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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Tedder Elementary | | | | **School Year:** 2018-2019 | |
| **Principal:** Shinita Coachman Beavers | | | |  | |
| **Cadre Director:** Jacquelyn Haywood | | | | | |
| **School Mission and Vision:** Tedder Elementary School is a diverse community of students, parents, faculty, and staff committed to academic excellence for all in a safe and positive environment. Tedder Elementary School is committed to educational excellence for all. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name:** Ebony Jones SEL Liaison | | | | | |
| **Name:** Shinita Coachman Beavers Principal | | | | | |
| **Name:** David Banks Teacher/Equity Liaison | | | | | |
| **Name:** Jacquelin Sarrasin ESOL Coordinator | | | | | |
| **Name:** Altacha Napoleon Math Coach | | | | | |
| **Name:** Tyree Starks Science Coach | | | | | |
| **Name:** Selena Thompson Reading Coach | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1.** Sanford Harmony  **2.** Cloud 9 | | | | | |
| **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:** In every classroom, each teacher has established clear, age-appropriate norms and consequences, so students can see the impact of their own actions and behaviors. | | **B. Recognize personal qualities and external supports.** | **Strategies:** Teachers give authentic feedback when students persevere (e.g., “I know how hard that was, but you  never gave up. You kept on going. I’m very proud of you, and you should be proud of yourself”). | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:** In grades 3-5, students meet with their teacher for data chats. Afterwards students set individual goals for themselves. Goal sheets are placed on students desks for them to monitor and document their progress over several weeks.In grades K-2, teachers  create harmony goals for improving class culture and individual goals for I-ready. | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:** Teachers use literature selections to have students identify a time they had the same feelings and how they handled them. | | **B: Recognize individual and group similarities and differences.** | **Strategies:** Safety Patrol hosts three Mix It Up Events and Mixed Grade Socials that encourages students to meet someone new and explore their similarities and differences. Students also participate in morning meetings designed to involve students in sharing and recognizing that others have different experiences. | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:** Teachers develop and revise Harmony Goals and norms with students to work together to promote understanding and respect. | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** Teachers setup classrooms for students to work in collaborative groups to reinforce the importance of working together to solve problems and achieve goals. Teachers will use the collaborative cards from Sanford Harmony. | | **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:**  Through literature, students will examine problems or moral situations and determine other alternatives and impacts. | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:** Using the conversations cards from Sanford Harmony, students will generate alternative solutions and evaluate their consequences for a range of academic and social situations. | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:** Students and staff will participate in one community service project and celebrate their work. | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| At Tedder Elementary, our schoolwide rules support the SEL strategies that are being implemented on a daily basis. Our schoolwide rules are known as our Guidelines for Success. Every student knows the school rules and are implemented through each school activity and class. | | | | | |
| **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** |
| Sanford Harmony Training | Ebony Jones | Sanford Harmony Kit (Grades K- 5) | Harmony Goals Posted | | 11/7/18 |
| 5 SEL Competencies Monthly Updates | Ebony Jones | ASCA Standards | Monthly Plan E-mails and Classroom Walkthroughs | | 11/7/18 |
| Prevention Days | Ebony Jones | Planning Guides  Days of Observances | Photos documenting events | | Monthly |
| Start With Hello Events | Ebony Jones and Safe Team | Start with Hello Planning Guide | Photos documenting events | | Once per quarter |
| Team Leader Days | Ebony Jones | Guidance Plan  Monthly Competencies Updates | Team Leader Agendas and Presentations | | 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 Behavior Dashboard | Ebony Jones  SEL Team | BASIS | BASIS Report  SPARKS Reports | | Quarterly |
| Review of Attendance | Ebony Jones  SEL Team | DWH | Attendance Reports | | Monthly |
| I-Ready Reports | SEL Team | I-Ready | I-Ready Reports | | Quarterly |