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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Westwood Heights Elementary | **School Year: 2018-19** |
| **Principal: Jodi Washington** |  |
| **Cadre Director: Fulton** |
| **School Mission:** The mission of Westwood Heights Elementary School is to provide a "Community of Learners" environment where each learner will be encouraged to reach his/her potential academically, socially, and emotionally by reducing distractions and increasing parental engagement. |
| **School Vision:** The vision of Westwood Heights Elementary School is to promote a "Community of Learners" with an enriched environment where all learners will be prepared for a college and career ready path that consists of educational opportunities from school readiness to adult education. This environment will encompass technologically enriched tools that are essential for 21st century teaching and learning. |
| **SEL Leadership Team School Role** |
| **Name: Kimberly Todman SEL Liaison** |
| **Name: Rohan Hanslip Behavior Support** |
| **Name: Jessica Childers ESE Specialist** |
| **Name: Janel Mayers Reading Coach** |
| **Name: Nicolas Mennecke Math/Science Coach** |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. LEAPS LESSONS****2. SANFORD HARMONY KITS****3. CLOUD 9****4. Social Emotional Learning Lab** |
| **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:*** **Reflect on how they were feeling in a situation/incident**
* **Describe the emotion or feeling in words or drawing**
* **Guess the emotion using picture cards or magazine clippings and asked to tell of a time they felt that way**
* **Discuss coping mechanisms for deeper emotions such as anger, embarrassment, or sadness**
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| **B. Recognize personal qualities and external supports.** | **Strategies:** * **Students are asked to pull ten adjectives from a wide list of attributes that describe who they are. They are later asked to trace their ten fingers and place these personal attributes on each finger.**
* **Student identify the people who they can use as resources in their lives and community such as teachers, family members, and other community members.**
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| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:** * **Students learn to write S.M.A.R.T. Goals through modeling and practice. SMART goals are specific, measurable, achievable, relevant, and timely.**
* **Students create an action plan for achieving the SMART goal they created.**
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| **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:** * **Using conversation cubes, scholars are able to engage in conversation and hear the perspectives of others in a social gathering.**
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| **B: Recognize individual and group similarities and differences.** | **Strategies:** * **Using a commonality chart from the Sanford Harmony kit scholars scholars will explore similarities and differences in pairs. Using a Venn Diagram students will compile commonalities.**
* **Students will share their Venn Diagrams with other participants**
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| **C: Use communication and social skills to interact effectively with others.** | **Strategies:*** **Through the use of games such as pool, Sorry, Connect 4, Twister, Uno, Dominoes, Checkers, students will utilize social skills and communication to effectively communicate.**
* **Facilitator will play with scholars during the games and model appropriate behaviors.**
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| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:*** **Given some conflict scenarios (discussion style) scholars will decide the best way to resolve the conflict from beginning to end. They will describe how it could have been prevented and/or ways to handle it appropriately.**
* **Scholars will create charts to describe to others how the conflict could be resolved.**
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| **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:*** **Scholars will participate in classroom presentation using their grade level Lauren’s Kits Safer Smarter Kids and will practice skills for being safer.**
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| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:** * **Scholars complete and process a “THINK SHEET” with the facilitator that requires their reflection on an incident and ways they can correct the problem or situation.**
* **Scholars create a 24 hour schedule of a day in the week and examine it for time to study, exercise, eat, and read.**
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| **C. Contribute to the well-being of one’s school and community.** | **Strategies:** * **Scholars participate in the START WITH HELLO program, Red Ribbon Week, No Name Calling Week, Peace Week, Anti-bullying week and share their thoughts and feeling on the morning announcements about the character traits.**
* **Scholars participate in Kids of Character monthly recognition for the character traits.**
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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **Our school wide policy and practices support the social emotional learning of students by creating a positive climate at school where every scholar is greeted each day. We have routines and procedures that foster respect, relationship skills, safety, and decision making. This school year we have a Social Emotional Learning Lab that will facilitate a “RESET” for scholars having a challenging day. The SEL Lab is arranged in a “TAKE FIVE” model as centers for each component of SEL---self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Each center is arranged with tactile activities, cards, sensory cool down items, reflection items, games, reflection questions, puzzles and more. There is a cool down area with cool down crates for students to calm themselves if they are experiencing deeper emotions such as anger, sadness, frustration and a trampoline and stress balls for releasing tension. Scholars also have an opportunity to engage in the “TAKE FIVE” Experience by class as teachers are invited to bring their classes for 30 minutes at least once or twice a month.** |
| **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** |
| Host SEL Clinics for faculty/staff | K. Todman | Sanford Harmony Kits | Teacher pre/post quiz | October 19, 2018 (Teacher planning) |
| Invite teachers, classes, staff to the “TAKE FIVE” experience in the SEL LAB | K. TodmanR. Hanslip | Sanford Harmony KitsTherapeutic games, cards, activities | Photos, sign in sheets to the SEL Lab | Continuous through May 31, 2018. |
| Visit classrooms for guidance lessons using LEAPS lessons based on WHE Needs Assessment 2018 | K. Todman | LEAP LESSONS  | Student samples | Continuous through May 31, 2018. |
| **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 attendance for students with chronic absenteeism last school year. | K.TODMAN | Basis/ IMT/Social Worker/ | BTIP Report Pulled and Reviewed. | November 14, 2018 |
| REVIEW discipline referrals for fighting | K. TodmanR. Hanslip | Asst. Principal, Referral database | Referral Report pulled and Reviewed to compare last years data with the current school year.  | November 14, 2018 |
| Review FSA Data (baseline) | N. MenneckeJ. Mayers | RTI information, Basis,  | Create a board to track student progress | February 22, 2018. |