School Accountability Committee

Columbine Hills Elementary
2023-2024
Welcome...

- Hi, my name is ________________.
- My son/daughter is in grade ________________.
- What are you looking forward to for Thanksgiving Break?
CHE Celebrations!!!
AIMING FOR SUCCESS, BELIEVING... TOGETHER WE CAN!

Through our shared values, the students, parents, staff and community members of Columbine Hills will collaboratively ensure an environment where everyone succeeds academically, socially, and emotionally to cultivate independent thinkers and problem solvers in a diverse and ever-changing world.

**GROWTH MINDSET**
We give and receive feedback with an open mind, engage in active listening, and persevere in the face of challenge.

**COMUNICATION**
We communicate in a timely and consistent manner with honesty and positive intent.

**COLLABORATION**
We actively and respectfully share and use our knowledge and research-based practices to meet the needs of the CHE community.

**SHARED LEADERSHIP**
We share responsibility by utilizing the strengths and expertise of all community members to be intentional and solution-focused for continuous improvement.

**STUDENT CENTERED**
We build relationships with students by utilizing multiple academic, social, and emotional strategies through an encouraging environment with positive reinforcement.

**POSITIVITY**
We promote positivity by seeking to understand other perspectives, showing appreciation, expressing forgiveness, and having fun.
Our Learners:
Our Future

All Jeffco students experience a culture of instructional excellence.

All Jeffco students have extraordinary student experiences that recognize their strengths, challenge them to improve, and support them to succeed.
2023-2024 SAC Goals

1. Leverage group for feedback to provide input and recommendations to school leadership.
2. Increase participation among school families - through quick surveys as well as monthly meetings.
SAC Parent Survey: Review Results

- What questions do you have about supporting your child’s social emotional needs?
- If CHE was able to provide parent workshops to support mental health needs, please select any you might be interested in.
- Please share other parenting workshops you are interested in.
- Questions you have for the Columbine Hills Mental Health Team.
Columbine Hills Mental Health Team

"Alone we can do so little; together we can do so much" - Helen Keller

Jenifer Wells, MA
Social Emotional Learning Specialist

Jessica Corbin, LCSW
School Social Worker
Social-Emotional Learning at Columbine Hills
What Is Social-Emotional Learning?

Social-emotional learning (SEL) helps people:

- Understand and manage their emotions
- Set and achieve positive goals
- Have and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions
Social Skills Improvement System™ Social-Emotional Learning Edition Screening/Progress Monitoring Scales (SSIS SEL)

The SSIS SEL is a strength-based tool for screening and progress monitoring social and emotional competence. Teachers are asked three times a year to score each student in their class in the five following areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Here is what the screener looks like: rubrics
Importance of Universal Screening

- Early identification of social emotional needs & reduces need for more intensive services later
- Untreated emotional/behavioral issues correlate with negative outcomes
- Informs the schools about our student population
- Finds groups of students with common needs

Cheney, Breen, & Rose, 2008
Things to keep in mind:

- Simply indicates there might be a problem or a strength
- Not intended to be:
  - Prescriptive
  - Evaluative
- Requires additional data triangulation to determine supports (when necessary).
- Behavioral screening is a normative practice across the United States, e.g., Vision, Hearing, Literacy
Social-Emotional Competence

- **59%** Proficient Level (167 students)
- **33%** Emerging Level (96 students)
- **8%** At Risk Level (24 students)

**Window 1 - Sept-Oct 2022 SSIS™ SEL Edition**
- 54% Proficient
- 36% Emerging
- 10% At Risk
- 158 students
- 108 students
- 31 students

**Window 3 - Apr-May 2023 SSIS™ SEL Edition**
- 65% Proficient
- 31% Emerging
- 4% At Risk
- 192 students
- 90 students
- 13 students
What are areas of relative strength and what areas are in need of more development?

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Self-Awareness
Avg. Rating: 2.83
# Students Emerging/At-Risk: 70

Skill Units
5. Ask for help.
11. Tell others about your skills.
22. Be positive about the future.

Skill Development Needed

Relationship Skills
Avg. Rating: 2.74
# Students Emerging/At-Risk: 86

Skill Units
2. Say please and thank you.
6. Take turns when you talk.
7. Get along with others.
16. Ask others to do things with you.
17. Introduce yourself to others.

Self-Management
Avg. Rating: 2.74
# Students Emerging/At-Risk: 98

Skill Units
1. Listen to others.
3. Follow the rules.
4. Pay attention to your work.
8. Stay calm with others.
13. Express your feelings.
18. Stay calm when pushed or hit.
24. Uses appropriate language when upset.
28. Takes criticism without getting upset.

Skill Development Needed

Responsible Decision Making
Avg. Rating: 2.8
# Students Emerging/At-Risk: 75

Skill Units
9. Do the right thing.
12. Own your actions.
14. Respect other people's things.
15. Do your part in a group.
23. Listen to different ideas.
27. Says when there is a problem.
30. Resolve disagreements calmly.

