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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: **North Andrews Gardens** | | | | **School Year:** | |
| **Principal: Catrice Duhart** | | | | **2018-2019** | |
| **Cadre Director: Mark Strauss** | | | | | |
| **School Mission:**  NAGE believes that a partnership must exist between our parents and our school. NAGE promotes positive communication between the school and our students’ homes. The school provides a variety of opportunities for parents to be involved in activities supporting our school. It is our goal to provide an atmosphere where parents are able to express their views and to assist in problem solving. We want parents to understand that we view them as joint policy and decision makers and plan to emphasize their roles as advocates. By working together, we believe that our children can and will succeed! | | | | | |
| **School Vision:**  North Andrews Gardens-is setting the standard for excellence in academics as well as the visual and performing arts | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Catherine Thornton School Counselor SEL Liaison** | | | | | |
| **Name: Amy Torres Literacy Coach** | | | | | |
| **Name: Clarice Johnston Assistant Principal** | | | | | |
| **Name: Ashley Pecora Second Grade Classroom Teacher** | | | | | |
| **Name: Yesenia Sanchez Resource Teacher** | | | | | |
| **Name: Susan Rasmussen Fifth Grade Classroom Teacher** | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Start with Hello**  **2. Sanford Harmony**  **3. Character Education**  **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:**   * Sanford Harmony-(Ex: Caterpillar Thought Connection) * Teachers will address student concerns by conferencing one on one with the student to assist them. If needed, that student will be referred to the school counselor for further guidance. * Teachers provide students with strategies so they can monitor and regulate their behavior and emotions in the classroom-Use emotion/Reflection Journal as needed. | | **B. Recognize personal qualities and external supports.** | **Strategies:**   * Teachers model SEL behaviors of respect, caring, self-control, and fair decision making * Character Education-Teachers will introduce and review character traits; student are rewarded each month. * Balanced Literacy Program allows teachers to address various Social Emotional Learning (SEL) core competencies in class. * Teachers routinely give specific and timely feedback to students for accepting direction well from authority figures. | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**   * Sanford Harmony Lessons and activities(ex: Meet Up Buddy Up) * Character Education Lessons-at honor Roll assemblies students accomplishments are awarded each month (Silver Honor Role award, Gold All A’s and Terrific Kid Award) * Teachers create age-appropriate class roles and responsibilities that emphasize individual strengths, areas to improve, and personal and group goals. | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**   * Start with Hello Lesson Plans(In My Shoes Lesson) * Sanford Harmony(ex: Meet Up Buddy Up, Community Builders) * Structure the classroom so that each student feels included, appreciated, and okay to make mistakes. * Examine literature and take the perspective of characters or identifying feelings and thoughts. | | **B: Recognize individual and group similarities and differences.** | **Strategies:**   * SEL Balanced Literacy-Use an age-appropriate book to discuss the characters’ feelings and how those feelings affected others and the outcome of the story. Lead activities to demonstrate that everyone is different, has different thoughts and feelings, backgrounds * Start with Hello Lesson Plans-(Ex: Human Bingo) * Sanford Harmony(Ex: Commonalities Game) * Discuss characters in literature or figures in history, how they felt, and why they took certain actions or behaved the way they did. Lead activities to demonstrate that everyone is different, has different thoughts and feelings, backgrounds. * Give students opportunities to practice social skills in small groups and project based learning activities. | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**   * Start with Hello(Reach Out and Help Lessons) * Sanford Harmony-(Ex: Collaborations) * Group and partner projects within the classroom-Use cooperative learning and project-based learning strategically (reflecting thoughtfully and intentionally on the composition of groups) to build diverse working groups. * Establish class or morning meetings that give students the opportunity to interact with each other and practice speaking and listening skills. | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**   * Teacher one-on-one conferences, checking in with students. * Sanford Harmony-(Ex: Caterpillar Thought Connection) * Teachers allow time for mediations with school counselor. * Encourage students to discuss solutions to problems rather than blame others. * Model and routinely promote a school norm of treating others the way you would want to be treated. * Lead discussions about who students can reach out to when they need help or advice. | | **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:**   * Start With Hello- See someone Alone Lessons * Teachers reinforce classroom norm expectations * Balanced Literacy Program allows teachers to address various Social Emotional Learning (SEL) core competencies in class. * Read current events and discuss if the decisions made are ethical and evaluate against a clearly defined ethical criteria | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**   * Sanford Harmony: (Ex: Caterpillar Thought Connection) * Teachers reinforce classroom norm expectations. * Student’s team up together to accomplish assignment tasks. * Ask for student input, provide meaningful choices, and create opportunities for students to be responsible in the classroom. * Teachers have a designated “Safe Space” in the classroom.: * Develop and enforce class rules and shared norms, discussing them routinely. | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:**   * Start With Hello Lessons(Discussion Questions) * Sanford Harmony Lessons and activities(Meet Up Buddy Up) * Incorporate student voice when coming up with rules and procedures of the classroom. * Routinely give specific and timely feedback to students for accepting direction well from authority figures. | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| North Andrews Gardens Elementary implements SEL school wide programs (Start with Hello, Sanford Harmony and Character Education) along with the school wide SEL competency strategies. Our school sets an expectation where students learn from teachers modeling skills and opportunities for students to practice and implement the SEL competencies that are explicitly taught. Teachers implement SEL behaviors of respect, caring, self-control, and fair decision-making within their lesson plans while teaching a variety of strategies students can practice in varying social situation. Teachers also provide resources where students can receive extra support if they need help with interpersonal or intrapersonal problems. All teachers and support staff at North Andrews holds high expectations for student behavior and allow opportunities for students to make positive choices and learn from their behavior when they make mistakes. Teachers and staff review behavior expectations with students throughout the school year using the school wide behavior plan.  North Andrews Gardens is using a variety of mentoring programs to assist students with Social and Emotional goals.  We have Barbara Bush's Teen Trendsetters Foundation working with 3rd grade (lowest quartile) students with a reading mentor program.  The Latinos in Action is another mentoring group that comes to our school location to work with K-5 Students to assist with social and emotional topics. | | | | | |
| **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** |
| Team Leader meetings/PLCs | Amy Torres/Yesenia Sanchez | Team Leader meeting notes | Team Leader meeting notes | | June 2019/Ongoing |
| Sharing SEL Resources | Catherine Thornton | DPI SharePoint-School wide programs | Receipt of Email | | Ongoing |
| Social Emotional Learning Brainshark | Catherine Thornton | Certificates | Completed Certificates | | 9/28/18 |
| **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 of Academic Data | Support Team | Basis Data | Principal Review | | Ongoing |
| Review of Behavior Data | Support Team/SEL Team | Basis Data | Principal Review | | Ongoing |
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