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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Sheridan Park Elementary | | | | **School Year:** 2018-2019 | |
| **Principal:** Jacqueline Carro | | | |  | |
| **Cadre Director:** Saemone Hollingsworth | | | | | |
| **School Mission:** Sheridan Park Elementary school will facilitate the development of lifelong learning in our students, who will demonstrate equitable qualities of exceptional acceptance of individuals of all racial backgrounds, genders, gender identities, religious affiliations, or abilities, by providing a foundation of academic and social skills for the 21st century | | | | | |
| **School Vision:** Sheridan Park Elementary school will prepare today’s students to be tomorrow’s leaders by providing a high quality and equitable education to students across all racial backgrounds, genders, gender identities, religious affiliations, or abilities | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Odein Samuda-King SEL Liaison & School Counselor** | | | | | |
| **Name: Jacqueline Carro Principal** | | | | | |
| **Name: Shalonda McWhorter Interim Assistant Principal** | | | | | |
| **Name: Kathleen Arden and Delcarmen Linares-Colon Literacy and Math Coaches** | | | | | |
| **Name: Monica Abello ESE Specialist/SAC Co-chairs** | | | | | |
| **Name: Juliana Aziz-Precott Autism Coach/SAC Co-chairs** | | | | | |
| **Name: Jessica Campos Kindergarten Team Leader** | | | | | |
| **Name: Mary Cangemi First Grade Team Leader** | | | | | |
| **Name: Tracy Nix Second Grade Team Leader** | | | | | |
| **Name: Susan Fulton Third Grade Team Leader** | | | | | |
| **Name: Delcarmen Linares-Colon Fourth Grade Team Leader** | | | | | |
| **Name: Jill Brennan Fifth Grade Team Leader** | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Classroom Guidance Lessons on What Guidance Can Offer, Torn Heart, and Manners**  **2. Kids of Character**  **3. Sandy Hook Promise—Start With HELLO and NoOne Sits Alone**  **4. School wide expectations that are taught in every class: (PAWS) Personal Best, Act Responsibly, We Show Respect, Safety First** | | | | | |
| **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.*** | | | **Dent** | | | **A. Identify and manage one’s emotions and behavior.** | **Strategies:**  Tier 1: Champs Behavior Management. All teachers utilize a color system to monitor and understand students’ behaviors and emotions. Teachers engage on an ongoing conversation regarding their students’ behaviors. We have safe zones for students for purposes of de-escalation.  *Tier 2: Specific students Identified will become familiar with and implement strategies from the Zones of Regulation program.*  *Tier 3: Counseling services is available for ESE students whose IEP includes it.* | | **B. Recognize personal qualities and external supports.** | **Strategies:**  Tier 1:We have monthly recognition honoring various character traits (cooperation, responsibility, citizenship, kindness, respect, honesty, self-control and tolerance)as our students of the month. On morning announcements the character trait for the month is explained and students are recognized in a newsletter that is sent home. Teachers were provided with lessons for each character trait to implement in the classroom. .  We have Field Day events where students are recognized for their ability to work as a team.  A peer pals program has also been developed to assist students in working together and building relationships with one another.  *Tier 2/3: A partnership with Chrysalis Health and/or Henderson to provide wrap around support services for students and families who require intensive social and emotional assistance.* | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**  Tier 1: We have quarterly honor roll assemblies to recognize students’ academic achievement. Honor Roll consists of A’s, B’s and the BUG award. The BUG award provides motivation to all students to be recognized for their personal and academic growth. We implement the Accelerated Reader Program for all students to increase their reading levels and quarterly recognition awards celebrate those who reach their goals. Weekly ticket drawings for positive behavior. | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**  Tier 1: Students participate in character development via morning announcements and school wide initiatives (Start With Hello, Peace Week, Red Ribbon Week, Anti-bullying Week, The Harvest Drive, The Toy Drive, Back to School Drive, Hurricane Relief Efforts, etc). The entire school is encouraged to participate in no one eats alone on a daily basis. Students, faculty and staff “Say Hello” to each other by wearing our ID badges every day and by greeting every student personally as they enter the school. | | **B: Recognize individual and group similarities and differences.