Leadership

Complete the school-based information below.	
Develop a school infrastructure that will support SEL.	
School: Panther Run Elementary	**School Year: 2018-19**
Principal: Elaine L. Saef	
Cadre Director: Dr. David Hall	

School Mission:

The mission of Panther Run Elementary School is to work collaboratively with the students, staff, parents, community and business partners to provide a positive, stimulating, nurturing, technology-rich environment that will enable our students to reach their maximum potential in all areas of the curriculum and prepare them to become effective members of society in the future.

School Vision:

The vision of Panther Run Elementary is to work collaboratively with students, parents, staff and community - "A Carousel of Commitment!" Panther Run .... connecting children to the future by "Changing the World One Child At A Time", while inspiring a culture of *PIF-WIAMAD: "Paying It Forward!"* & *"Who I Am Makes A Difference!"*.

SEL Leadership Team	**School Role**
Name: **Nicole Angelotti-Molnar**	**SEL Liaison**
Name: **Elaine L. Saef**	**Principal**
Name: **Dr. Shannon Michael Chacona**	**Assistant Principal**

Name:	Tania Pinto	Literacy Coach
Name:	Beth Birdsong	ESE Specialist
Name:	Michelle Mejido	Autism Coach

School Wide SEL Implementation

Review of Current SEL Program: What SEL program(s) currently exist in your school?

1. **LEAPS**
2. **Character Education**
3. **Start with Hello**
4. **Sanford Harmony**
5. **Growth Mindset**
6. **Small/Large Group Guidance**

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?

Social Emotional Learning Standards are taught and integrated at Panther Run Elementary School through our PIF-WIAMAD (Pay it Forward/Who I Am Makes A Difference) Culture, LEAPS Lessons, Character Education monthly activities, Peer Mediator Program, Guidance groups, Lunch Bunch with Teachers, and Community outreach programs.

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:** Daily Morning Meetings Large/Small Group Guidance Groups: Mindfulness Classroom Guidance: Anti-Bully/Kindness Family/Teacher Input
B. Recognize personal qualities and external supports.	**Strategies:** Large/Small Group Guidance Groups – Student Success Skills/Social Skills RTI/CPST- Family/Teacher Input Monthly Character Education (K-5)
C. Demonstrate skills related to achieving personal & academic goals.	**Strategies:** Honor Roll Ceremonies/Quarterly Character Education Ceremonies/Monthly Pembroke Pines Police Department Student of the Month Expected & Unexpected Behaviors
Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*	
A: Recognize the feelings and perspectives of others.	**Strategies:** Daily Morning School Wide Announcements/Recognitions Large Guidance Groups – Student Success Skills Small Guidance Groups – Social Skills Weekly/Monthly Check-Ins Daily Morning Meetings – Families & Staff/Check-Ins Zones of Regulation

	Family/teacher input
B: Recognize individual and group similarities and differences.	**Strategies:** Daily morning school wide announcements Hispanic Heritage Awareness Presentations/Projects Black History Awareness Presentations/Projects Daily Morning Meetings/Check-Ins Using Literature Daily – Read Alouds Large/Small Guidance Groups Family/teacher input
C: Use communication and social skills to interact effectively with others.	**Strategies:** Same as above and: Student Council Members Peer Mediators: Peace Pals Safety Patrols Anti-Bully Videos and Lessons Zones of Regulation
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	**Strategies:** Same as above and: Anti-Bully Brainshark for teachers and students Monthly Character Education Conflict Resolution – By Grade Level/Administration Peer Mediators: Peace Pals Zones of Regulation

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:** Weekly School Wide Morning Announcements Daily Social Stories Engage students in Literature/Non-Fictional text relating to SEL.
B: Apply decision- making skills to deal responsibly with daily academic and social situations.	**Strategies:** Daily teacher Observation/Feedback – family participation Daily behavior choices (café, recess, hallways, classroom, etc.) Daily/Weekly/Quarterly Academic Success Reports/Interims
C. Contribute to the well-being of one's school and community.	Strategies: Autism Awareness Down Syndrome Awareness Breast Cancer Awareness Month Jump Rope for Heart Harvest Drive Donations/Collection Pay it Forward: Holiday Toy Drive Donations Humane Society Donation Drive Pembroke Pines PD: Bike Rodeo/Health Fair (Bike Safety)

How does your school-wide policy and practices support the social emotional learning of students?
Panther Run's school wide policy and practices to support Social Emotional Learning is acquired and maintained by creating a culture that works collaboratively with the students, staff, parents, community and business partners to provide a positive, stimulating, nurturing, environment that will enable our students to reach their maximum potential in all areas of the curriculum and prepare them to become effective members of society in the future.

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**
Sandy Hook/Start with Hello	Ms. Molnar	Online/Whole Group	Feedback/ Reduction in behavior referrals.	June 2019
SEL Brainshark	Ms. Molnar	Online Training	Feedback/ Sign in Log	June 2019
Equity Presentation/Training	Ms. Molnar	Whole Group	Feedback/ Sign in Log	June 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**
Review of Discipline Data	Administration	BASIS	On Going Review	On Going Review
Review of Academic Data	Support Team/CPST	BASIS	On Going Review	On Going Review