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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Westchester Elementary | **School Year: 2018-19** |
| **Principal:** Melissa Geraine |  |
| **Cadre Director:** Kenneth King |
| **School Mission:** . Westchester Elementary School is dedicated to providing excellence in education through innovation; to instill a life-long love of learning in students and teachers; and to celebrating diversity within a caring environment. Westchester will nurture competent and thoughtful citizens who are positively engaged in the making of the future.  |
| **School Vision:** The Philosophy of Westchester Elementary School is to foster the development of each child to his/her greatest potential. All faculty and staff members have a basic responsibility to create an environment conducive to learning, and to provide necessary opportunities for learning to take place. |
| **SEL Leadership Team School Role** |
| **Name:** Myralynn Tutwiller **SEL Liaison**  |
| **Name:** Avis Goodman **Assistant Principal** |
| **Name:** Kassie Hameister **Curriculum Coach** |
| **Name:** Alison Fox **Literacy Coach** |
| **Name:** Miriam Miniet **Math Resource** |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1.** Wildcat 360.com/monthly**2.** Social Emotional Competencies – Kids of Characters**3.** Lunch Bunch with Guidance Counselor**4.** Support Groups with Guidance Counselor |
| **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:**Common SEL language throughout campus, CHAMPS, support groups with guidance counselor, and use of monthly modules through Wildcat 360.com, as well as Kids of character lunch bunch with guidance counselor.  |
| **B. Recognize personal qualities and external supports.** | **Strategies:**Common SEL language throughout campus, CHAMPS, support groups with guidance counselor, and use of monthly modules through Wildcat 360.com, as well as Kids of character lunch bunch with guidance counselor.  |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**Common SEL language throughout campus, CHAMPS, support groups with guidance counselor, and use of monthly modules through Wildcat 360.com, as well as Kids of character lunch bunch with guidance counselor.  |
| **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:**Common SEL language throughout campus, CHAMPS, support groups with guidance counselor, and use of monthly modules through Wildcat 360.com, as well as Kids of character lunch bunch with guidance counselor.  |
| **B: Recognize individual and group similarities and differences.** | **Strategies:**Common SEL language throughout campus, CHAMPS, support groups with guidance counselor, and use of monthly modules through Wildcat 360.com, as well as Kids of character lunch bunch with guidance counselor.  |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:**Common SEL language throughout campus, CHAMPS, support groups with guidance counselor, and use of monthly modules through Wildcat 360.com, as well as Kids of character lunch bunch with guidance counselor.  |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**Common SEL language throughout campus, CHAMPS, support groups with guidance counselor, and use of monthly modules through Wildcat 360.com, as well as Kids of character lunch bunch with guidance counselor.  |
| **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:**Common SEL language throughout campus, CHAMPS, support groups with guidance counselor, and use of monthly modules through Wildcat 360.com, as well as Kids of character lunch bunch with guidance counselor.  |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**Common SEL language throughout campus, CHAMPS, support groups with guidance counselor, and use of monthly modules through Wildcat 360.com, as well as Kids of character lunch bunch with guidance counselor.  |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:**Common SEL language throughout campus, CHAMPS, support groups with guidance counselor, and use of monthly modules through Wildcat 360.com, as well as Kids of character lunch bunch with guidance counselor.  |

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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** |
| Faculty Meetings | Principal | Wildcat 360 and guidance counselor | Sign-in sheets | May 31, 2019 |
| Leadership meetings | Administration | Wildcat 360 and guidance counselor | Sign-in sheets | May 31, 2019 |
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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** |
| Decrease in referrals | Administration | BASIS | BASIS data | May 31, 2019 |
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