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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: **Heron Heights Elementary** | | | | **School Year: 2019** | |
| **Principal: Ken King** | | | |  | |
| **Cadre Director: Ms. Hollingsworth** | | | | | |
| **School Mission:**  **The mission of Heron Heights Elementary is to provide an innovative teaching and learning environment that will empower the school community to excel in the 21st century.** | | | | | |
| **School Vision:**  **The vision statement of Heron Heights Elementary is educating today’s students to succeed in tomorrow’s world.** | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Shakira D. Celestin SEL Liaison/School Counselor** | | | | | |
| **Name: Lori Turner Assistant Principal** | | | | | |
| **Name: Jennifer Glancy Assistant Principal** | | | | | |
| **Name: Lisa LaBranche ESE Specialist** | | | | | |
| **Name:** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Sanford Harmony**  **2. Start With Hello (Sandy Hook Promise)**  **3. Class Positive Attitude Thinker (Character Education Program)**  **4. 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: Field Day, Mindfulness Mondays, Academic Games, Sensory Corner, Class Dojo. Go Noodle** | | **B. Recognize personal qualities and external supports.** | **Strategies: Class Positive Attitude Thinker, in class Read Alouds, Media Center Book Corner** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Career Day, Reading Across Broward, Class Positive Attitude Thinker, College Week and beyond, Presidential Award, Presidential Fitness Award, ESE Recognition Award.** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**  **Debate Club, Student Council, Safety Patrol, Socratic Seminar, Morning Meetings, Character Lessons, Sanford Harmony** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Multicultural Arts Night, Teaching Tolerance Lessons, Heritage Awareness Months, Character Lessons** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: Morning greeting, Morning News, Student Council, Debate, Class Positive Attitude Thinker** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**  **Caught Being Good (School Positive Behavior Plan), Zones of Regulation, Sanford Harmony.** | | **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:**  **Social Stories, Heritage Months observances, Teaching Tolerance lessons. Multicultural Arts Night lessons, Living Wax Museum.** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**  **Anti-bullying training and lessons, Class Positive Attitude Thinker lessons/videos, Academic games.** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:**  **Harvest Drive, Jump Rope for Heart, Snowflakes for Larkdale, Relay for Life, Living Wax Museum, Safety Patrol, Media Center Helpers, Student Council.** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
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| **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** |
| **SEL Brainshark** | **Shakira Celestin** | **Brainshark** | **Sign In Sheet** | | **Ongoing** |
| **Sanford Harmony** | **Shakira Celestin** | **Online Training** | **Reduction in Behavior Ref.** | | **Ongoing** |
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| **Quarterly Review of Behavior and Academic Data: *How will school leadership measure the impact of SEL. What are indicators of success?*** | | | | | |
| **Action** | **Responsible Person** | **Resources** | **Evidence of Completion** | | **Completion Date** |
| **Review Academic** | **Support Team** | **BASIS** | **Decrease in the number of students in the lowest 30th** | | **Ongoing** |
| **Review Behavior** | **Support Team** | **BASIS** | **Decrease in the number of behavior referrals** | | **Ongoing** |
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