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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Colbert Museum Magnet School | **School Year: 2018-2019** |
| **Principal: Marisa Fishlock** |  |
| **Cadre Director: Jacquelyn Haywood** |
| School Mission: The mission of Colbert Elementary is to provide a challenging learning environment which enables eachstudent to acquire the necessary skills and knowledge to be successful and to be a benefit to society. Colbert Elementary strives to become an advanced learning center where students are active participants in their own learning. Technology will assist students in realizing their full potential and accepting the skills necessary to be successful. School, home, and community will join together to provide the opportunity for all students to acquire skills which prepare them for the diverse needs of our ever changing society.  |
| **School Vision:** Colbert students seek to investigate, understand, and transform our world.  |
| **SEL Leadership Team School Role** |
| **Name: Frances Morris Guidance Counselor/SEL Liaison** |
| **Name: Dorsett McLeod Intern Principal** |
| **Name: Marisa Fishlock Principal** |
| **Name: Jeania Pierre Teacher/SEL Support Member** |
| **Name: Chentel Neat Magnet Coordinator/SEL Support Member**  |
| **Name: Patrice Bevill Behavior Tech.**  |
| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Sandford Harmony- SEL Moment** **2. Go Leaps Preparing Adolescents With Social Skills (P.A.W.S)****3. SEL Corner** **4. Mindful Moments & Morning Announcements****5. Character Development (Monthly),** |
| **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: Colbert implements a five-minute morning meeting called “Meet Up/Buddy Up”, where students discuss different social emotional scenarios.**  |
| **B. Recognize personal qualities and external supports.** | **Strategies: P.A.W.S.: Students are also engaged in a daily Go Leaps lesson aligned to previously selected social emotional themes where they are engaged in conversations and activities that enhance their abilities to make positive choices and govern** **themselves accordingly.** |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: We provide positive behavior incentives in the cafe, classrooms, and in hallways. Goal orientated academic competitions are incorporated schoolwide to promote academic and personal/social growth.**  |
| **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: School-wide Initiatives for topic such as Anti-bullying Assembly and Diversity & Tolerance Monthly Observances & Activities (ie. Say Hello Week); SEL Morning Meetings, Peer Mediations for conflict resolution (Tier 2 – 4th & 5th Grade)** |
| **B: Recognize individual and group similarities and differences.** | **Strategies: SEL Morning Meetings (Tier 1),**  |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies: P.A.W.S.: Using Go Leaps and Sanford Harmony Lessons—as well other Social-Emotional Resources--during school-wide morning meeting and throughout the school day that targets topics, such as healthy communication and friendship/relationship skill building** |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Students are trained how to become “Up-Standers”, student Social Emotion (Feelings) Check-in/Check-out (Tier 2)** |
| **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: SEL Morning Meeting & P.A.W.S., Mindful Morning Announcement topic specific. In-Class Zen Zones (Tier 2)** |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: SEL Morning Meeting & P.A.W.S., Mindful Morning Announcement topic specific. In-Class Zen Zones (Tier 2)** |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies: SEL Morning Meeting & P.A.W.S., Mindful Morning Announcement topic specific. In-Class Zen Zones (Tier 2)** |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **The practices that we have put in place regarding SEL allow students to engage and interact with curriculum that highlights multiple SEL components and elements. It allows students to have conversations and engage in sessions that enlightens or furthers their knowledge on calming techniques, coping strategies, and situational reactions to undesirable events. When infused with positive behavior incentives, this makes for a guide to SEL success for our students school-wide.**  |
| **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** |
| SEL Training | Frances Morris | BrainShark, School-wide PD | BASIS | On-going |
| Resources Training | Frances Morris | Varying Resources, Sanford Harmony,  | BASIS | On-Going |
| **Quarterly Review of Behavior and Academic Data: *How will school leadership measure the impact of SEL. What are the indicators of success?*****We will measure the effectiveness of our SEL Plan by analyzing the referral data specifically analyzing the type of behaviors that are occurring within our building. We will then compare it to the number of ODRs per behavior from the previous year to determine any decrease in each behavior founded. A decrease in undesired behaviors will validate our efforts to decrease behaviors via SEL, as an increase will prompt us to reevaluate the effectiveness of our action plan leading us to adjust our strategies as needed.**  |
| **Action** | **Responsible Person** | **Resources** | **Evidence of Completion** | **Completion Date** |
| Review the number on referrals BOY & EOY | Dorsett McLeod | Data Warehouse & BASIS | BASIS | On-Going |
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