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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?**   |
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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: 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.***  |
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| **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.***  |
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| **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.** |

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| **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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