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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Manatee Bay Elementary | **School Year:** 18-19 |
| **Principal:** Heather Hedman-DeVaughn |  |
| **Cadre Director:** Sandra Shipman |
| **School Mission:** To provide a quality education that focuses on high expectations and achievement for all stakeholders in a safe and supportive learning environment. |
| **School Vision:** To be a community of lifelong learners who value quality and integrity as we strive to create a nurturing environment in which children will develop self-esteem and respect for themselves and others. |
| **SEL Leadership Team School Role** |
| **Name: Meredith Codd SEL Liaison** |
| **Name: Kathy White-Ortiz ESOL Coordinator** |
| **Name: Geri Norris School Counselor** |
| **Name:** |
| **Name:**  |
|  |
| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. TRIBES****2. Sanford Harmony****3. Start With Hello/Sandy Hook Promise** |
| **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:*** **Reflection journals**
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| **B. Recognize personal qualities and external supports.** | **Strategies:** * **Positive notes**
* **Tickets**
 |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:*** **Tracking sheets**
* **Teacher/Student conferences/check-ins**
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| **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.***  |
|  |
| **A: Recognize the feelings and perspectives of others.** |  **Strategies:** * **Sanford Harmony conversation cards**
* **Kindness coins (TIER 2)**
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| **B: Recognize individual and group similarities and differences.** | **Strategies:** * **Collaborative learning groups**
* **Multicultural night being planned for Spring 2019**
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| **C: Use communication and social skills to interact effectively with others.** | **Strategies:** * **Everyone is greeted upon entering school building/classroom**
* **THINK/PAIR/SHARE**
* **Teacher mediated conflict resolution (TIER 2)**
* **Class meetings**
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| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** * **Class meetings**
* **Conflict resolution as needed with administrators/guidance with coaching**
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| **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:*** **ESOL Parent ambassadors and student ambassadors help new families connect to the school**
* **“BAY” behavior assemblies to help students understand how their decision making effects them and others**
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| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:** * **Reflection journals**
* **Student of the Month recognition**
* **Bringing up Grades “BUG” awards**
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| **C. Contribute to the well-being of one’s school and community.** | **Strategies:** * **TRIBES pledge recited every morning**
* **Classroom job assignments**
* **Praise and compliments encouraged**
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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **One of our non-negotiables at Manatee Bay is for every child to be greeted by an adult when they walk into the building and their classroom in the morning. We recite the TRIBES pledge every morning after the pledge of allegiance which reminds every individual what our community beliefs are and how we can create a culture of cooperation and support. Each class has a team of ‘ambassadors’ who exemplify our culture of connectedness and help to assimilate new students who enter the school throughout the year as well as continue to show a strong understanding of SEL in concept and practice.**  |
| **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 Kit explanation and distribution | Meredith Codd | Sanford Harmony, CASEL | Faculty meeting | 11/6/2018 |
| SEL presentation to faculty  | Meredith Codd | CASEL, BCPS SEL standards | Faculty Meeting | 11/6/2018 |
| SEL for teachers BRAINSHARK video | Teachers | Brainshark video | Certificate on file | 9/28/2018 |
| Quarterly SEL school-wide initiatives | Meredith Codd | CASEL, Sandy Hook Promise, Office of DPI  | Faculty meeting | 10/20/2018, 12/21/2018, 2/21/2019, 6/4/2018 |
| BAY NEWS weekly newsletter | Meredith Codd & Administration | County-wide SEL updates, CASEL | Published Bay News | Weekly |
| **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** |
| Behavior referral review | Administration |  |  | 10/20/2018, 12/21/2018, 2/21/2019, 6/2/2018 |
| Student surveys |  |  |  |  |
| Review number of guidance referrals | Meredith Codd | Email/counselor spreadsheet |  | 10/20/2018, 12/21/2018, 2/21/2019, 6/2/2019 |