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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Dillard Elementary  | **School Year: 2018-19** |
| **Principal:** Gretchen Atkins-Brown |  |
| **Cadre Director:** Angela Fulton |
| **School Mission:**The mission of Dillard Elementary School is to afford each student the opportunity to receive a quality education within a safe and secure learning environment. |
| **School Vision:** Dillard Elementary is a place where students are encouraged to strive for excellence academically, socially, and emotionally in a safe place. Our goal is to work in partnership with our parents and community.  |
| **SEL Leadership Team School Role** |
| **Name: Marisa Dukes SEL Liaison** |
| **Name: Willie Williams Guidance Counselor** |
| **Name: Wynell Fuller Social Worker** |
| **Name: Daphanie Reeves Community Liaison** |
| **Name: Gretchen Atkins-Brown Principal** |
| **Name: Priscilla Moore Pre-K Teacher/Team Leader** |
| **Name: Adrienne Grace 5th Grade Teacher/Team Leader** |
| **Name: Nyree Kelly 3RD Grade Teacher/Team Leader** |
| **Name: Loreice Glover ESE Specialist** |
| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Counseling (Group & Individual)****2. Mentoring****3. Character Education****4. LEAPS** |
| **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:** Character Education is implemented school-wide by teachers. Individual and Group Counseling provided by Guidance Counselor. |
| **B. Recognize personal qualities and external supports.** | **Strategies:**Character Education is implemented school-wide by teachers. Also, students receive individual counseling from outside agencies, to support the development of exhibiting behaviors i.e. positive interactions with peers and adults. |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**Individual and Group Counseling provided by Guidance CounselorStudents are peered with Adult Mentors (school staff) to receive rewards and discuss positive action steps. Teachers have data chats with students to discuss their academic/behavior goals and track their progress. |
| **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:** Teachers will haveClassroom Meetings and the Guidance Counselor will conduct Group/Individual Counseling as needed to support student development. |
| **B: Recognize individual and group similarities and differences.** | **Strategies:** Teachers will haveClassroom Meetings and the Guidance Counselor will conduct Group/Individual Counseling as needed to support student development. |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:** Individual and Group Counseling provided by Guidance Counselor. Students are peered with Adult Mentors (school staff) to discuss how to have positive interactions with other students and staff. Teachers conferences with students to discuss their behavior goals and track their progress. |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** Teachers will haveClassroom Meetings and the Guidance Counselor will conduct Group/Individual Counseling as needed to support student development. |
| **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:**Character Education is implemented school-wide by teachers. Additionally, students participate in bullying training to help with proactive strategies to decrease bullying occurrences. Students are peered with Adult Mentors (school staff) to receive rewards and discuss positive alternatives to daily behavior.  |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**Character Education is implemented school-wide by teachers. Also, students receive individual counseling from outside agencies, to support the development of exhibiting behaviors i.e. positive interactions with peers and adults. |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:**Character Education is implemented school-wide by teachers. Also, students receive individual counseling from outside agencies, to support the development of exhibiting behaviors i.e. positive interactions with peers and adults. |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| Character Education Traits are emphasized and students are recognized monthly for displaying traits.Students receive counseling individually and or group sessions, as deemed appropriateStudents are encouraged to seek an adult they feel comfortable with to share emotions.Mentoring Programs are implemented**.** |
| **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** |
| Professional Learning Focus | Marisa Dukes | Diversity, Prevention & Intervention website | Agendas, Sign-in Sheets | May 24, 2019 |
| Social, Emotional Learning (SEL) Brainsharks | Marisa Dukes, Guidance Counselor, Social Worker | Diversity, Prevention & Intervention website | Agendas, Sign-in Sheet | On-going, quarterly |
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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** |
| Team/Faculty Meetings | Marisa Dukes, Willie Williams | BASIS | Implementation of strategies, Observation, Decrease in Discipline Referrals  | May 24, 2019 |
| Response to Intervention (Rti) Meetings |  | Discipline Data, Weekly Referral Report | Reduction in Discipline Referrals , Meeting Agenda | Quarterly10/19/1812/2/183/22/195/9/19 |
| iReady Diagnostic |  | iReady Diagnostic Reports | Increase in student performance from Diagnostic 1 to 3 | 12/5/18 to 4/26/19 |