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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: **Atlantic West Elementary School** | **School Year: 2018-19** |
| **Principal: Diane Eagan** |  |
| **Cadre Director:**  |
| **School Mission:** **At AWE we will engage students in quality standards based instruction to ensure the academic, social and emotional growth of all 21st century learners.** |
| **School Vision:** **At AWE we are empowering students to meet today’s challenges in order to build a better future.** |
| **SEL Leadership Team School Role** |
| **Name: Ronnie Schorehart SEL Liaison** |
| **Name: Jounice Lewis Assistant Principal** |
| **Name: Gracie Beish ESE Specialist** |
| **Name: Ann Ritter Teacher/Equity Liaison** |
| **Name: Carolyn Luckenbach Teacher/Magnet Coordinator** |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Sanford Harmony** |
| **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: Teaching behaviors daily through use of our PBIS program and SOAR expectations – teach and reinforce self-control, on-task behavior, acceptance and respect** |
| **B. Recognize personal qualities and external supports.** | **Strategies: School Counselor lessons and morning announcements; Kids of Character monthly traits are presented with reinforcement activities culminating with monthly student recognition; daily and weekly SOAR expectation recognition program** |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Teachers provide individual data chats and conferences with students regarding their academics and behaviors. Students take part of our quarterly MUSEUM night highlighting our magnet program initiative.** |
| **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: Classroom meetings using Sanford Harmony activities; PBIS expectations promoting positive peer relationships; school counselor classroom visits.** |
| **B: Recognize individual and group similarities and differences.** | **Strategies: Teaching diversity within academic instruction and through guidance lessons; classroom projects; cultural fairs (Hispanic, Black History); ESE immersion into general educational activities and assemblies; Best Buddies (tier 2)** |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies: Role playing guidance activities; Harmony Conversation Cards; Sandy Hook – Say Hello!** |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Regulate emotions in Safe Space or Reflective corner in classroom; conflict mediation skills and anti-bullying activities provided by School Counselor; BullyBox; Listener program (tier 2)** |
| **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: Peace Week Activities including PEACE March, Peace Tree; DARE program (5th grade); Safety Town(K); Fire Preventions Activities** |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: MUSEUM Night displaying science projects; after school clubs and after school programs; Red-Ribbon Week; College Week Activities- Career Awareness activities** |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies: Recycling Program; Student-led morning announcements; Student Safety; Harvest Drive; Shoe Drive** |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **Using the Sanford Harmony program in conjunction with PBIS and the many strategies we provide our students have the opportunity to develop a greater self and social awareness, responsible decision making so they can make constructive choices, the ability to successfully self-manage and have the ability to establish and maintain healthy relationships with others. We also use the four prong approach as we focus on the whole child during the whole day within the whole school while we create opportunities for parents and families in the school’s community as we teach the SEL skills.** |
| **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** |
| Required Brainshark | **SEL Liaison** | Brainshark - SEL | CompletionCertificate | October 2018 |
| Sanford Harmony Trainings | **SEL Liaison** | Live Presenter; View videos | Ability to implement use | Ongoing |
| Best Practices |  |  |  |  |
| **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** |
| **Action** | **Responsible Person** | **Resources** | **Evidence of Completion** | **Completion Date** |  |
| Attendance  | Leadership Team andAdministration | Data Warehouse | Reduction in absences and tardies | End of each quarter |  |
| Referrals | Leadership Team andAdministration | Data Warehouse | Reduced number of behavioral referrals | End of each quarter |  |
| Test Scores | All Stakeholders | Data Warehouse | Test Scores Increase | End of School Year |