Skill Development Needed

Social Awareness
Avg. Rating: 2.97
# Students Emerging/At-Risk: 49

Skill Units
10. Do nice things for others.
19. Stand up for others.
20. Make others feel better.
25. Show concern for others.
26. Forgives others.
29. Shows kindness to others when they are upset.

Skill Development Needed
Welcome to Second Step® Elementary

The Second Step® Elementary digital program is the SEL program we are using this year.

It’s research-based and made for elementary students.
Bi-Weekly Lessons

Lessons per grade: 20 lessons

Teaching time: 15-30 minutes

Includes: Songs, videos, handouts, discussions, Brain Builder activities, daily practice activities

Along with this, we also do circles and activities that allow students to extend and apply their learning in the 45-50 minute period.
Second Step® Skills and Concepts

Unit 1: Growth Mindset & Goal-Setting

Unit 2: Emotion Management

Unit 3: Empathy & Kindness

Unit 4: Problem-Solving

Each unit is composed of 5 lessons per grade
Unit 1: Growth Mindset & Goal-Setting
Students learn how to:
- Pay Attention and manage distractions
- Develop a growth mindset
- Apply goal-setting strategies to their social and academic lives

Unit 2: Emotion Management
- Identify and label their own and others’ emotions
- Use emotion-management strategies to calm strong feelings, including stress management for older students

Unit 3: Empathy & Kindness
Students learn how to:
- Recognize kindness and do kind acts for others
- Have empathy for others and take others’ perspectives
- Recognize kind acts and empathy as important elements in building and maintaining relationships

Unit 4: Problem-Solving
Students learn how to:
- Identify and state a problem
- Recognize if a problem is an accident
- Use the STEP problem-solving process:
  - S: Say the problem
  - T: Think of solutions
  - E: Explore the outcomes
  - P: Pick a solution
Ways to Support SEL at Home

- Follow along throughout the year as each unit progresses.
- Read the bi-weekly communication in your child’s newsletter to help you reinforce Second Step language, skills and goals at home.
- Home Links are a one-page unit overview sent home at the start of each unit to introduce the concepts and skills being taught. They also offer ideas that families and caregivers can use to reinforce their child’s learning and support their practice beyond the classroom.
Circles

- **Goal**: Know kids by name, strength, and need
- **First 10 minutes of every day**
- **Effective and meaningful path to both community and communication**
- **Used to serve academic, social and emotional, and reflective purposes with our students.**
- **Examples**: Temperature check, would you rather, calm down strategy, goal for the day, what did you learn, problem solving
Circle Agreements

- Speak from the heart
- Listen from the heart
- Trust you will know what to say
- Respect the talking piece
- It's okay to pass
Social Worker: Jessica Corbin, LCSW

- Tier 3 Mental Health Supports for students with an IEP or 504 Plan
  - Social skills, interpersonal relationships, emotion identification & regulation, impulse control, executive functioning skills, problem solving, etc.
  - Variety of services
- Tier 1 & 2 Mental Health support as needed
  - Grief/Loss, emotion regulation, friendships, communication, restorative conversations, etc.
  - Check-in/Check-out
- Consultation with general education classrooms
  - PBIS, Behavior Intervention Plans, Mental Health supports, IEPs
- IEPs
  - Assessments, FBA/BIP and Service Minutes
- Screeners for mental health crisis
Social/Emotional Resources

**CHE: SEL**
Jefferson County Public Schools Website- Mental Health Supports

**CASEL: SEL with Families and Caregivers**

**Edutopia: Social and Emotional Learning: Strategies for Parents**


**Harvard University: Enhancing and Practicing Executive Functioning**
Colorado Department of Early Childhood

3-5 Years: Promoting social/emotional and behavioral health. Children at this age are making friends and learning how to help, share, take turns and resolve problems.

At this age children are better able to control their feelings and impulses but they still need practice. They are able to follow simple rules and predict routines. They are also able to follow directions with two steps (“Go to the closet and get your coat so we can go outside”).

**TRY THESE TIPS:**

- Talk about the child’s feelings, your feelings, and others’ feelings
- Help the child see how their actions affect other people and help them resolve conflicts (“How did Daniel feel when you took his toy? What can you do to make him feel better?”)
- Be a role model for how to interact with others (try taking turns playing with a toy)
- Play games to practice controlling impulses (try “freeze dancing” - dance until the music stops and then “freeze” until it starts again)
- Stay calm, even if the child is not; keep them close to make sure they don’t hurt herself or others when they are upset; when the child is calm, talk about why they felt that way
- Give children lots of support, encouragement and love every day
- Read books and talk about how the characters feel and why
- Show and talk about ways that are OK to express emotions (like dancing, hitting a pillow, squeezing play dough, talking to an adult)
- Stick with daily routines - keep bedtime the same every night, do the same order of things before bedtime (pajamas, brush teeth, read a book)
- Tell the child rules in words they can understand and tell the child why the rule is important
- If they need help, show them how and then let them try
- Play “follow the leader” to help children learn to follow directions
5-8 Years: Manage emotions, have positive relationships, resolve conflicts peacefully and take care of others. Children at this age continue to learn skills that provide a foundation for lifelong learning.
Questions?