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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Banyan Elementary | | | | **School Year:** 2018-2019 | |
| **Principal:** Dr. Eric Miller | | | |  | |
| **Cadre Director:** Estella Eckhart | | | | | |
| **School Mission:** The mission of Banyan Elementary is to provide our students with a quality education within a safe and secure learning environment. | | | | | |
| **School Vision:** Our vision is to create a Prek-5th grade school that is highly regarded for its academic excellence and positive contributions to the community in which operates. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name:** LaShawn Settles SEL Liaison | | | | | |
| **Name:** Mayra Hernandez Assistant Principal | | | | | |
| **Name:** Veronica Jackson Math Coach/Title I Liaison | | | | | |
| **Name:** Bree Condee Reading Coach/RtI Liaison | | | | | |
| **Name:** Quinnasha Jackson ESE Specialist | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| 1. Start with Hello  2. Welcoming School  3.. Sanford Harmony | | | | | |
| **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:** All students are a part of the Start with Hello program, and each intermediate grade mentors a primary grade class once a week. | | **B. Recognize personal qualities and external supports.** | **Strategies:** Kids of Character Awardees’ pictures are placed on a special board in the main hallway monthly. In addition, each month a character trait is explained on the morning announcements and displayed in the school’s newsletter along with the names of the Kids of Character Awardees.  **Yoga is also offered in the schools’ after school program as a (Tier 2) intervention for self-awareness and self-management.** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**  The following awards are presented to students throughout the school year in recognition of personal and academic achievement:   * Quarterly Honor Roll * BUG awards for students bringing up their grades * Citizenship Awards * Attendance Awards | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:** Training students on how to build relationships through different interpersonal skills activities throughout Pre-K – 5th grade. This is demonstrated through monthly mindful activities coordinated by the school counselor. | | **B: Recognize individual and group similarities and differences.** | **Strategies:** Teacher’s use interactive lessons and video clips to teach different strategies for each character trait from the Kids of Character Program. | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:** Peer mentoring groups meet each week, to highlight and discuss different social emotional strategies, and to implement goals for the week. (Tier 2)  We use Sanford Harmony lesson and activities school wide PreK – 5 (Tier 1) | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** Peer mediation groups are facilitated by the school counselor to prevent, mange, and resolve interpersonal conflicts when they arise. (Tier 2)  We use Sanford Harmony lesson and activities school wide PreK – 5 (Tier 1) | | **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:** We use Sanford Harmony lesson and activities school wide PreK – 5 (Tier 1) | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**  Weekly Boys to Men Mentoring Group (Tier 2)  Weekly Lady Braves Mentoring Group (Tier 2)  The students prioritize their responsible academic responsibility by using their agendas to record all homework, and weekly messages from school to home and vice versa (Tier 1)  We use Sanford Harmony lesson and activities school wide PreK – 5 (Tier 1) | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:** Student council is implementing the Start with Hello program in Grades Pre-K through 5. | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **We have an open-door policy, where students can to speak to any staff member about their social and emotional needs when needed. In addition, all our staff members have been trained in S.E. L., so they are prepared to assist students in need of emotional support.** | | | | | |
| **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** |
| Boys to Men (Tier 2)  Lady Braves (Tier 2) | Von Howard  Lashawn Settles | Mentors (church leaders, business owners, community leaders) | Certificates | | June 2019 |
| Sandford Harmony | Lashawn Settles | Sandford Harmony Kit | Monthly Sign – in sheets | | June 2019 |
| SEL Training | Lashawn Settles | SEL Program | Monthly Sign – in sheets | | June 2019 |
| **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 of Discipline Referrals | Mrs. M Hernandez | BASIS | Decrease in referrals | | June 2019 |
| Review Guidance Referrals | Mrs. Lashawn Settles | BASIS | Decrease in Guidance Referrals | | June 2019 |
| Review of Attendance/Tardies | Mrs. V. Wolfe | BASIS | Decrease in Tardies and Chronic Absences | | June 2019 |
| Review of Academic Rti/Data | Administration  Mrs. Condee  Mrs. V. Jackson  Mrs. Settles | BASIS  I-Ready Diagnositc | Increase in academic performance | | June 2019 |