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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Cooper City Elementary | | | | **School Year: 2018-2019** | |
| **Principal: Monica Schlosser** | | | |  | |
| **Cadre Director: Dr. Mark Strauss** | | | | | |
| **School Mission:** Cooper City Elementary will build a comprehensive, coordinated, and systemic web of services by collaborating with schools, communities, and families to align resources so that students are academically successful and socially competent.  We want to ensure that every student develops the social and emotional competencies essential for lifelong success. | | | | | |
| **School Vision:** Cooper City Elementary’s vision is to provide students with the Social and Emotional Learning Skills to become responsible citizens in society, to contribute value to themselves as well as their families and communities, and to enjoy productive and satisfying lives. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Linda Signorelli SEL Liaison** | | | | | |
| **Name: Monica Schlosser Principal** | | | | | |
| **Name: Silvio Pruneda Assistant Principal** | | | | | |
| **Name: Kimberly Plakskin Reading Coach** | | | | | |
| **Name: JInnette Garcia ESE Specialist** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Life skill/Lifelong Guidelines- biweekly videos, literature, role play**  **2. It Starts With Hello -School Climate Curriculum**  **3. Classroom Guidance/Small Group**  **4. Social Thinking Curriculum**  **5. Champs** | | | | | |
| **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:**  Small group lessons, classroom guidance lessons, individual counseling, positive behavior management strategies, data chats, Champs | | **B. Recognize personal qualities and external supports.** | **Strategies:**  Life skill recognition ceremonies, Life skill bi-weekly focus, individual counseling, RtI, referrals from parents and teachers, positive behavior management strategies | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**  Recognition on WCUB school TV- certificates, awards assemblies, i Ready goals, reading goals, student personal goals | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**  **Start With Hello Initiatives, classroom guidance, small groups, individual counseling, community building activities, SEL classroom lessons and literature, Social Thinking- Zones of Regulation** | | **B: Recognize individual and group similarities and differences.** | **Strategies:**  Zones of Regulation, small group, classroom guidance, individual counseling, community building activities, SEL classroom lessons and literature, school wide initiatives | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: Social Thinking/Zones of Regulation, Whole Body Listening, Expected/Unexpected behaviors, classroom guidance, small groups, individual counseling, community building activities, SEL classroom lessons and literature, school wide initiatives, modeling** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**  Individual counseling, positive behavior management strategies, role playing, class meetings | | **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:**  Classroom guidance, individual counseling, small groups, SEL classroom lessons, community building lessons, school wide initiatives, class meetings, modeling | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**  Classroom guidance, individual counseling, small groups, SEL classroom lessons, community building lessons, school wide initiatives, class meetings, modeling | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: classroom guidance, individual counseling, small group,**  Positive behavior management strategies, SEL classroom lessons, community building lessons, school wide initiatives, class meetings, modeling, positive recognitions | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **Our school wide SEL mission and practices support the social emotional learning of students by making it a part of our daily educational process. We increase positive attitudes about learning and relationships; reduce problems behaviors through positive behavior management; increase problems solving skills and problems solving abilities to resolve conflicts and increase empathy tolerance of individuals. Staff has been trained to use BrowardPrevention.org, CASEL, GO LEAPS, Social Thinking curriculum Sanford Harmony and It Starts With Hello. We have school wide expectations posted for hallway, recess, bus, and classrooms. We have completed and incorporated a School Wide Positive Behavior Plan.** | | | | | |
| **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** |
| Zones of Regulation, Go Leaps, Broward Prevention, SEL Literature, Social Thinking, Basis | Linda Signorelli, teachers, Support Team | Zones of Regulation, Go Leaps, Broward Prevention, SEL Literature, Social Thinking, Basis | observation, sign in sheet | | May 2019 |
| It Starts With Hello | Linda Signorelli  Monica Schlosser, Support Team | It Starts With Hello | Observation, bulletin boards, class activities | | May 2019 |
| CHAMPS | SEL Team, classroom teachers | CHAMPS book | Observation | | May 2019 |
| Lifeskills- Lifelong Guidelines | Linda Signorelli, teachers | Literature, video clips, role play | Calendar, Lifeskill Awards | | May 2019 |
| Sanford Harmony | Linda Signorelli | Sanford Harmony Kits | Morning Meeting | | May 2019 |
| **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** |
| Individual RtI interventions, behavioral referrals, data chats | SEL Team, classroom teachers | Basis, I Ready, Functional Behavioral Assessment,  Star Program | Basis data, reports, graphs | | November 2018, January 2019, May 2019 |
| Academic RtI interventions, data chats | SEL Team, classroom teachers | Basis, I Ready, Functional Behavioral Assessment,  Star Program | Basis data, reports, graphs | | November 2018, January 2019, May 2019 |