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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**:Hollywood Hills Elementary | | | | **School Year:2018-2019** | |
| **Principal: John Fossas** | | | |  | |
| **Cadre Director: Ken King** | | | | | |
| **School Mission: We, the Hollywood Hills Elementary School Family, are committed to providing all students with a quality education that enables them to reach their maximum potential in a safe and nurturing learning environment.** | | | | | |
| **School Vision:** | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Lauren Steinman Social Emotional (SEL) Liaison** | | | | | |
| **Name: Laurie Kraus Response to Intervention (RTI)** | | | | | |
| **Name: Karen Dallas Teacher** | | | | | |
| **Name: Gigi Rivera Administrator** | | | | | |
| **Name: Iris Foreman Support Staff** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Sanford Harmony**  **2. Sandy Hook Promise**  **3. LEAPS (Social Emotional Learning Platform)**  **4. CASEL (Collaborative for Social and Emotional Learning)** | | | | | |
| **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:**  Class Dojo, Zones of Regulations, Mindfulness, GoNoodle | | **B. Recognize personal qualities and external supports.** | **Strategies:**  Class Dojo, Zones of Regulations, Mindfulness, Kids of Character, Bucket Filler | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**  Class Dojo, Zones of Regulations, Mindfulness | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**  **Anti-bullying trainings, Start with Hello, Bibliotherapy, Tumblebooks, Inspire My Kids videos** | | **B: Recognize individual and group similarities and differences.** | **Strategies:**  **Anti-bullying trainings, Start with Hello, Bibliotherapy, Tumblebooks** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**  **Anti-bullying trainings, Start with Hello, Bibliotherapy, Tumblebooks** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**  **Anti-bullying trainings, Start with Hello, Bibliotherapy, Tumblebooks** | | **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:**  Red Ribbon Week, CHAMPS, Digital Citizenship Week | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**  Red Ribbon Week**,** Digital Citizenship Week, Peace Week | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:**  Behavior reflection, LEAPS | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **The policy is embedded into the curriculum to create a positive school-wide climate. Resources are shared with parents and staff to communicate and encourage positive behaviors. These policies help to establish open communication with parents to forge collaborative relationships resulting in enhanced problem-solving skills for students. Ultimately, the goal is to develop well-rounded students.** | | | | | |
| **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** |
| Sandy Hook Promise training | Lauren Steinman,  Lauren Zakaib | Sandy Hook program video, Powerpoint | Sign in sheet | | 9/20/18 |
| Sanford Harmony | Lauren Steinmen | Sanford Harmony program | Sign in sheet | | Pending |
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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** |
| RTI- Behavior | Laurie Kraus | RTI data, interventions, progress monitoring | RTI graphs | | Pending |
| Discipline referrals | Gigi Rivera | Behavior Matrix | Behavior Dashboard | | Pending |
| Academic | John Fossas | BAS (Benchmark Assessment System) Levels  I-ready diagnostics  State assessments | Scores documented in BASIS and on I-ready, State assessment results | | End of year |