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| --- | --- | --- | --- | --- | --- |
| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Charles R. Drew Elementary | | | | **School Year: 2018-19** | |
| **Principal: Angeline Flowers** | | | |  | |
| **Cadre Director: Jacquelyn Haywood** | | | | | |
| **School Mission:** “Excellence without Excuses.” | | | | | |
| **School Vision: Educating today’s students to succeed in tomorrow’s world.** | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Janeice Smith-Alexandre SEL Liaison** | | | | | |
| **Name: Latrese Wilks** | | | | | |
| **Name: Jerome Washington** | | | | | |
| **Name: Aurealle Hughes** | | | | | |
| **Name: Keandra Fulton** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Leaps**  **2. Start with Hello Initiative (Sandy Hook)**  **3.**  **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?** | | | | | |
| |  |  | | --- | --- | | **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: Emotional reflections (using words to reflect experience), breathing activities, safe place** | | **B. Recognize personal qualities and external supports.** | **Strategies: Individual counseling for students with self – esteem issues. Student inventories.** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Character Education Lesson plans** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: Starts with Hello! Sandy Hook Promise. See someone alone, reach out, say hello.** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Icebreakers, free style Friday (group of students collaborate on various SEL topics (ALL GRADES)** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: Role Playing** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Assemblies on CHAMPS, Behavior, bullying (all grades)** | | **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: Guidance Lesson safe touch** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Leaps Guidance Lesson** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: Free style Fridays** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **Character Education: Holding scholars accountable of demonstrating positive character traits; therefore, exhibiting excellence without excuses.** | | | | | |
| **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** |
| Brainsharks | Teachers | Computer | Printed certificates | | 10/18/18 |
| Free Style Fridays | Ms. Alexandre/ staff and students | Leaps, flo cabulary |  | |  |
|  |  |  |  | |  |
| **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** |
| Attendance Viewing in Basis | Washington, Alexandre, Fulton | BASIS, TERMS |  | | Weekly |
| Cafeteria | Support Staff | Drew Bucks buy back store . |  | | Monthly |
| Reduction of Referrals | All staff | Positive rewards |  | |  |