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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Welleby Elementary School | **School Year:** 2018-2019 |
| **Principal:** Frances Fuce-Ollivierre |  |
| **Cadre Director:** Estella Eckhardt |
| **School Mission:**The Welleby Elementary Community ignites a passion for learning to achieve academic excellence and socio-emotional competence for lifelong learners. |
| **School Vision:** Our mission is to empower all students as successful learners and responsible citizens so each student reaches their highest potential. As a community, we will promote the success of each of our students through data driven decision-making, social/emotional learning and strategies, and the commitment to prepare all students to success in tomorrow’s world. |
| **SEL Leadership Team School Role** |
| **Name: Douglas Satran Teacher/SEL Liaison/Equity Liaison/Title I Liaison** |
| **Name: Leslie Atelus School Counselor/Prevention Liaison/ESOL Coordinator** |
| **Name: Dr. Gary Matloff School Psychologist** |
| **Name: Sandra Wilches ESE Specialist** |
| **Name: Anthony Favata Assistant Principal** |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Be the One – Positive School Culture Initiative****2. Mindset Matters – School-wide initiative** **3. “Wonder”fully Me – 5th Grade Lessons** |
| **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:** Students will learn mindfulness exercises to manage emotions. Teachers will be able to access daily exercises through Inner Explorer. |
| **B. Recognize personal qualities and external supports.** | **Strategies:** Students will be recognized for character traits and successful learning traits through BCPS monthly character lessons and student of the month program. |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:** Students will earn Dolphin Dollars for achieving personal and academic goals. |
| **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:** All 5th grade students will participate in “Wonder”fully Me lessons based on “Wonder” by R.J. Palacio focusing on feelings and perspectives of self and others. |
| **B: Recognize individual and group similarities and differences.** | **Strategies:** All of our students will participate in diversity observances and curriculum throughout the year including Hispanic Heritage, Native American Heritage, Jewish Heritage, Black History, Women’s History, Asian Pacific Heritage, Jewish Heritage, and Muslim Heritage. |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:** Our 2nd through 5th grade students will be taught to use the 3-step process of Start With Hello through grade level assemblies: Step 1 – See Someone Alone; Step 2 – Reach Out and Help and Step 3 – Start with Hello. Teachers will reinforce these three steps in their classrooms beginning with Start with Hello Week and continually throughout the year. For example, teachers will lead classroom Icebreaker activities from Start With Hello. |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** Students will participate in prevention weeks such as Anti-Bully Week, No Name Calling Week and Youth Violence Prevention Week to reinforce pro-social interactions with each other. For example, during Anti-Bullying Week teachers will implement lessons from *Be the One* or *ABCs of Bullying Prevention*, celebrate *Stomp Out Bullying Day*, and read bullying-themed books to their classrooms. |
| **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:**Students will participate in safety lessons and activities during Red Ribbon Week. Teachers will teach about the dangers of substance abuse and refusal skills. Additionally, our Student Resource Officer will teach six lessons to every fifth grade student using Gang Resistance and Drug Education (GRADE) lessons. The school counselor will teach online safety lessons to all third, fourth and fifth grade students. |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**Students will learn decision making skills within their classrooms that focus on daily academic and social situations. For example, teachers will encourage students to use accountable talk stems to promote active listening and participation in academic lessons and social situations. These skills will be practiced regularly in all classrooms through cooperative learning and group project activities. |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:**Peer Mentoring will occur throughout the year, as one primary class is partnered with an intermediate class for academic and socio-emotional activities. Additionally, the students on Student Council will be trained and guided to incorporate elements of SAVE Clubs from Sandy Hook Promise that will enhance the school community’s well-being. |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| Our policies and practices promote high expectations with social emotional learning in individual relationships, in the classrooms environment, and school-wide. We do this by implementing developmentally appropriate lessons and interventions that are research-based, utilizing resources shared by the Department of Diversity, Prevention and Intervention (DPI).  |
| **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 | SEL Liaison, SAC Chair | SEL Action Plan | Agenda, Sign In Sheet | November, 2018 |
| Monthly Emails to Instructional Staff | School Counselor | Monthly links to resources for character education, SEL, and diversity observances | Copies of Emails | June, 2019 |
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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** |
| Quarterly Review of Behavior | Leadership Team | BASIS | Quarterly | June, 2019 |
| Annual Review of Staff, Parent and Student perceptions | Leadership Team | Advance Ed Surveys | Annual | June, 2019 |
| Quarterly review of academic data on iReady, BAS, or School City | Leadership Team | BASIS, iReady, School City | Quarterly | June, 2019 |
| Review academic data | PLC Grade Level Meetings | BASIS, iReady, School City | Quarterly | June, 2019 |