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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:**  |
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| **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?**   |
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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: 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.***  |
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| **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.***  |
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| **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.** |

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| **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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