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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: **Embassy Creek Elementary** | **School Year: 2018-2019** |
| **Principal: Robert Becker** |  |
| **Cadre Director: Dr. Mark Strauss** |
| **School Mission: To empower, nurture and facilitate our students to become global thinkers, lifelong learners and the problem solvers of tomorrow.** |
| **School Vision:** Lighting the future...Guiding the way each and every day.   |
| **SEL Leadership Team School Role** |
| **Name: Jacqueline Hudson SEL Liaison** |
| **Name: Rosemarie Powers School Counselor** |
| **Name: Robin Traslavania ESE Specialist** |
| **Name: Jodi Hoover Assistant Principal (K-2)** |
| **Name: Michelle Dolin Assistant Principal (3-5)** |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Project Wisdom****2. Zones of Regulation/Social Thinking** **3. Say Hello****4. Mentoring Program** |
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|  ***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:** Teachers incorporate social emotional books In their read alouds that focus on recognizing feelings and emotions.  |
| **B. Recognize personal qualities and external supports.** | **Strategies:** Monthly Kids of Character Recognition. Each day students have an opportunity to earn a Spirit Stick from their teacher and/or staff member for exhibiting kindness, making good choices and/or good character. |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:** Future Focus Fridays - Students are given a brief amount of time to establish goals, reflect on past goals, re-work established goals and/or set new goals.  |
| **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**: Students in grades K-1 will participate in Zones of Regulation lesson Zones of Bingo. Students in 2-5th will participate in the Say Hello Lesson – Reach out and Help.  |
| **B: Recognize individual and group similarities and differences.** | **Strategies:** Students in K-5 will participate in Zones of Regulation lesson - Understanding different perspectives. Students in the 3-5th grade will be introduced to the Social Behavioral Mapping. |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:** Mentoring Program, Start With Hello Lesson, Individual/Peer Counseling and cooperative learning games within the classroom setting. |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies**: Peer and Individual Counseling, Zones of Regulation Curriculum and Start With Hello Curriculum. |
| **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:** Project Wisdom presentations twice a week on the morning announcements**.** |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:** Project Wisdom presentations twice a week on the morning announcements. |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:**  Project Wisdom, Latino’s In Action, Mentoring, Meet the Masters, Red Ribbon Week, Peace Week, Nobody Eats Alone and Peer Reading Buddies. |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| Our SEL programs focus on creating an inclusive environment where all students feel supported, engaged and connected to our school. |
| **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** |
| GRADE Level PLC | Support Team | Social Thinking/Zones of Regulation Curriculum | Social Thinking Vocabulary being used throughout the school  | June 2019 |
| RTI Trainings | Support Team | BASIS  | Increase of implementation of Tier 2 strategies | June 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** |
| RTI Meetings | Support Team | BASIS, School Counselors, Literacy Coach, Administration, Social Worker, School Psychologist and Parent Input | Continuous follow-up of RTI interventions and progress | June 2019 |
| Review of Basis for Behavior referrals  | Support | BASIS | Monitoring behavior | June 2019 |
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