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| --- | --- | --- | --- | --- | --- |
| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: North Side Elementary | | | | **School Year:** | |
| **Principal: Heilange Porcena** | | | | **2018-2019** | |
| **Cadre Director: Ms. Jacquelyn Haywood** | | | | | |
| **School Mission: NSE is committed to delivering a high-quality leaning experience in a safe, equitable environment.** | | | | | |
| **School Vision:** **Educating all learners to succeed in tomorrow’s work.** | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Clairol Bastian SEL Liaison/Counselor** | | | | | |
| **Name: Kaia Qaiyim Assistance Principal** | | | | | |
| **Name: Anita Kethireddy Literacy Coach** | | | | | |
| **Name: Ashley Langani ESE Specialist** | | | | | |
| **Name: Anaelle Marcelin Social Worker** | | | | | |
| **Name: Sherrly English Teacher** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. 7 Habits-Leader in Me**  **2. Character Education**  **3. Cloud 9** | | | | | |
| **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:**   * small group anger management to help students learn skills to manage their emotions. Grades 3-5. **Tier 3** * Safe Place: an area in the classroom where kids can go to calm down. * Behavioral reflection sheet- **Tier 1** | | **B. Recognize personal qualities and external supports.** | **Strategies:**   * Teacher-Parent conference. – **Tier 2** * Quarterly honor roll assembly to recognize academic achievement – **Tier 1** * Terrific Kids Award (provided by Kiwanis Club) -**Tier 2** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**   * School wide pledge via morning announcements - **Tier 1** * Daily motivational quote 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:**   * Monthly learning target through Leader in Me 7 Habits * Teacher input | | **B: Recognize individual and group similarities and differences.** | **Strategies:**   * Monthly cultural celebration (i.e. Hispanic Heritage Month, Black History Month, ect via school-wide projects, facts via morning announcements, and assembly -**Tier. 2** * Using daily agenda/planner **Tier 2** * Teacher Input * Monthly Learning through Leader in Me 7 Habits | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**   * Daily motivational Kids of Character quotes on the morning show * Morning Mentors -**Tier 1** * Safety Patrols – **Tier 1** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**   * Weekly guidance lessons with established group anger management -**Tier 2** * I message for conflict resolution, -**Tier 1** | | **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-Bulling School-wide assembly and staff training- **Tier 1** * Safety Patrol | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**   * Cloud 9 World Literature (K-2 & 3-5)-**Tier 1** * Agenda * Communication folders * Teacher Input | | **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, ect.) -**Tier 1** * H.E.A.R.T Program- **Tier 3** * PTA- **Tier 1** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **How is your school incorporating SEL through it’s mission, vision and behavioral plan?**   * **Parent newsletter** * **Career Day** * **Peace Week** * **Start with Hello** * **Red Ribbon Week** * **Bully Prevention Month** | | | | | |
| **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 BrainShark  (Self-Check-In) | Porcena & Qaiyim | District provided  Brainshark | Sign-in-sheet | |  |
| SEL BrainShark | Teachers & Staff | District provider BrainShark | Certificate | | September 24th 2018 |
|  |  |  |  | |  |
| **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 | Clairol & Qaiyim | BASIS/TERMS/DMS | Data/RtI | | Quarterly |
| Academic Progress | Administration and/Classroom Teachers | BAS and I-Ready | Data chats/  RTI | | Quarterly |
|  |  |  |  | |  |