularly with parents, students and teachers about SEL classroom activities to encourage reinforcements of SEL lessons at home.  |

 |
| **How does your school-wide policy and practices support the social emotional learning of students?** |
| Our school-wide policy focuses on respect, acceptance, and problem solving. It is our goal to enhances students’ abilities to understand and manage their emotions, set and achieve personal and academic goals, show respect and empathy for others. |
| **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 PowerPoint | Sigried Palau | Brainshark |  |  |
| Training on strategies on how to respect and accept each other. | Sigried Palau | Brainshark |  |  |
| Training on problem solving. | Sigried Palau | Brainshark |  |  |
| **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** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |