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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Croissant Park Elementary | | | | **School Year:** 2018-19 | |
| **Principal:** Michelle-Ann Allison | | | |  | |
| **Cadre Director:** Dr. Mark Strauss | | | | | |
| **School Mission:**  The mission statement of the staff and community of Croissant Park Elementary is to provide a safe, success-oriented environment for each of our students in which excellence in teaching is evident and lifelong learning is promoted. Every student, parent, staff member, and community member of CPE treat each other with respect. All stakeholders work as a team to ensure each student reaches his/her full potential. We believe in the partnership between the school and its families.    The values and beliefs of our school have stemmed from the Tribes Learning Communities. The Mission of Tribes is to assure the healthy development of every child so that each has the knowledge, competency and resilience to be successful in today’s changing world. We have developed inclusion, a sense of value and community for all students in every classroom. Tribes is a step-by-step process to achieve specific learning goals. Five agreements are honored: attentive listening, appreciation, no put-downs, mutual respect, and participation with the right to pass. | | | | | |
| **School Vision:**  The vision of Croissant Park Elementary School is to work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment that fosters the academic and social needs of all students, while also focusing on raising the achievement of all students and preparing them be successful. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name:** Lucy Dorlus **SEL Liaison** | | | | | |
| **Name:** Michelle Allison  **Principal** | | | | | |
| **Name:** Suzan DeMeo **Assistant Principal** | | | | | |
| **Name:** Kathryn Hampton **3-5 Teacher** | | | | | |
| **Name:** Lauren Mianowski **K-2 Teacher** | | | | | |
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| **School-Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1.** LEAPS  **2.** Class Dojo (Growth Mindset)  **3.** TRIBES  **4.** Sanford Harmony (pending training) | | | | | |
| **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:**  ·Mindful Mondays (1-minute mindfulness activities via morning announcements) **-Tier 1**  ·Anger Management Small group, grades 3-5, **-Tier 3**  Academic games:  ·Kahoot**- Tier 2**  ·Behavior reflection sheet **–Tier 1**  ·Class Dojo (Growth mindset) **–Tier 1** | | **B. Recognize personal qualities and external supports.** | **Strategies:**  ·Daily Growth Mindset chant during 5th grade lunch**- Tier 2**  ·Weekly or monthly spotlight student (All about me)**- Tier 1**  ·Teacher-parent conferences**- Tier 1**  ·Kiwanis Kids **–Tier 2**  ·Counselor Corner Newsletter **–Tier 1**  ·Quarterly Honor Assembly **–Tier 1** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**  ·Daily motivational quote via morning announcements -**Tier 1**  ·Character Education, school-wide **–Tier 1** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**  ·Cultural awareness through literacy | | **B: Recognize individual and group similarities and differences.** | **Strategies:**  ·Monthly cultural celebrations (i.e. Hispanic Heritage Month, Native American Month, Black History Month, multicultural curriculum and literacy etc., via school-wide projects and facts via morning announcements). | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**  ·Peer counselors (mentorship program/Start With Hello initiatives), safety patrol 5th grade, **-Tier 2**  ·School-wide monthly guidance lessons (conflict mediation, social skills, and mindfulness) **-Tier 1**  ·Listen to Children, **-Tier 3** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**  ·I message for conflict resolution, **-Tier 1**  ·Thumbody Program, **-Tier 2** | | **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:**  ·Anti-bullying student and staff training **–Tier 1**  ·Home Alone Safe Alone assembly, grade 3 **–Tier 2**  ·TRIBES agreement**, -Tier 1**  ·Teddy Bear Clinic **–Tier 2** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**  ·Literature(K-2 & 3-5)-**Tier 1**  ·Daily use of agenda/planner | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:**  ·Career Day **–Tier 1**  ·Parent Nights (Science Night, Literacy Night, Math Night, Writing Night, etc.) **–Tier 1**  ·Fall Festival  ·H.E.A.R.T Program **–Tier 3**  ·PTSO **–Tier 1** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| · Parent newsletter  · Career Day  · Start With Hello  · Red Ribbon Week  · College Week  · Bully Prevention Month    **How is your school incorporating SEL through its mission, vision and behavior plan.** | | | | | |
| **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** |
| Staff Meeting  (SEL check-in) | Allison & DeMeo |  |  | |  |
| SEL BrainShark | Teachers & Staff | BrainSh-ark (District provided) | Certificate | | September 24, 2018 |
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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** |
| Behavior Needs Assessment | Dorlus &  DeMeo | BASIS, TERMS, DMS | Data/RtI | | Quarterly |
| Academic progress | Administration and Classroom teachers | BAS & I-Ready | Data chats/ RtI | | Quarterly |
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