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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?** | | | | | |
| |  |  | | --- | --- | | **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: 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.*** | | |  | | | **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.*** | | |  | | | **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** | | | | | | |
| **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 Biddings  Nichole Thomas | Attendance Plan | BASIS and optispool reports | | On-going |
| Review SW and Guidance referrals | Erica Biddings  Sophia Myers | BASIS | BASIS documentation and Tier strategies used | | On-going |
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