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| **Leadership** | | | | | | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | | | | | | |
| **School**: Bethune Elementary | | | | | | | | **School Year: 2018-2019** | | |
| **District Mission and Vision Statement:**  **Mission:** Broward County Public Schools will build a comprehensive, coordinated, and systemic web of services by collaborating with schools, communities, and families to align resources so that students are academically successful and socially competent.  We want to ensure that every student develops the social and emotional competencies essential for lifelong success.    **Vision:** The district’s vision is to provide students with the Social and Emotional Learning Skills to become responsible citizens in society, to contribute value to themselves as well as their families and communities, and to enjoy productive and satisfying lives. | | | | | | | | | | |
| **SEL School Vision and Mission Statement:**  Mission – Bethune Elementary school will build a comprehensive SEL program by collaborating and working with all stakeholders (students, parents, teachers, support staff) to provide students with the tools to cope, understand and explain their feelings.    Vision – Bethune's vision is to provide students with the SEL skills to help them to be successful and productive citizens in all aspects of their lives. | | | | | | | | | | |
| **SEL SMART Goals**: | 1. By June 2019, 90% of the students that receive SEL instruction will make responsible choices as evident in data retrieved from LEAPS, Data Warehouse, where our referral rate will be reduced by 25%, and the 75% of students in each class will display the appropriate behavior 100% of the time. | | | | | | | | | |
| 2.To use social-awareness and interpersonal skills to establish and maintain positive relationships as evident in data retrieved from LEAPS, Data Warehouse, where our referral rate will be reduced by 25%, and the 75% of students in each class will display the appropriate behavior 100% of the time. | | | | | | | | | |
| 3. To Demonstrate decision-making skills and responsible behaviors in personal school and community contexts as evident in data retrieved from LEAPS, Data Warehouse, where our referral rate will be reduced by 25%, and the 75% of students in each class will display the appropriate behavior 100% of the time | | | | | | | | | |
| ***SEL Leadership Team*** | | | | | | | | | | |
| 1. **Latosha Williams-Principal** | | | | | | | | | | |
| 1. **Theon Eames-Assistant Principal** | | | | | | | | | | |
| 1. **Venecia Solano-Millar-School Counselor** | | | | | | | | | | |
| 1. **Anita Macbeth-Magnet coordinator** | | | | | | | | | | |
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| **Operational Task** | | | | | | | | | | |
| ***Review of Current SEL Program: What SEL program(s) currently exist in your school?*** | | | | | | | | | | |
| **Action** | | | **Responsible Person** | | | **Resources** | | | **Evidence of Completion/Date** | |
| Review and maintenance of SEL programs | | | SEL team and Assistant principal | | | Conscious Discipline,  LEAPS,  School-wide Positive Behavior Plan, Men in making Mentors, | | | Monthly Recognition of Character Ed  Awards Ceremony for Character at Honor Roll Assembly (Quarterly)  Mentoring recognitions | |
| *Identify program and provide a brief description of how program(s) is aligned with school’s overall goal/vision.* | | | Staff will experience professional development on Conscious discipline and Social Emotional Learning in the 21st Century during preplanning week.  SEL will be an item of discussion at weekly team meetings, monthly leadership meetings, and professional development every 3rd Tuesday of the month.  An SEL Instructional Focus Calendar will be developed and followed by classroom Conscious Discipline teaches students to use their voice and discuss their needs and wants. It also contain a staff and parent component to assist in the students overall social emotional learning. | | | | | | | |
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| ***School Climate and Culture: Assessment from the perspective of students, staff, and/or parents.*** | | | | | | | | | | |
| **Action** | | | **Responsible Person** | | | **Resources** | | | **Evidence of Completion/Date** | |
| Conduct needs assessment survey | | | Guidance counselor, Magnet coordinator | | |  | | |  | |
| *Results of needs assessment (provide data)* | | |  | | | | | | | |
| Administer a culture and climate assessment | | |  | | |  | | |  | |
| *Results of climate/culture assessment (provide data)* | | |  | | | | | | | |
| **Communication: *How will school leadership engage all stakeholder in the implementation of SEL?*** | | | | | | | | | | | | |
| **Action** | | **Responsible Person** | | **Resources** | | | **Evidence of Completion** | | | **Completion Date** | | |
| Parent Engagement and SAC Nights | | Theon Eames | | Resources will come from the home connection on LEAPS | | | SAC Meetings are every first Thursday of the Month | | |  | | |
| ParentLinks | | Theon Eames | | Resources will come from the home connection on LEAPS | | | Sunday Evenings | | |  | | |
