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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Norcrest Elementary | | | | **School Year: 2018-2019** | |
| **Principal: Kyna Duarte** | | | |  | |
| **Cadre Director: Mark Narkier** | | | | | |
| **School Mission:** Norcrest Elementary is committed to cultivate lifelong learners who are resilient and have empathy. Norcrest Elementary understands the benefits of diversity and embraces the opportunity to serve all cultures, religious beliefs, economic stations, and abilities**.** | | | | | |
| **School Vision:** Norcrest Elementary will equip students, staff, and all stakeholders with the social and emotional skills to succeed in their pursuit of happiness; moreover to become competent, contributing members of society. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: William Nicholas SEL Liaison** | | | | | |
| **Name: Kyna Duarte Principal** | | | | | |
| **Name: Jennifer Morales Science Coach** | | | | | |
| **Name: Maria Rietberg Reading Coach** | | | | | |
| **Name: Katherine Kusmich ESE Specialist** | | | | | |
| **Name: Fred Robinson Assistant Principal** | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Social Thinking®** | | | | | |
| **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: Teachers and Counselor teach students the Zones of Regulation component of Social Thinking®** | | **B. Recognize personal qualities and external supports.** | **Strategies: Students are recognized for their successes (academic as well as social/interpersonal) at assemblies, on the morning announcements, and in their classes. Students learn of external supports as part of the Social Thinking® curriculum.** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Students’ work is displayed in the front office, in their classrooms, and common areas of school. Teachers and Counselor teach goal setting strategies and provide feedback to students and parents on goal attainment. College week is celebrated.** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: Peace Week, Start With Hello Week, Teaching how unexpected behaviors impact the feelings of those nearby through the Social Thinking® curriculum.** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Peace Week, Winter Wonderland Projects, Morning News, Social Thinking® curriculum identifying our similarities and varied talents and intelligences.** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: Social Thinking® curriculum to understand other’s feelings, and expected interactions. Start With Hello Week** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Using Social Thinking® strategies students learn to be more aware of their peers behaviors and emotions as well as how to best assert their own wants and needs in a pro-social manner.** | | **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: Select students participate in Student Government Day at Deerfield Beach City Hall, others are elected to Student Counsel, Safety Patrols. Social Thinking® curriculum, and Red Ribbon Week.** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Red Ribbon Week activities including poems and skits portraying choices (decisions) for healthy living. Also Social Thinking® Curriculum that addresses Size of the Problem compared to Size of the Reaction; deciding with intentionality which Zone (Blue, Green, Yellow, or Red) to be in emotionally and how to move (physiologically) between the Zones.** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: Sandy Hook Promises’s Start With Hello Week, Peace Week, and Social Thinking® curriculum including teaching social awareness and relationship management – for example, awareness of how our behaviors effect how other people think and feel about us. Teaching whole body listening, how to ask for help and clarification.** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **Social Thinking® curriculum encompasses a wide area of social emotional learning. Emotional Intelligence is enhanced as students learn to: understand their feelings & manage their behaviors; become more aware of the feelings and behaviors of their peers as well as adults; and how their own behavior impacts the thoughts, feelings and behaviors of people nearby. Finally, they learn how to manage their closest relationships by managing their own thoughts, feelings, and behaviors.** | | | | | |
| **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** |
| Introduction to SEL Training 2018-19 | SEL Liaison | Social Thinking® curriculum Sanford Harmony Resources | Agenda & Sign-In Sheet | | August 15, 2018 |
| Team Leader Meetings | SEL Team | Data from BASIS – Social Thinking® | Agenda & Sign-In Sheet | | June 2019 |
| Staff Development Meetings | SEL Team | Data from BASIS – anecdotal reports | Agenda & Sign-In Sheet | | June 2019 |
| **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 BASIS for Behavioral Referrals | Response to Intervention team | BASIS | Possible RtI Referral – monitor tier 2 and tier 3 interventions | | June 2019 |
| Grade Level Team Meetings. Team Leaders bring grade level academic and behavioral (RtI) data from their respective teams to share with Leadership Team (Administrators, Guidance Counseor, Curriculum Coaches [Literacy, Math, & Science], ESE Specialist, & ESOL Liaison). Data is analyzed and monitored, additional interventions are implemented as necessary. | Team Leaders | BASIS, School Counselor, ESE Specialist, Curriculum Coaches, Administration | Continuous follow up. Ideally students will gain at least a year’s growth within the academic year in the core subjects. | | June 2019 |
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