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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Sawgrass Elementary | **School Year:** 2018-2019 |
| **Principal:** Stephen DeCotis |  |
| **Cadre Director:** Estella Eckhardt |
| **School Mission:**Our mission is to prepare our students to become successful members of a diverse society |
| **School Vision:**  Our vision is to empower, enlighten and inspire all students to reach their pull potential.  |
| **SEL Leadership Team School Role** |
| **Name: Sharri Dommu SEL Liaison** |
| **Name: Stephen DeCotis Principal** |
| **Name: Moraima Del Sol Assistant Principal** |
| **Name: Michelle Amento Reading Coach** |
| **Name: Carrietta Gaudio Autism Coach** |
| **Name: Francis Koch ESE Specialist** |
| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Peacebe (Character Education)****2. Panther Pals****3. Buddy Bench at Recess****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: Teachers utilize BASIS and communication with school counselor to identify students with emotional needs** |
| **B. Recognize personal qualities and external supports.** | **Strategies: After identifying students guidance counselor assesses emotional needs and either provides outside counseling support, social work referral, or groups provided during school hours.**  |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Counselor monitors students emotional needs by using needs assessment and adjusts as needed.**  |
| **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: Use Peacebe books in media special to engage the students in learning about character traits.**  |
| **B: Recognize individual and group similarities and differences.** | **Strategies: Reading peacebe books in media special to spark conversations between peers.** |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies: Utilize character education skills learned in Peacebe books to break into small groups to have discussions and work on corresponding worksheets and activities.**  |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Utilize character education skills learned in Peacebe books to break into small groups and role-play different aspects of character traits.** |
| **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: Utilizing the skills learned while being apart of our panther pals program to learn about those who are different than us, and how to act in certain situations.** |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Students will help teach and model for peers what they have learned in the panther pals group.**  |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies: Using our ELOPE clubs to participate in community and school events.**  |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **Our school wide policy is to treat everyone equally and kindly. This is engrained in our students so that when an issue arises they are comfortable enough to reach out not only to their teachers or school counselor, but to same age peers, who may be able to help solve problems they are having.**  |
| **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** |
| During monthly faculty meetings, guidance counselor will take 5 minutes to educate staff on one component of SEL plan and how to utilize difference resources | Sharri Dommu | Peacebe books, Publix Kid of Character program | Sign in sheets from faculty meetings | ongoing |
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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** |
| A decrease in behavioral referrals as well as students being able to self monitor behavior more effectively | Sharri Dommu | BASIS and classroom observations | Decrease of referrals | onging |
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