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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Thurgood Marshall Elementary School | | | | **School Year:** 2018-2019 | |
| **Principal:** Michael Billins | | | |  | |
| **Cadre Director:** Dr. Angela R. Fulton | | | | | |
| **School Mission:** At Thurgood Marshall Elementary Health and Environmental Wellness School, our mission is to ensure that all students attain maximum academic achievement while maintaining our dedication to providing a safe and caring environment. We embrace high expectations with an emphasis on a healthy lifestyle for all students. Staff, parents, and community and will form an active partnership to encourage every student to reach their highest potential. | | | | | |
| **School Vision:** Be healthy, active, and ready to achieve your goals by learning today and leading tomorrow. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name:** Tamar Bedward **SEL Liaison** | | | | | |
| **Name:** Atensia S. Earp School Social Worker | | | | | |
| **Name:** MarleneHunt 5th Grade Teacher (Team Lead) | | | | | |
| **Name:** Hendrick Shackleton 4th Grade Teacher (Team Lead) | | | | | |
| **Name:** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Sandy Hook Promise- Start with Hello (2nd -5th grade)**  **2. Sanford Harmony**  **3. Mindful Practice**  **\*Describe each\*** | | | | | |
| **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?** | | | | | |
| |  |  | | --- | --- | | **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:** PBIS World, Mindfulness in Morning Meetings, Monthly Character Traits | | **B. Recognize personal qualities and external supports.** | **Strategies:** Sun Sentinal Kids of Character, Mentor Program (Specified ESE students), Monthly Character Traits | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:** Kids of Character, Goal Setting (SEL Groups) | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:** Morning Meetings with Mindfulness | | **B: Recognize individual and group similarities and differences.** | **Strategies:** Anti-Bullying Awareness, Family Night | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:** Mentorship Project (ESE Students)  Science Brawl (5th Grade), Student Council (4th and 5th) | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** Anti-Bullying Awareness | | **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 (4th and 5th grade), Career Day | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**  Safety Patrol (4th and 5th grade), Literacy Nights | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:** Harvest Drove, Box Top, Class Jobs | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| Parent night, Dads bring your child to school day, Muffins with Moms, Literacy Nights, Fall Festivals, Prince and Princess’ Ball  **Look at behavior plans from last year**  **Career day, multicultural** | | | | | |
| **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** |
| Brainshark- beg of year | Tamar Bedward | Brainshark | Evaluation | | On-going |
| PLC – beg and middle of year | Tamar Bedward  Atensia Earp | Sandy Hook  Mindfulness Power Point | Evaluation | | On-going |
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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** |
| Attendance | Atensia Earp | Attendance Plan | BASIS and Optispool Reports | | On-going |
| SW and Guidance Referrals | Atensia Earp  Tamar Bedward | BASIS | BASIS documentation | | On-going |
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