|  |
| --- |
| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Country Isles Elementary | **School Year: 2018-2019** |
| **Principal:** Mindy Morgan |  |
| **Cadre Director:** Sandra Shipman |
| **School Mission:**The mission of Country Isles Elementary School is to ensure that all children entering our school will leave with the life skills that will enable them to fulfill their potential to be caring, contributing, productive members of the 21st century. We are dedicated to educating responsible citizens. |
| **School Vision:** The mission of Country Isles Elementary School is to ensure that all children entering our school will leave with the life skills that will enable them to fulfill their potential to be caring, contributing, productive members of the 21st century. We are dedicated to educating responsible citizens. |
| **SEL Leadership Team School Role** |
| **Name: Mindy Morgan *Principal* SEL Liaison Kelly Grant *School Counselor*** |
| **Name: Vanessa Cox *Assistant Principal*** |
| **Name: Nicole Gandolfo *1st Grade Teacher*** |
| **Name: Lisette Diaz *2nd Grade Teacher*** |
| **Name: Barbara McDermott *Literacy Coach***  |
|  |
| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Start with Hello** **2. Sanford Harmony****3. Leaps****4. Child Safety Matters**  |
| **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:**Guidance Lessons on Mindfulness, Morning Meeting, Brain Breaks, Safe Space within the classroom, GoNoodle, Behavior Reflection Forms, P.R.I.D.E. (Positive attitude, Respect, Integrity, Drive to do the right thing, Effort towards learning), |
| **B. Recognize personal qualities and external supports.** | **Strategies:**Student Inventories, individual counseling for students needing support with self-esteem (Tier 3), Whole Group Guidance Lessons on Responsibility, Whole Group Guidance Lessons on Cooperation, Whole Group Guidance Lessons on Friendship |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**Whole Group Guidance Lessons on Career Development and Study Skills, Student Inventories, S.M.A.R.T (Specific, Measurable, Achievable, Relevant, Time Bound) 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, T.H.I.N.K Teach the THINK process to help students recognize responsible social interactions before interacting or posting an unkind or untrue remark about a person because they are upset. T is it true, H is it helpful, I is it inspiring, N is it necessary, K is it kind. |
| **B: Recognize individual and group similarities and differences.** | **Strategies:**Biography reports, bulletin boards reflecting cultural differences within our community, Venn Diagrams |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:**Bucket Filling, Debates, Pair share, This or That strategies (giving students the option to choose between two options on how to address a situation), Latinos in Action |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**Whole Group Counseling on how to use an “I statement”  |
| **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:**This or That strategies (giving students the option to choose between two options on how to address a situation), debates, literacy circles, Child Safety Matters |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**Classroom Guidance Lessons on Respect, literacy circles, Classroom Guidance Lessons teaching S.M.A.R.T. (Specific, Measurable, Achievable, Relevant, Time Bound) goals, Latinos in Action mentoring |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:**Bulletin boards reflecting the rich diversity of our students, P.R.I.D.E. (Positive attitude, Respect, Integrity, Drive to do the right thing, Effort towards learning), Harvest Drive |

 |
| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **Students at Country Isles Elementary will leave the school with the skills necessary to become well-rounded, well-adjusted, contributing members of society. The components of SEL aim to encourage the children to develop their individuality while learning how to interact with their peers and adults. Through the exploration of career development, social skills building, and academic goal setting, the program will promote a love of learning and the importance of becoming a lifelong learner.** |
| **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** |
| Leaps Training | Kelly Grant | Leaps Website | Attendance from training | 12/1/2018 |
| SEL Brainshark | Kelly Grant  | Brainshark | Certificate of Completion | 9/28/2018 |
| SEL Training | Kelly Grant | Resources from DPI | Attendance from training | 12/1/2018 |
| **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** |
| Provide CICO to students in need | RtI Team | CICO forms, graphs from CICO intervention | CICO Graphs | 6/1/2018 |
| The leadership team will review behavioral data from BASIS | Leadership Team | BASIS | Data from BASIS | 6/1/2018 |
|  |  |  |  |  |