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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Boulevard Heights Elementary | **School Year: 2018-2019** |
| **Principal:** Juan Alejo |  |
| **Cadre Director:** Mrs. Shipman |
| **School Mission:** By June 2019, Boulevard Heights Elementary will gain 57 points and earn our “A” rating.  |
| **School Vision:** Great teaching and learning in every classroom, everyday, as well as a positive classroom culture that is conductive to student success.  |
| **SEL Leadership Team School Role** |
| **Name:** Mrs. Abigail Palmer **SEL Liaison** |
| **Name:** Mrs. Sylvia Gonzalez |
| **Name:**  |
| **Name:** |
| **Name:**  |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Sandy Hook****2. Character Trait****3. Positive Paw****4.** |
| **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:**Conferencing with teacher. Behavior Charts, Positive Paw Cards, Zone Regulation Corner.  |
| **B. Recognize personal qualities and external supports.** | **Strategies:** Kid of Character, Class Dojo Social Emotional. |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**Goal setting activities both personal and academic.  |
| **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:** Morning meetings discuss feelings and interactions with each other.  |
| **B: Recognize individual and group similarities and differences.** | **Strategies:**Mini lessons on respect and tolerance.  |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:**Working partner and/or in groups, Accountable talk. |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**Accountable talk, mini lesson on conflict resolution.  |
| **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:**Mini lessons on understanding social norms.  |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**After mini lessons are taught, behaviors are modeled, and roll played.  |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:**Harvest Drive, Pennies for Patients |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| * Peace Week
* Red Ribbon Week
* Anti-Bullying Week
* Teddy Bear Clinic
* PAWS (yearly)
* Kid of Character
 |
| **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** |
| Professional Development | Mrs. Palmer | District Incentives | Sign in sheets | 05/31/2019 |
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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** |
| Monthly PAW students | Mrs. Gonzalez | Behavior Plan/ PAWS | Student display board | 05/31/2019 |
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