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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: **Dolphin Bay Elementary** | | | | **School Year: 2018-2019** | |
| **Principal: Sandra Nelson** | | | |  | |
| **Cadre Director: Mr. Lazano** | | | | | |
| **School Mission: Our staff at Dolphin Bay Elementary will provide a quality education to all students in a secure learning environment with the collaboration of parents and the community.** | | | | | |
| **School Vision:** **All children will achieve excellence in education in a safe, caring environment.** | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Canarissa Elliott SEL Liaison/School Counselor** | | | | | |
| **Name: Christina Deatherage Assistant Principal** | | | | | |
| **Name: April Whyche ESE Specialist** | | | | | |
| **Name: Thomas Dusch Curriculum Facilitator** | | | | | |
| **Name: Barbra Wells Literacy Coach/ESOL** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Mindfulness Monday**  **2. Kids of Character**  **3. Sanford Harmony**  **4. Caring Club Mentoring Program**  **5. Book Buddies**  **6. Dolphin Friends**  **7. Courage to Care**  **8. Golden Spatula** | | | | | |
| **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?**  **Dolphin Bay explicitly integrates standards through data driven school wide, group, and individual initiatives 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: Mindfulness Monday activities school wide on morning announcements, Sanford Harmony classroom lessons, Golden Spatula awards** | | **B. Recognize personal qualities and external supports.** | **Strategies: Mindfulness Monday activities school wide on morning announcements, Sanford Harmony classroom lessons** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Publicly recognize and reward individual students and classes on the morning announcements who demonstrate skills related to achieving personal and academic goals** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: Recognize and reward feelings and perspectives of others in Caring Club, Book Buddies, and Dolphin Friends** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Recognize and reward individual and group similarities and differences in Caring Club, Book Buddies, Dolphin Friends, and through Sanford Harmony’s Diversity and Inclusion classroom lessons** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: Promote communication and social skills to interact effectively with others in Caring Club, Book Buddies, Dolphin Friends, and through Sanford Harmony’s Diversity and Inclusion classroom lessons** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways through Mindfulness Monday activities school wide on morning announcements, Caring Club, and Sanford Harmony classroom lessons** | | **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: Consider ethical, safety, and societal factors in making decisions in Caring Club, and Sanford Harmony classroom lessons** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Apply decision making skills to deal responsibility with daily academic and social situations in Caring Club, Book Buddies, Dolphin Friends, and through Sanford Harmony’s classroom lessons.** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: Contribute to the well-being of one’s school and community through in Caring Club, Book Buddies, Dolphin Friends, and through Sanford Harmony’s Diversity and Inclusion classroom lessons** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students? Dolphin Bay Elementary supports the social emotional learning of students by embedding it into school wide initiatives, clubs, and activities.** | | | | | |
| **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** |
| Faculty Meeting | Christina Deatherage | Power Point | Power Point | | District Planning Days |
| **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** |
| Data Collection | Canarissa Elliott | Pre-Post Survey’s | Report | | Quarterly |