** | **Strategies:**  Tier 1: Teaching tolerance in the classrooms. Peer Pals program partnering non-disabled peers with students in the special program. | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**  Tier 1: Classrooms SEL Lessons  Teachers will register for their Leaps License and have the ability to upload lessons. When Standford Harmony arrives at the school, it will be implemented by all instructional staff. Zones of Regulation to assist students in dealing with emotions in order to interact effectively with others | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**  Tier 1: DoJo Lessons are used in the classroom and shared with parents as well so there can be follow up at home. Use of the 7 habits books with the students.  When Standford Harmony arrives at the school, it will be implemented by all instructional staff. | | **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:**  Tier 1: Rapid Check In  Teachers ensure that they make that personal connection with their students at least once a week. They track it using their Rapid Check In checklist. They are able to check-in with each students’ social and emotional needs at the beginning and/or end of the day. | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**  Tier 1:  We have quarterly honor roll assemblies to recognize students’ academic achievement. Honor Roll consists of A’s, B’s and the BUG award. The BUG award provides motivation to all students to be recognized for their personal and academic growth. We implemented the Accelerated Reader Program for all students to increase their reading levels.  We have monthly recognition of various character traits (cooperation, responsibility, citizenship, kindness, respect, honesty, self-control and tolerance). Parents are invited to attend the quarterly assemblies.On morning announcements students explains each character trait and students will work on skits to share on morning news. | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:**  Tier 1: Community building activities by establishing a teacher-student relationship such as morning greetings, dojo and Bucket Fillers. Each classroom teacher welcomes and greets students to the classrooms. Admin, support staff, and other school staff greet students as they enter the building daily.  *Tier 2/ 3*  Peer Pals Mentoring Program  Select students are paired with another student. ESE Special Program students are paired with their non-disabled peers. They provide weekly support modeling by assisting their mentees. They provide appropriate social skills with play. They engage in class activities by reading social skills books. This results in meaningful relationships between the students. | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| Safe Zones at the School where students are able to de-escalate in a safe environment and zones of regulation.  Students feel comfortable that administration and support staff have an open door policy to handle their social and emotional needs. When students receive consequences for this misbehavior, referrals are made to support students and families with their social/emotional skills that they are missing and ensure a follow up with the RTI team.  Latinos in Action students from Hollywood Hills High School come weekly to work with ESOL students across grade levels.  Student of Month Character Recognition  Field Day: Recognizing good character (ex: sportsmanship, most perseverance, etc.)  Family Nights: The community comes together where centers are created to assist students and families in academic and personal development. Students and parents are able to experience the different centers and engage in meaningful activities as a family and school community. | | | | | |
| **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 101 Instructional Brainshark | Each Instructional Staff Member | District Brainshark | Certificate of Completion | | November 21, 2018 |
| Leadership Meetings | Team Leaders, Administration, Support Staff | Standford Harmony, school resources | Teacher Implementation | | Ongoing -  June 2019 |
| District Based Trainings for Teachers | Each Instructional Staff Member | District Based Training for Teachers on My Learning Plan | In Service Points | | Completion of District Based Trainings |
| **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** |
| Referrals | Administration | BASIS Referral System | Documented on Terms | | Ongoing – June 2018 |
| Attendance | Assistant Principal, BTIP Liaison, Guidance, Social Worker, and Classroom Teachers | BASIS, Terms, and Pinnacle | Parent conferences with teachers, attendance letters, and meeting with parents and administration/social worker | | Ongoing – June 2018 |
| Data Chats | Administration and Academic Coaches | Data Charts, District databases, curriculum | Data documentations | | Ongoing – June 2018 |