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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Castle Hill Elementary | **School Year: 2018-2019** |
| **Principal: Mrs. Letitia Ingram-Phillips** |  |
| **Cadre Director: Ernie Lazano** |
| **School Mission:** Castle Hill Elementary School’s mission is “*Castle Hill Elementary Strives for Outstanding Educational Excellence*.” Our beliefs are that no matter what the trials are for our students and staff, we will continue to persevere. We have students with one or more disabilities, homeless families, students who are adopted or in foster care, students who are abused, and the list goes on, but with our loving, caring, and safe environment, we work diligently together as a team to ensure our students receive the tools they need to be successful at school. To ensure our students get the best education possible, we provide our faculty and staff with professional development courses throughout the school year and professional learning communities (PLCs). To provide additional counseling services to our students who have mental and emotional challenges, we have a guidance counselor, one behavior technician, one social worker, and on-site counselors from outside agencies who work with our students one-on-one. |
| **School Vision:** Castle Hill’s "*Be Amazing!*" program model will create a strong literacy and social-emotional culture throughout the school and community. Focusing on the key components of early childhood literacy foundations and students' literacy and social-emotional development will guide students towards grade level reading proficiency and success in college and career readiness.  Listed below are ways we are striving for outstanding educational excellence: |
| **SEL Leadership Team School Role** |
| **Name: Ms. Annie Francis SEL Liaison** |
| **Name: Dr. Melanie Fields** |
| **Name: Dr. Jessika Timmons** |
| **Name: Mrs. Natay Rozier** |
| **Name: Dr. Christopher Gentles** |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Standford Harmony****2. PBIB****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?**   |
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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:**Behavior reflections, Brain Breaks, mindfulness-Go Noodle, Zones-Safe Spaces |
| **B. Recognize personal qualities and external supports.** | **Strategies:**Growth Mindset Initiative-Class Dojo, Kids of Character Award Ceremony school wide |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:** |
| **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:****Zones, Calm down kit (self regulation)** |
| **B: Recognize individual and group similarities and differences.** | **Strategies:**Mojo Meets the Best, In My Shoes, You are Enough, Diversity Awareness Heritage Celebrations, Incentives and awards |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:****Start with Hello Bucket Filling** |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**Regulate-Relate-Reason, Saying Sorry |
| **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:**Safety Patrol, Safer Smarter Kids, Bullying Awareness School-Wide |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:****PBIS, Career Day, Individual/Group projects** |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:****Kids of Character, Harvest Drive** |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **Referrals: Individual for social emotional counseling****National Bullying Prevention Awareness Month (throughout the school year)****Parent and Family Engagement Nights****Parenting Workshops** |
| **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** |
| District Training | Administrator | Intergrade SEL into content | Lesson Plans | Early Release |
| Grade Level | Counselor | Brainshark, SEL Resources | Certificates | Ongoing to June |
| Utilize School CounselorTeacher-to-teacher | Dr. Tillman, Mentor | TIF SEL Resources | Lesson Plans | Ongoing to June |
| **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 | Leadership Team | Term | Data | Ongoing to June |
| Academics | Leadership Team | FSA, Attendance, i-Ready | Data | Ongoing to June |
| Survey | Counselor/Teachers | Survey Monkey, Google Form | Survey Results | Ongoing to June |