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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Griffin Elementary | | | | **School Year: 2018 – 2019** | |
| **Principal:** Gail Silig | | | |  | |
| **Cadre Director:** Dr. Mark Strauss | | | | | |
| **School Mission:**  Griffin Elementary is committed to provide an enriched learning environment that will focus on 21st century learning to prepare our students to be college and career ready. | | | | | |
| **School Vision:**  Learning Today…Leading Tomorrow | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Teena Novack ,** School Counselor, SEL Liaison | | | | | |
| **Name: Alison Rasgado,** ESE Specialist, SAC Co-Chair | | | | | |
| **Name: Thomas Nordstrom,** AP | | | | | |
| **Name:** | | | | | |
| **Name:** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Zones of Regulation**  **2. Sanford Harmony**  **3. LEAPS**  **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:** Use of Zones of Regulation to teach students to identify their current emotional functioning and how it relates to their strengths and needs related to academic and social progress. | | **B. Recognize personal qualities and external supports.** | **Strategies:** Use Sanford Harmony program to build connections. | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:** Goal Setting and Growth Mindset Activities. Use LEAPS to identify lessons to be utilized within grade levels. | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:** Use Zones of Regulation Posters to identify common emotions and feelings. Use scenarios to identify different emotions in each Zone. | | **B: Recognize individual and group similarities and differences.** | **Strategies:** Use Sanford Harmony program to build connections. | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:** Use Social Thinking and Zones of Regulation to have students identify Expected/Unexpected responses and the size of a problem. | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** Use character education lessons and student of the month recognition activities for school wide instruction of character education traits.  Use Sanford Harmony program to build connections. | | **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:** Character Education lessons to promote concept of responsibility, citizenship, etc. | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:** Use Counselor guided lessons and Character Education lessons to promote positive decision-making activities. | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:** Start with Hello Activities to build connections and engagement between peers and teachers**.** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| Through school-wide implementation of SEL activities and programs, Griffin elementary is able to address the changing needs of all students across multiple school areas. By utilizing common and extended planning times, students are exposed to lessons which are designed to help them identify their current level of needs and also how to access coping strategies, when necessary. Teachers are able to utilize common vocabulary in regards to SEL and student growth. Students are recognized, monthly, on the morning announcements in regards to character education in order to highlight positive student growth and character traits. This school-wide focus enables teachers and students to promote SEL through academic engagement. | | | | | |
| **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** |
| Roll out SEL teachers during planning week | SEL Leadership Team | Sanford Harmony, Zones of Regulation | Faculty Agenda | | August 2018 |
| Role out SEL to classes through individualized lessons | SEL Leadership Team | Specials Teachers, Zones and Sanford Lesson Plans, Sensory Items, Cool Down Area, Zones Posters | Lesson plan implementation during extended planning | | October 2018 |
| Present SEL status at monthly team leader meetings | SEL Leadership Team | Sanford Harmony, Zones of Regulation | Team Leader Agenda | | Monthly updates (April 2019) |
| **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** |
| Meet during quarterly data chats to involving student progress and the need for student specific Character Education Lessons | SEL Leadership Team | Specials Teachers, Zones and Sanford Lesson Plans, Sensory Items, Cool Down Area, Zones Posters | Data Chats | | October 2018 |
| Review the implementation of Sanford Harmony and Zone of Regulation lessons. Address need for additional items for sensory cool down areas. | SEL Leadership Team | Specials Teachers, Zones and Sanford Lesson Plans, Sensory Items, Cool Down Area, Zones Posters | Data Chats | | January 2019 |
| Review implementation of SEL plan for closing out the school year with appropriate staff to plan to expand the programs for the following year. | SEL Leadership Team | Specials Teachers, Zones and Sanford Lesson Plans, Sensory Items, Cool Down Area, Zones Posters | Data Chats | | April 2019 |