| Teacher will be trained in SEL strategies they can use in their classroom. | | Venecia Solano-Millar | | Resources will come from training in the county. | | | In the month of September | | |  | | |
| **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 Development | | Theon Eames  Venecia Solano-Millar | | LEAPS, PBISworld.com, SEL IFC as prescribed by Social Emotional Learning in the 21st Century | | | Ongoing monitoring of implementation | | | Weekly | | |
| Team meetings | | Theon Eames  Venecia Solano-Millar | | LEAPS, PBISworld.com, SEL IFC as prescribed by Social Emotional Learning in the 21st Century | | | Weekly Team Minutes | | | Weekly | | |
| Guidance Push in | | Venecia Solano-Millar | | LEAPS, PBISworld.com, SEL IFC as prescribed by Social Emotional Learning in the 21st Century | | | LEAPS data, weekly cycle of classroom visitations | | | Monthly | | |
| **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** | | |
| Review Leaps Data | | Theon Eames | | Leaps usage | | | Data is uploaded to LEAPS | | | At the end of each month | | |
| Review Discipline Data | | Theon Eames | | Review of behavioral data in BASIS, DMS, Data Warehouse, Quarterly Review of District Data Dashboards | | | Monthly Pull of the data | | |  | | |
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| **Broward SEL Standards Instructional Implementation** | | | | | | | | | | | |
| **Goal 1: *Develop self-awareness and self-management skills to achieve school and life success.*** | | | | | | | | | | | |
| **Barriers to Goal 1:** Lack of home-taught skills related, saving face, self (personality, limitations), others unrealistic expectations, teachers overwhelmed with other tasks, lack of home teaching, accountability, financial situation | | | | | | | | | | | |
| **A. Identify and manage one’s emotions and behavior.** | | | | | **Instructional Strategies:** identifying emotions, identifying behaviors associated with emotions. Demonstrate control of impulsive behaviors (Early elementary). Describe and demonstrate ways to express emotions in a socially acceptable manner (Upper elementary). | | | | | | |
| **B. Recognize personal qualities and external supports.** | | | | | **Instructional Strategies:** Identify one’s likes and dislikes, needs and wants, strengths and weaknesses (Early elementary). Explain how family members, peers, school personnel and community members can support school success and responsible behavior (Upper elementary). | | | | | | |
| **C. Demonstrate skills related to achieving personal and academic goals.** | | | | | **Instructional Strategies: :** Identify goals for academic success and classroom behavior (Early elementary). Monitor progress on achieving short-term personal goals (Upper elementary). | | | | | | |
| **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | | | | | | | | | | |
| **Barriers to Goal 2:** The lack of time, increased pressures and at home responsibilities, social media and overall comfort level. | | | | | | | | | | | |
| **A: Recognize the feelings and perspectives of others.** | | | | | **Instructional Strategies:** Use listening skills to identify the feelings and perspectives of others (Early elementary). Describe the expressed feelings and perspectives of others (Upper elementary). | | | | | | |
| **B: Recognize individual and group similarities and differences.** | | | | | **Instructional Strategies:** Describe positive qualities in others (Early elementary). Demonstrate how to work effectively with those who are different from one-self (Upper elementary). | | | | | | |
| **C: Use communication and social skills to interact effectively with others.** | | | | | **Instructional Strategies:** Demonstrate appropriate social and classroom behavior (Early elementary). Analyze ways to work effectively in groups (Upper elementary). | | | | | | |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | | | | | **Instructional Strategies:** Identify approaches to resolving conflicts (Early elementary). Apply constructive approaches in resolving | | | | | | |
| **Goal 3: *Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.*** | | | | | | | | | | | |
| **Barriers to Goal 3:** The lack of impulse control, peer pressure, not having the skill set to take ownership, and being self-centered o self absorbed. | | | | | | | | | | | |
| **A: Consider ethical, safety, and societal factors in making decisions.** | | | | | **Instructional Strategies:** Identify social norms and safety considerations that guide behavior (Early elementary). Demonstrate knowledge of how social norms affect decision-making and behavior (Upper elementary). | | | | | | |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | | | | | **Instructional Strategies:** Make positive choices when interacting with students (Early elementary). Generate alternative solutions and evaluate their consequences for a range of academic and social situation (Upper elementary). | | | | | | |
| **C. Contribute to the well-being of one’s school and community.** | | | | | **Instructional Strategies:** Identify and perform roles that contribute to one’s family (Early elementary). Identify and perform roles that contribute to one’s local community (Upper elementary). | | | | | | |