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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Collins Elementary | | | | **School Year: 2018-2019** | |
| **Principal: Dr. Tracy Jackson** | | | |  | |
| **Cadre Director: Linda Pazos** | | | | | |
| **School Mission:** Our mission is to operate with high expectations that are met through rigorous instruction, personal growth, and effective collaboration with all stakeholders. | | | | | |
| **School Vision:**  Collins Elementary is a school of excellence that ensures a nurturing environment to meet the academic and social needs of children. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Nuria Casamitjana SEL Liaison** | | | | | |
| **Name: Dr. Tracy Jackson Principal** | | | | | |
| **Name: Maureen Keenan Assistant Principal** | | | | | |
| **Name: Eleanna Hurst Reading Coach** | | | | | |
| **Name: Miki Leach School Psychologist** | | | | | |
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| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Child Safety Matters and Safer and Smarter Kids curriculum**  **2. School Wide Positive Behavior Plan: Show Respect, Show Self-control, Be Kind and Resolve Conflict**  **3. G.R.E.A.T. Curriculum for 5th graders**  **4. School Clubs (Green club, Year book, School Ambassadors) and mentoring** | | | | | |
| **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: Self Control as part of the school positive plan. Lessons thought from the Sanford Harmony Curriculum.** | | **B. Recognize personal qualities and external supports.** | **Strategies: Students are taught to be aware of the strengths and weaknesses and how to for help to trusted adults in the school by utilizing Growth Mind Set videos and Kid of character lessons.** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Teachers conduct conferences to set individual for goal setting, Honor Roll as well as the Academic Banquet to celebrate success.** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: Teachers teach and encourage students to emphasize and recognize emotions of characters in diverse literature stories.** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Students get to recognize differences in culture through literature and dates of observance like black history month or Hispanic heritage month.** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: School Clubs, Buddy Up activities (Sanford Harmony curriculum), peer collaboration in the classroom and conscious discipline principles in the lower grades.** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Students are taught through SWPBP how to resolve conflict in a peaceful and effective ways.** | | **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: Strategies: Safety Matters and Smarter, Safer Kids Curriculum.** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Kid Of Character Education and monthly recognition** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: Respect and Kindness through the SWPBP taught with Sanford Harmony lessons.** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **School Wide Positive Behavior Plan: Is based in 4 SEL principles:**  **Show Respect,**  **Show Self-control,**  **Be Kind**  **Resolve Conflict** | | | | | |
| **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** |
| Initial August meeting training | Maureen Keenan  Support staff and teachers | Sanford Harmony Kits for every teacher | Check list per Quarter | | End of the academic year |
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| **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** |
| Monitor Behavior Dash Board | Ms. Keenan | BASIS | Leadership meeting minutes | | End of the year |
| Monitor Implementation of the lessons | Casamitjana | Lessons from Sanford Harmony Kit | Lesson Plans | | End of the year |
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