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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Horizon Elementary | | | | **School Year: 2018-19** | |
| **Principal: Mr. Thaddeus Smith** | | | |  | |
| **Cadre Director: Mrs. Estella Eckhardt** | | | | | |
| **School Mission: Every child everyday whatever it takes** | | | | | |
| **School Vision:** Encourage, Educate, Excel | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Artrice Shine SEL Liaison** | | | | | |
| **Name: Thaddeus Smith Principal** | | | | | |
| **Name: Veronica Halac ASD Coach** | | | | | |
| **Name: Ms. Cespedes Primary teacher** | | | | | |
| **Name: Mrs. Bolton Intermediate teacher** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Sanford Harmony Kits**  **2. LEAPS** | | | | | |
| **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: Guidance and follow-on teacher lessons on Zones of Regulation approach**  Targeted groups for 4th grade students (Tier 2)  Mentorship Rap sessions (Tier 3) | | **B. Recognize personal qualities and external supports.** | **Strategies: Morning Showcase that students present announcements and initiatives to the school**  Guidance lesson on Career exploration (Tier 2) | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: At the beginning of the semester students anticipate what obstacles to success they might encounter in each class. Then create a plan to overcome the obstacles. Progress is tracked by Student.**  5th grade School Bucks program (Tier 3) | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: Turn and Talk about quote or character at afternoon announcements.**  Restorative practices for conflict resolution (tier 3) | | **B: Recognize individual and group similarities and differences.** | **Strategies: Guidance Lesson on inclusion. Classroom Meet-up and Buddy-up activities from Harmony Kit.**  Culture diversity Hispanic Heritage, Black History, Women’s History, and Caribbean Heritage activities and presentations | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: Classroom oral presentations and morning show student cast.**  **Guidance Lesson on Bullying**  **Teacher activity on Bucket filling lesson and display**  Listening to Children (Tier 3) | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Classroom expectation classroom lesson**  Safe Space within classroom (tier 2)  Zones of Regulation (tier 3) | | **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: Safer Smarter Kids program kits**  This or That (tier 3) | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Weekly Turn and talk situational “What would you do” topics via morning announcements or morning show interview.** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: Cafeteria expectations 5 Steps for success**  **Character trait character lessons**  Positive behavior referrals (Tier 3)  Behavior infraction reflection worksheet (Tier 3) | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **Practicing our school mission of educating every child every day doing whatever it takes involves the whole child. Communicating with parents the social-emotional practices to incorporate within the home and Horizon Elementary attends to gaps in the student’s social communication. We have provided classroom, hallway, and cafeteria expectations and social, emotional learning tools such as Stanford Harmony and Safer Smarter Kids kits to introduce and review healthy social norms. Throughout the school problems and issues are considered using an educational instead of a punitive lens. Professional Development is a collaborative effort where administrators, team leaders, and teachers participate in reflection and modeling skills and activities within each meeting amongst peers.** | | | | | |
| **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** |
| Scan MyLearning Plan | Artrice Shine | Brainshark / Guidance Emails / MyLearning Plan | Certificates | | 6/1/2018 |
| Team meetings | Team Leader | Harmony Kit | Reflective activity product | | 6/1/2018 |
| SEL modeling | Meeting leader | Tool kit products | Faculty learn new or different practices | | 6/1/2018 |
| **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 Problem-Solving meetings for whole school Attendance | Artrice Shine | BASIS data | Charts by occurrences intervention | | 6/1/2018 |
| Survey | Artrice Shine | Survey of teachers, students and Parents of changes and needs | Process, outcome data | | 2/1/2018 |
| Positive Referral | Mrs. Rippo | Referral form | Number of referrals by grade/teacher | | 6/1/2018 |