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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Sandpiper Elementary School | **School Year: 2018-2019** |
| **Principal: Camille LaChance** |  |
| **Cadre Director: Estella Eckhardt** |
| **School Mission:****Sandpiper Elementary is committed to ensuring that all students receive a quality education, within a safe and secure learning environment.**  |
| **School Vision:**  |
| **SEL Leadership Team School Role** |
| **Name: Louise Molinelli SEL Liaison** |
| **Name: Melissa Hernandez AP** |
| **Name: Diana Loe Literacy Coach** |
| **Name: Team Leaders Teachers** |
| **Name:**  |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Sandford Harmony****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?**   |
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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: Social stories, teacher, counselor lunch bunches to brain storm and role play scenarios. School wide behavior plan discussions for appropriate behavior; Class Dojo and growth mindset activities.**  |
| **B. Recognize personal qualities and external supports.** | **Strategies:**Character Education (monthly lessons), student recognition awards, growth mindset |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:** **Cool down centers with writing and art supplies, stress balls, etc.** |
| **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:****Sandford Harmony conversation cards** |
| **B: Recognize individual and group similarities and differences.** | **Strategies:**Sandford Harmony Conversation Cards |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:****Sandford Harmony Conversation Cards, literature circles, bucket fillers** |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**Sandford Harmony Buddy Up/ Meet Up; Role Plays |
| **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:**Be the One; Posters, Announcements, Behavior Assemblies, Classroom lessons- Diversity |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Cafeteria Plan- Caught Being Good, Daily Learners Creed, Hispanic Heritage, African History, Women’s History, Etc.** |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:****Community Project – Harvest Drive with student council at Piper High, citizenship charter education activities in the classrooms, project based learning. Bucket Fillers and Caught Being Good Program.**  |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **Newsletters, Parent Nights, Behavior reflections** |
| **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** |
| Sandford Harmony Training | Administration |  | Sign in Sheet | 10/19/18 |
| SEL Brainshark | School Counselor |  | Completion Certificate | 13/31/18 |
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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** |
| Monitor # of behavior referrals | AP, SSW, Guidance | BASIS | Data on BASIS (ongoing) | ongoing |
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