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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: NORTH FORK ELEMENTARY | **School Year:** |
| **Principal: RENDOLYN AMAKER** | **2018-2019** |
| **Cadre Director: DR. STRAUS** |
| **School Mission: At North Fork Elementary, a STEM school, we aim to provide a stimulating, safe, and optimal learning environment that sets high expectations for each student to become a creative, responsible, and productive individual in today’s changing society.** |
| **School Vision:** **Our vision as a forward-thinking school aims to prepare our students for a rapidly changing world by equipping them with critical thinking skills, global perspectives, and respect for core values of honesty, loyalty, and compassion.** |
| **SEL Leadership Team School Role** |
| **Name: Erica Jones-Biddings School Counselor and SEL Liaison** |
| **Name: Rendolyn Amaker Principal** |
| **Name: Sophia Myers Assist. Principal** |
| **Name: ALL GRADE TEAMLEADERS** |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1.LEAPS****2. Stanford Harmony** |
| **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?**   |
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| **Goal 1: *Develop self-awareness and self-management skills to achieve school and life success.*** |
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| **A. Identify and manage one’s emotions and behavior.** | **Strategies: All students listen to Mindful moments on morning announcements.****I’m Thumbody program taught to all 2nd grade students.****“Express Yourself” Journal writing** |
| **B. Recognize personal qualities and external supports.** | **Strategies: Kids of character awards. Character Trait daily announcements. Student of the Month award and party. Monthly Attendance award and party.** |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Quarterly Principals award, Honor Roll, Manatee award for students bringing up grades** |
| **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.***  |
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| **A: Recognize the feelings and perspectives of others.** |  **Strategies: Monthly Mindful activities.****Class discussions, Essay and poster activities. Say “Hello, Red Ribbon week, Kindness Activity-Harvest Drive food donation activity, Anti Bullying week.** |
| **B: Recognize individual and group similarities and differences.** | **Strategies: Anti-bully activities, School-wide behavior assembly, Classroom discussions, Brainstorming activities** |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies: Classroom SEL lessons from Standford Harmony, Bucket Filling activities. Literature circles School safety patrol club and Buddy reading with cross grades quarterly.** |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Anti-bullying activities, School safety patrol club, Peer mediation meetings, group counseling, what would you do activities,** |
| **Goal 3: *Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.***  |
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| **A: Consider ethical, safety, and societal factors in making decisions.** | **Strategies: Social skills lessons from LEAPS** |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Monthly Character Trait activities and quarterly Honor roll/Manatee awards, safety patrol**  |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:****Bucket filling school activities, Career day, classroom jobs, Safety patrol club** |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **Parent Curriculum nights, Dads bring your child to school day, Career day, Field Day, student of the month, Moms and Muffins, and holiday programs.****All of the programs support Empathy for others, decision making, self awareness, self management, relationship skills, problem solving and interpersonal relationships** |
| **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** |
| Watch Brainshark | Erica Biddings | Brainshark | Evaluation | On- going |
| PLC/Teacher training | Erica Biddings | Stanford Harmony | RTI strategies used | On-going |
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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 Attendance | Erica BiddingsNichole Thomas | Attendance Plan | BASIS and optispool reports | On-going |
| Review SW and Guidance referrals | Erica BiddingsSophia Myers | BASIS | BASIS documentation and Tier strategies used | On-going |
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