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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Coral Cove Elementary | | | | **School Year: 2018-19** | |
| **Principal: Stephanie Saban** | | | |  | |
| **Cadre Director: Ernie Lozano** | | | | | |
| **School Mission: The Mission of Coral Cove Elementary and its stakeholders is to ensure that all students receive a quality education within a safe and secure learning environment.** | | | | | |
| **School Vision: The Vision of Coral Cove Elementary is at Coral Cove Elementary, every student will get “A RARE” experience. “A Rare” stands for, Achieve at high levels with Relevant, Aligned, Rigorous, and Engaging curriculum.** | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Mark Fulton School Counselor/SEL Liaison** | | | | | |
| **Name: Sandra Michel ESE Specialist** | | | | | |
| **Name: Kesha Redd Autism Coach** | | | | | |
| **Name: Daisy Pardo School Psychologist** | | | | | |
| **Name: Marlene Jairam Social Worker** | | | | | |
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| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Start With Hello Week**  **2. Anti-Bullying Week**  **3. School Counseling Classroom Curriculum Lessons**  **4. School Counseling Small Group Counseling** | | | | | |
| **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: K-5 Classroom guidance lessons focused on self-control and conflict resolution** | | **B. Recognize personal qualities and external supports.** | **Strategies: K-5 “Role of the School Counselor” classroom guidance lesson. Provide students with all supports and services the school counselor is there for.** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Classroom guidance lessons and small group counseling sessions focused on goal setting and time management.** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: K-5 Classroom guidance lessons on cooperation and emotions.** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Creating a welcome atmosphere within the school and remaining visible to all students. Incorporating a diverse population in small group counseling. Cultural Differences – 5th Grade Classroom Lesson.** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: Friendship Small Group Counseling – 1st Grade** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Conflict Resolution Small Group – 3rd Grade** | | **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: Healthy Choices Classroom Lessons – 1st Grade** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Individual Counseling and providing students with strategies to work on decision-making skills.** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: Implement programs for all students that focus on social inclusion, kindness, and positive behavior. I.E. “Start with Hello Week”, “Choose Kind School-Wide Program”** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **At Coral Cove, we believe that safety is our first priority. Furthermore, once we ensure all of our students are in a safe environment, our next priority is student learning. We believe that all students can learn and that students should be provided with a variety of instructional approaches to support their learning. At our school each student is a valued individual with unique physical, social, cultural, emotional, and intellectual needs. Our school executes its purpose through various programs, including an Exceptional Student Education (ESE) Inclusion Program, to meet the needs of our diverse population. Our administration and faculty has high expectations for all our 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** |
| Discuss School Counseling planning during support staff meetings. | Mark Fulton, School Counselor | ASCA.org  Diversity, Prevention, and Intervention Sharepoint Link | Lesson Plans | | Once per week |
| Discuss future lessons/programs at monthly faculty meetings. Consult and collaborate with teachers regarding students concerns. | Mark Fulton, School Counselor | Red Ribbon Week Activities, Anti-Bullying Week Activities, Classroom/Group Activities | Faculty Meeting Notes | | Once per month |
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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** |
| Collecting Pre/Post test data of classroom lessons | Mark Fulton, School Counselor | Pre/Post-Test Data | Pre/Post Data | | Duration of 2018-19 school year |
| Collecting and analyzing attendance rates | Mark Fulton, School Counselor | BASIS | Attendance Data | | Beginning, middle, and end of 2018-19 school year |
| Collecting and analyzing academic achievement and behavior data | Mark Fulton, School Counselor | FSA scores, academic and behavior referrals, RTI | Academic Achievement and Behavior Data | | Beginning, middle, and end of 2018-19 school year |