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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: **Nova Middle School** | **School Year: 2018-2019** |
| **Principal: Mr. Rayner Garranchan** |  |
| **Cadre Director: Ms. Semisch** |
| **School Mission:****The mission of the Nova schools is to train pre-service and experienced educators to teach our culturally diverse student population to be literate, productive citizens, using a seamless K-12 curriculum, in collaboration with parents, the community, and partners in higher education.** |
| **School Vision:**  |
| **SEL Leadership Team School Role** |
| **Name: Mrs. Manassa Petithomme SEL Liaison** |
| **Name: Ms. Cassandra Woehr Administrator** |
| **Name: Ms. Andrea Coy Guidance Director** |
| **Name: Ms. Meredith Nation Teacher** |
| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Peer Counseling****2. Second Steps** |
| **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: Analyze factors that create stress or motivate successful performance. Apply strategies to manage stress and to motivate successful performance.**  |
| **B. Recognize personal qualities and external supports.** | **Strategies: Analyze how personal qualities influence choices and successes. Analyze how making use of school and community supports and opportunities can contribute to school and life success.** |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Set a short-term goal and make a plan for achieving it. Analyze why one achieved or did not achieve a goal.** |
| **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: Predict others’ feelings and perspectives in a variety of situations. Analyze how one’s behavior may affect others.** |
| **B: Recognize individual and group similarities and differences.** | **Strategies: Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. Analyze the effects of taking actions to oppose bullying based on individual and group differences.** |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies: Analyze ways to establish positive relationships with others. Demonstrate cooperation and teamwork to promote group effectiveness.** |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Evaluate strategies for preventing and resolving interpersonal problems. Define unhealthy peer pressure and evaluate strategies for resisting it.** |
| **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: Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions. Analyze the reasons for school and societal rules.** |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Analyze how decision-making skills improve study habits and academic performance. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.** |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies: Evaluate one’s participation in efforts to address an identified school need. Evaluate one’s participation in efforts to address an identified need in one’s local community.** |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **Students need to understand their own skills and abilities, manage their emotions and behavior, communicate effectively, negotiate conflict, care about others, and make responsible decisions. Social and emotional skills student success and build better citizens. When such skills are intentionally taught, practiced, and reinforced in schools, students have better behavioral, social, and academic outcomes. Classroom around the school have implemented a safe place, wishing well, and this is us in order to help support social emotional learning.**  |
| **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** |
| **School Wide SEL Training**  | **Mr. Garranchan** | **Franny Rubio-Katz**  | **Sign in Sheet** | **11/06/18** |
| **Educate Teacher on SEL Plan**  | **Mrs. Petithomme** | **SEL / Conscious Discipline Book and Materials** | **PLC** | **5/2019** |
| **Second Step** | **Teachers** | **Online Program** | **Principal Dashboard**  | **5/2019** |
| **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 Behavior Referral**  | **Grade level administrator** | **Basis** | **Basis** | **5/2018** |
| **Review number of students on the honor roll** | **Grade level administrator** | **Basis** | **Certificates** | **5/2018** |
| **Review RTI referrals**  | **Grade level administrator** | **Basis** | **Basis** | **5/2018** |