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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Park Trails Elementary | | | | **School Year: 2018-2019** | |
| **Principal: Charles McCanna/Arlene Manville** | | | |  | |
| **Cadre Director: Hollingsworth** | | | | | |
| **School Mission:** | | | | | |
| **School Vision:** | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: MaryLynn Henschel SEL Liaison** | | | | | |
| **Name: Arlene Manville Intern Principal** | | | | | |
| **Name: Amy Dove Autism Coach** | | | | | |
| **Name: Michelle Yaussy Team Leader** | | | | | |
| **Name: Merilee Evans Team Leader** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Start With Hello**  **2. Kindness Matters**  **3. Sanford Harmony**  **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: Classroom lessons and small groups that teach positive and negative responses to emotions** | | **B. Recognize personal qualities and external supports.** | **Strategies: Group counseling and classroom lessons about self-esteem.** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Individual counseling, focusing on personal and academic goals for the future.** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: classroom lessons on similarities and differences. Group lessons on empathy.** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Classroom lessons on conflict resolution, decision-making and self-esteem.** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: small groups to discuss feelings, empathy, and types of communication.** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: classroom lessons on conflict management and decision-making skills.** | | **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: Start With Hello program. Classroom lessons to promote safety strategies** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: small groups that teach strategies to make responsible decisions** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: Start with Hello program teaches respect and inclusion of all people** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **The Start With Hello program teaches inclusion of all students. It teaches about differences amongst people and how to “Start with Hello” so everyone feels included. This program also facilitates an attitude of “if you see something, say something.” The school-wide initiative supports the well-being of all students through their social and emotional states.** | | | | | |
| **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** |
| Morning announcements | Lynn Henschel | Start With Hello | Morning Annoucements | | 9-28-2018 |
| Make A Banner | Lynn Henschel | Start With Hello | Completed banner | | 9-28-2018 |
|  |  |  |  | |  |
| **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** |
| Check attendance | Assistant Principal | BASIS | Decrease in the number of students absent | | May 2019 |
| Behavioral referrals | Assistant Principal | BASIS | Decrease in the number of referrals | | May 2019 |
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