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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Lauderhill Paul Turner Elementary School | **School Year: 2018-2019** |
| **Principal: Mr. Richard Garrick** |  |
| **Cadre Director: Mr. Ernie Lozano** |
| **School Mission:****Lauderhill Paul Turner will provide an enriched teaching and learning environment that encourages all students to reach their maximum potential in a safe and civil environment.** |
| **School Vision:** **Lauderhill Paul Turner Elementary will create a culture of learning and success by implementing high quality instruction, high student expectations, and partnerships with our stakeholders.** |
| **SEL Leadership Team School Role** |
| **Name: Abbie Bryan SEL Liaison** |
| **Name: Felicia-Ann McCrary Community Liaison** |
| **Name: Crystal Glover Autism Coach** |
| **Name: Cindee Rubinstein Assistant Principal** |
| **Name: Corey Jackson Behavior Tech** |
| **Name: Tanya Bodden-Reid ESE Specialist** |
| **Name: Tangela Jones Literacy Coach** |
| **Name: Nicole Creightney Math Coach** |
| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Sandford Harmony****2. Sandhook Promise “Say Hello”****3. Zones of Regulation** **4. PALS** |
| **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: Implementation of the SWBP (School Wide Behavior Plan) and Zones of Regulation are used as Tier 1 strategies.** **CICO with Behavior Tech** |
| **B. Recognize personal qualities and external supports.** | **Strategies: Teachers give interest inventories and review them with students in an effort to help students recognize their strengths and weaknesses. This helps guide teachers in using other strategies that will allow students to maximize their strengths and build on their weaknesses for academic success. We also implement character education; field day; career day, etc.** |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Student interest inventories are used to assist students in setting a growth mindset based on personal interest and maximizing those interest and strengths to focus on academic success. Data tracking sheets and/or electronic graphs are used to help students monitor their progress in achieving those goals. We also conduct honor roll assemblies and reward students for their effort on iReady and Reflex Math.** |
| **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: “Have you Filled a Bucket” and “How Full is your Bucket” are books that are shared throughout the classrooms as introductory conversations that promote kindness and empathy school-wide. Additionally, we implement the Sandy Hook Promise and Start with Hello initiatives.**  |
| **B: Recognize individual and group similarities and differences.** | **Strategies: School-wide multicultural week and annual multicultural show (night).**  |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies: Team building activities and projects are used. The school also uses its annual “Amazing Race” school-wide (P.E.) activity to implement this skill.**  |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Addressed through Anti-Bullying and No Name Calling Week activities.**  |
| **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: The class review of the Schools and Districts Code of Conduct; School-wide Child Safety Week; and SWBP; Safety Partols** |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Interim Reports, Behavior charts (weekly and/or monthly) and parent/student conferences are used.** |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies: Kids of Character. Each week the KOC for the month is read daily to continue to promote core character traits of our lives.**  |

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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 supports students being able to develop the attitudes and skills necessary to understand and manage emotions; set and achieve positive goals; feel and show empathy for others; establish and maintain positive relationships; and make responsible decisions. Our continuous goal is to o ensure that every student has the ability to achieve academic, social and behavioral success through the implementation of our school-wide-behavior plan as well as to ensure that all students are able to attend school in a safe and emotionally healthy environment that is bully -free.** |
| **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 | Guidance Counselor | Sanford Harmony KitsSEL Standards | Sign In Sheets | 9/28/18 |
| Support Staff Meetings | Guidance Counselor | Updates | Meeting Notes | 6/4/19 |
| **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** |
| Review of Behavior Data | Assistant Principal | BASIS and DMS | Meeting Notes | Quarterly |
| Review of Academic Data | Leadership Team | BASIS, i-Ready, District Dashboard | Meeting Notes | Quarterly |