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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**:Bennett Elementary School | **School Year:2018-2019** |
| **Principal:Danielle Smith** |  |
| **Cadre Director:Mark Strauss** |
| **School Mission: Bennett is committed to educating all students to reach their highest potential.** |
| **School Vision:** Educating todays students to succeed in tomorrow’s world. |
| **SEL Leadership Team School Role** |
| **Name: Amy Rubin SEL Liaison** |
| **Name: Dr. Tiffany McCahill** |
| **Name: Principal Danielle Smith** |
| **Name: Assistant Principal MiMi Jensen** |
| **Name: Tranya Curry** |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Sanford Harmony/ Sandy Hook Promise****2. Classroom Guidance lessons****3. Kids of Character****4. School Wide Expectations** |
| **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:****Tier 1: Teachers implement behavior charts developed in conjunction with our school wide expectations.****Tier 2: Specific student are put on a behavior chart to determine the****Frequency of specific behaviors.****Tier 3: Counseling services are available for ESE students whose IEP determines or for general education students through partnerships with outside counseling services.**  |
| **B. Recognize personal qualities and external supports.** | **Strategies:** **Tier 1: We have students recognized for character traits on morning announcements while the School Counselor explains them. Teachers also teach lessons the correspond with the traits. We also have quarterly recognition celebrations for on task behavior.****Tier 2/3: We have partnerships with Chysalis and Active Health agencies to provide services to students and families who require intensive emotional assistance.** |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:****Tier 1: We have quarterly honor roll recognition for academic achievement. We have incentives on a weekly basis for academic achievements in math and reading during lunch in the cafeteria.** |
| **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:****Tier 1: Teachers conduct morning meetings utilizing the Sanford Harmony Kits. We also utilize Start with Hello, Peace Week, Red Ribbon Week, Anti-bullying week, The Harvest Drive, and Pro-Social groups. We also have mix it up at lunch once a month and the BEST club which is general education students who have IND buddies.** |
| **B: Recognize individual and group similarities and differences.** | **Strategies: General Education students are paired with students with disabilities to develop empathy.** |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies: Morning meetings utilizing Sanford Harmony kits.** |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: The School Counselor has small group lessons utilizing conflict mediation curriculum.** |
| **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:** **Tier 1:****During morning meetings the teacher checks in with the student’s social emotional needs.** |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:** **Tier 1:****We recognize students at quarterly for honor roll and weekly for academic success in math and reading.** |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:****Tier 1: Community building activities done in the classroom by the teacher.****Pro Social groups: Start with Hello, BEST, peer readers** |
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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **Students feel comfortable with their peers, teachers and administrators. They feel safe and included in our school community.** |
| **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 Training | Amy Rubin | Powerpoint from training | Sign-in from training | 09/18/2018 |
| Sandford Harmony Training | Amy Rubin | Sanford Harmony Kits | Every team Implements an SEL activity at faculty meetings. | Ongoing |
| District SEL trainings for teachers | Instructional staff members | My Leaning plan | In Service Points | Completion of follow-up assignments |
| **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** |
| Referrals | Administration | BASIS | BASIS dates | ongoing |
| Attendance | Assistant Principal and Social Worker | BASIS, TERMS and PINNACLE | Parent Conferences | Ongoing. |
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