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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Nob Hill Elementary | **School Year: 2018-19** |
| **Principal: Jeannie B. Floyd** |  |
| **Cadre Director:** |
| **School Mission: Nob Hill Elementary is committed to providing students and their families with the best possible education. We strive to provide a safe, secure and authentically engaging learning environment that will allow our children to reach their highest potential.** |
| **School Vision:** Nob Hill Elementary fosters a high performing learning environment where students are encouraged to become collaborators, critical thinkers and problem solvers through an interdisciplinary approach to learning. |
| **SEL Leadership Team School Role** |
| **Name: Arlene Kall SEL Liaison** |
| **Name: Jeannie B. Floyd Principal** |
| **Name: David Suarez Assistant Principal** |
| **Name: Heather Most Literacy Coach** |
| **Name: Laura Horowitz K Team Leader** |
| **Name: Ashi Aldayani 1st Grade Team Leader****Name: Addison Catone 2nd Grade Team Leader****Name: Jennifer Gray 3rd Grade Team Leader****Name: Brittany Maher 4th Grade Team Leader****Name: Malecia Tardieu 5th Grade Team Leader****Name: Angela Tucker Literacy Teacher, 3-5** |
| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Growth Mindset (Growth Mindsets in the Classroom Lessons and Initiative)****2. Be the One (Anti-Bulllying)****3. Think Before You Post****4. Sanford Harmony****5. Student Success Skills by Brigman and Webb****6. Life Stories for Kids K-2, 3-5 by 3-C Institute of Social Development (SEL media)****7. Conscious Discipline****8. Sandy Hook Promise****9. Kids of Character****10. Reality Lane (videos through Diversity, Prevention and Intervention)****11.Energy Bus Initiative by John Gordon****12. Emotional Intelligence lessons from Diversity, Prevention and Intervention sharepoint****13. DoJo videos****14. Teaching Students to Get Along by Lee Cantor****15. Bucket Filler Initiative****16. Anti-bullying video provided through DPI for all students and staff** |
| **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: 1)Growth Mindset DoJo Videos; 2) Lessons from Life Stories for Kids 3) Lessons from Growth Mindset Resources 4) Lessons from Emotional Intelligence from resources on DPI webpage 5)**  |
| **B. Recognize personal qualities and external supports.** | **Strategies: 1) Use of Life Stories for Kids K-2, 3-5 2) Lessons from Emotional Intelligence Activities, resources on DPI website 3) Lessons from Ready to Use Resources for Mindsets in the classroom 5) Shout Out/High Five bulletin boards in classrooms where lessons on social emotional achievements are discussed as awards displayed; this is listed in our SIP plan 6) Kids of Character activities and awards given on a monthly basis to a student in each class 7)Teacher and employee of the month recognition with qualities shared with staff**  |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: 1) Use of I-Units by having each student perform in a culminating activity academic and personal skills they have learned 2) Dressing up in book character costumes for Halloween allows students to display academic goal (reading the book) and displaying their personal interpretation of the story) 3) High fives and shout outs in the classrooms rewards students for their individual achievements and allows for discussions on what it takes to receive these 4) Honor Roll Recognition Assemblies where personal and academic goals needed are discussed and rewarded 5)**  |
| **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:1) Lessons from Teaching Empathy 2) Lessons from Teaching Students to Get Along by Lee Canter 3) Peer Buddy Club pairing IND cluster students with general education students 4) Stanford Harmony Conversation Cards 5) Accountable Talk 6) Reflective Listening 7) Lessons from Life Stories for Kids 8) Emotional Intelligence Activities from DPI website and sharepoint 9) Lessons from Teaching Students to Get Along, Chapter 3** |
| **B: Recognize individual and group similarities and differences.** | **Strategies: 1) Lessons from Ready, Set, Go (set 1 and 2) by GLSEN , Elementary School Toolkit 2) Stanford Harmony Conversation Cards 3) Emotional Intelligence Activities from DPI website and sharepoint 4) Life Stories for Kids** |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies: 1) Accountable Talk 2) It Starts with Hello from Sandy Hook Promise 3) Lessons from Student Success Skills , lesson 4 4) Lessons from Teaching Students to Get Along; lesson 3 5) Daily greeter in each classroom 6) Posted “Smile” poem in each class** |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Lessons from Student Success Skills, lesson 2 2) Behavior lessons from Teaching Students to get along ; standing up to Bullies 3) Anti-bullying video shown to each class 4) Be the One posters displayed throughout the school and lessons** |
| **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: 1) Red Ribbon Week activities ( pledges, color sheets, word searches 2) Peace Week activities (pledges, color sheets) 3) Be the One posters displayed 4) Discipline assemblies for all grades 5) Classroom lessons through literature 6) G.R.A.D.E program for 5th grade 6) Be The One posters displayed and lessons 7) Code Red Drills and discussions 8) Fire Awareness Assemblies 8) Lessons from Ready, Set, Respect, sets 1, 2 and 3** |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: 1) G.R.A.D.E. for 5th grade 2) Cool Down /Thinking Corners in the classrooms 3) Sportsmanship Lessons taught by teacher in daily P.E. classes) 4) Miami H.E.A.T. assembly for 5th grade focused on youth development involving decision making in the areas of academics, social interaction and respect for self 5)**  |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies: 1) Harvest Drive 2) Family Nights 3) Periodic Newsletters to parents 4) Bucket Filler initiative in multiple classes 5) Growth Mind Set Initiative schoolwide 6) SAC committee 7) PTA meetings 8) student participation in Color Run 9) Meet and Greets with parents and students** |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **By the use of the Growth Mindset Initiative positivity and social -emotional support is provided to all students by use of classroom lessons, bulletin board displayed throughout the school, reward systems identifying those displaying positive social-emotional behaviors and make appropriate decisions both academically and socially. Teachers and staff also promoting and practicing these policies adds to the students’ observation of appropriate actions and words. The school consistently participates in all county wide initiatives that deal with social emotional learning (Sandy Hook Promise, Anti-Bullying Week, Peace Week, Red Ribbon Week, No-Name Calling Week, etc.) The school offers numerous awards and recognition to those who exhibit skills they have learned through the social – emotional learning lessons, activities displays.**  |
| **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** |
| Training on Sandy Hook Promise | Arlene Kall | Literature provided from Sandy Hook Promise Initiative | On going | On going |
| Brainshark on SEL |  | Broward County Schools | On going | On going |
| Review of Growth Mindset Materials and providing new activities on a regular basis | Heather Most | Growth Mindset material by Mary Cay Ricci | On going | On going |
| **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** |
| Pre and Post I-Ready Test | Angela Tucker | I-Ready Pre and Post tests | On-going | On- going |
| Reduced number of referrals | David Suarez | BASIS | On-going | On-going |
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