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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Coconut Palm Elementary | | | | **School Year: 2018-2019** | |
| **Principal: Theresa Thelmas** | | | |  | |
| **Cadre Director: E. Lozano** | | | | | |
| **School Mission: The mission of Coconut Palm Elementary is to provide the highest quality education for every child in a positive, safe and nurturing environment where diversity is celebrated.** | | | | | |
| **School Vision:** Educating today’s students for tomorrow’s world. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Yvonne Sugarman/SEL Liaison Krysten Tobacco/school counseling intern** | | | | | |
| **Name: Mabel Rodriguez/Teacher Jacqueline Edman/Reading support coach** | | | | | |
| **Name: Dee Schmitt/ Teacher Colleen Cottam/Literacy Coach** | | | | | |
| **Name: Maria Delgado/Office Manager Kelly Hernandez/ESE specialist** | | | | | |
| **Name: Jennifer Kinggard/AP** | | | | | |
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| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1.Sandy Hook Promise/ Start with Hello**  **2. Sun-Sentinel-Character Ed. Traits**  **3.**  **4.** | | | | | |
| **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: Class Do-Jo-K-5, Go Noodle k-5, Mindful Monday’s-school wide announcements k-5. Calming Corners-k-5, Journaling, breathing activities k-5** | | **B. Recognize personal qualities and external supports.** | **Strategies: Character Traits-k-5**  **Daily/weekly Read alouds** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Quarterly Honor Roll assemblies 3-5, Monthly Char. Ed assemblies k-5, College awareness week k-5, Reading Across Broward awards k-5, AR points k-5, Career Day k-5,** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: Morning Meetings k-5, Daily Read Aloud k-5, Small counseling groups k,3&5, Zones of Regulations, Daily school wide announcements/ recognitions** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Quarterly Ice Breaker activities k-5, Hispanic Heritage Month, Daily Read Aloud k-5, Black History month, morning meetings, small counseling groups, k,3,5-**  **Classroom counseling lessons** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:5th grade Student Council, District Anti-Bullying videos and lessons k-5, Morning Greeting, Start with Hello, Zones of Regulation-5th grade** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Conflict Resolution lessons DPI, Anti-Bullying Brainshark, Zones of Regulation 5th grade. Monthly character traits** | | **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: Social Stories, Non-Fiction text that relates to SEL,** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Science Fair, Living Wax Museum, Café good behavior awards, Daily teacher observations/Feedback** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: Harvest Drive, Toy Drive, Breast Cancer awareness fundraiser, Relay for Life-Autism Awareness, Jump Rope for Heart, Shop with a Cop, Safety Patrol.** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **At Coconut Palm Elementary we provide the highest quality education where we imbed the Social Emotional standards into our everyday practices and school wide activities. In partnership with all school staff and the community we help students be mindful, successful life-long learners and problem solvers.** | | | | | |
| **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 staff Brainshark | Sugarman | Brainshark | Sign-in sheet | |  |
| Sandy Hook Promise | Sugarman | Online training/Power point | Reduction of referrals | |  |
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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** |
| Review Discipline Referrals in Basis. Decrease in referrals by 10%. | Sugarman | BASIS discipline referrals | On going | | On going |
| Review iready diagnostic data for increase in scores. Monitor increase in iready usage. | Sugarman/  classroom teachers | iready | On going | | On going |
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