|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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** | | | | | |
|  | | | | | |
| **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?** | | | | | |
| |  |  | | --- | --- | | **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:**  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.*** | | |  | | | **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.*** | | |  | | | **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. | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
|  | | | | | |
| **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 |
|  |  |  |  | |  |
| **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 |
|  |  |  |  | |  |
|  |  |  |  | |  |