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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:** | | | | | |
| **School Mission: We are committed to educating all Coconut Creek Elementary students 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:** | | | | | |
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| **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.Students participate and learn about Character Education and practice mindfulness using inner explorer in the classroom. | | **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, group projects, behavior charts, Response To Intervention (RTI), Honor Roll. Each month we have a Character Education party for students who have outstandingly demonstrated the character trait of the month. | | **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, Anti-Bullying Week. | | | | | | |
| **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. We use Character Education, Inner Explorer and Classroom Meetings school-wide to teach and support Social emotional learning. | | | | | |
| **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 | Agenda’s and sign-in sheets | | Continuous |
| Classroom Meetings | Vince Watson | Classroom Meetings curriculum | Agenda’s and sign-in sheets | | continuous |
| **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** |
| At least a 2% decline in the number of academic RTI(Response to Intervention) referrals. | RTI Team/Teachers | BASIS/RTI referral system | Looking at total number of referrals | | continuous |
| At least a 2% decline in office discipline referrals in the area of Unruly/Disruptive behavior. | Administrators | Behavior data/BASIS | 2% Decline in referrals | | continuous |
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