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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Coconut Creek Elementary | | | | **School Year: 2018-1019** | |
| **Principal: Kathy Good** | | | |  | |
| **Cadre Director: Linda Pazos/Kenneth King** | | | | | |
| **School Mission:** We are committed to educating all Coconut Creek Elementary students to be responsible citizens and to prepare them to be college and career ready in a global community. | | | | | |
| **School Vision:** Educating all students to think critically in our changing world. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Ann Donaghy SEL Liaison** | | | | | |
| **Name: Bree Miron Assistant Principal** | | | | | |
| **Name:** | | | | | |
| **Name:** | | | | | |
| **Name:** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. CHAMPS**  **2. Character Education**  **3. Start With Hello**  **4. Be the 1** | | | | | |
| **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:** Champs, Shared classroom norms, modeling behavior, proactive classroom management, behavior charts, read aloud. | | **B. Recognize personal qualities and external supports.** | **Strategies:**  Character Education, positive reinforcement, praise work and effort, follow up on concerns, communication with parents/counselor. | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**  Praise work and effort, display student work, homework planner, groups projects, behavior charts, RTI, Honor Roll | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**  Peace week activities, Start with Hello activities, Character Ed., classroom meetings, counselor meetings, No Name Calling week, Read aloud. | | **B: Recognize individual and group similarities and differences.** | **Strategies:**  Classroom meetings, peer mediation, celebrating diversity, counselor meetings | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**  Start with Hello program, modeling appropriate behavior, correcting behavior, Listener program, mentoring | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**  Peace week activities, Character Ed., Start with Hello activities, LEAPS lessons, conflict mediation | | **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, Character Ed., classroom meetings, meet with counselor, parent meetings, LEAPS, Family Life and Human Sexuality curriculum. | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**  Homework planner, counselor meetings, conflict mediation, LEAPS, Anti-bullying activities | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:**  Peace week, Character Ed., HERO, red ribbon week, Harvest Drive | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| Our school-wide police and practices support social and emotional learning by creating a safe and supportive learning environment. It also teaches students the prosocial skills they need to be successful in school and in life. | | | | | |
| **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** |
| Attend team leader meetings to discuss student needs | Ann Donaghy | Needs assessment | Completed needs assessment | | 10/1/2018 |
| Present information at staff collaboration meetings | Ann Donaghy | Various |  | | Continuous |
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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** |
| Create pre/post assessments | Ann Donaghy/Classroom Teachers | Pre/post assessments |  | | continuous |
| Decline in referrals | Administrators | Behavior data | Decline in referrals | | continuous |
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