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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:** | | | | | |
|  | | | | | |
| **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?** | | | | | |
| |  |  | | --- | --- | | **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: 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.*** | | |  | | | **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.*** | | |  | | | **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.** | | | | | | |
| **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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