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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Sheridan Hills Elementary | **School Year: 2018-2019** |
| **Principal: Josetta Campbell** |  |
| **Cadre Director: Saemone Hollingsworth** |
| **School Mission:**Sheridan Hills is committed to provide a stimulating, interesting, diversifies, and relevant curriculum designed to ensure that every child reaches their highest potential.  |
| **School Vision:** Sheridan Hills supports the district’s vision of educating today’s students for tomorrow’s world. |
| **SEL Leadership Team School Role** |
| **Name: Melissa McAbee SEL Liaison** |
| **Name: Frances Cubano ESE Specialist** |
| **Name: Christine Ringler Assistant Principal** |
| **Name: Annette Cunningham Teacher** |
| **Name: Joanne Ewart Teacher** |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Sanford Harmony****2. Start with Hello****3. First Tee****4. Student Council led activities** |
| **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:**Sanford Harmony Classroom lessonsMorning Announcements- review of Anti-Bully Procedures, Peaceful Ways to Speak to Others, Weekly Flipping Over Good Behavior RecognitionReferral to School Counselor or ESE Specialist |
| **B. Recognize personal qualities and external supports.** | **Strategies:**Sanford Harmony Classroom lessonsKids of Character Monthly Recognition on Morning AnnouncementsSchool Counselor lesson- The Leader in Me |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies**Recognition when learning multiplication facts on the Keys to Success bulletin board.Recognition when earning Accelerated Reader points on bulletin board.Review of i-ready lesson reports with classroom teacher.  |
| **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:****Classroom meetings using Sanford Harmony curriculum****School wide assemblies- NED Show**Start With Hello Lesson- School CounselorReferrals to School Counselor |
| **B: Recognize individual and group similarities and differences.** | **Strategies:**Classroom Buddy-up using Sanford Harmony curriculumStart With Hello Icebreaker Activities taught by School Counselor |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:****Classroom Buddy-up using Sanford Harmony curriculum**Group collaboration in classroom lessonsStart With Hello Icebreaker Activities taught by School CounselorFirst Tee Program- School Counselor and PE Coach |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**Teachers help students work through conflicts using teachable moments.Classroom lessons using Sanford Harmony curriculum.Student Council will work with the School Counselor and administration to develop a SAVE (Students Against Violence Everywhere) Promise club to develop schoolwide initiatives to promote peace and conflict resolution.Referrals to School Counselor |
| **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:**Classroom Meetings using Sanford Harmony curriculum.First Tee golf program |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**Classroom Meetings using Sanford Harmony curriculum.First Tee golf program  |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:**Student Council led activities promoting helping others ex: toy drive, food drive, Kindness Challenge |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **Students feel welcome and secure at our school. Teachers and staff encourage students to try new activities and support them as they learn and grow. Students often work together in groups to develop social skills and a sense of community.** |
| **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** |
| Faculty Meeting | Mcabee and Cubano | Sanford Harmony | Agenda | 11/19 |
| Team Leader Meetings | McAbee and Cubano | Sanford Harmony | AgendaTeacher Lesson Plans | 5/19 |
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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** |
| Reduced referrals | Ringler and McAbee | BASIS | BASIS reports | 5/19 |
| Data Chats | Ringler, McAbee and Cubano | Benchmark Assessment System (BAS) Scores, i-ready reports, Spelling City Reports, Broward Standards Assessment (BSA) and Florida Standards Assessment (FSA) Scores | BAS Scores, i-ready reports, Spelling City Reports, BSA and FSA Scores | 5/19 |
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