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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Walker Elementary | | | | **School Year: 2018-2019** | |
| **Principal: Philip Bullock** | | | |  | |
| **Cadre Director: Mark Narkier** | | | | | |
| **School Mission: All students will learn and meet high expectations in a supportive, customer focused environment.** | | | | | |
| **School Vision:** ALL STUDENTS WILL LEARN AND MEET HIGH EXPECTATIONS IN A SUPPORTIVE, CUSTOMER FOCUSED ENVIROMENT. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Gloria Walker SEL Liaison** | | | | | |
| **Name: Philip Bullock Principal** | | | | | |
| **Name: Tauri Eligon Assistant Principal** | | | | | |
| **Name: James Maisel Reading Coach** | | | | | |
| **Name: James Frye Equity Liaison** | | | | | |
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| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1.START WITH HELLO PROGRAM (GR. 2-3)**  **2.Peer Pals**  **3.Bully Buster Program**  **4.Cloud Nine** | | | | | |
| **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: Teachers will post classroom expectations, rules, consequences, and rewards, in order to establish a positive management system.** | | **B. Recognize personal qualities and external supports.** | **Strategies: Teacher will encourage students to compile a small book containing names of helpful adults at school (counselor, psychologist, social worker)** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Teachers will use Cloud Nine character program to help students identify their strengths and weaknesses, and also goal setting.** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: Students will participate in cooperative-learning groups, modeled by staff, to promote positive relationships and improve interpersonal social skills.** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Students will participate in quarterly Behavior Assemblies in order to facilitate an environment that promotes school wide respect and kindness.** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: Students will participate in Start With Hello Program and self monitor progress throughout the year, with follow up during classroom guidance time.** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: During mindfulness students will be practicing quiet moments, deep breathing, slow breathing, techniques and talking about how staying in the moment can help them cope with difficult feelings.** | | **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: District and School Wide safety procedures will be taught in the classroom and monitored school wide by monthly drills.** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Through activities that promote cooperation and team**  **Building** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: School-wide Positive Behavior Plan where students have the opportunity to earn Walker Bucks, then later exchange for prizes in the school store.** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
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| **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** |
| Teacher and Support Staff Orientation | School Counselor | SEL Teacher Brain shark | SEL certificates | | Ongoing |
| Administration, faculty & Staff Professional Development | Trained Staff | Sanford Harmony kit | Sign in Sheets | | Ongoing |
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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** |
| Weekly Behavior Referral Review | Assistant Principal | Basis, Progress Monitoring Data, Classroom and Individualized Behavior Plans, Consultations | Basis, RTI Meetings | | Ongoing |
| Weekly Academic Review | Support Staff | RTI Progress Monitoring Data, Iready Instructional Review, Consultations | Basis, Progress Monitoring Data Charts | | Ongoing |
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