Leadership

Complete the school based information below.

Develop a school infrastructure that will support SEL.

School: Beachside Montessori Village PK-8	**School Year: 2018-19**
Principal: Vered Roberts	

Cadre Director: Dr. David Hall

School Mission: We are dedicated to our students, their families, and our community through respect and lifelong learning in an environment that is safe, secure, and incorporates Montessori education and philosophy.

School Vision: We are a community that nourishes academic excellence for all student and demonstrates leadership in character development.

SEL Leadership Team	School Role
Name: Adam Dattalo	**SEL Liaison**
Name: Conrad Forbes	**Asst. Principal**
Name: Phil Turturro	**Guidance Counselor**
Name: Esta Ross	**Guidance Counselor**
Name:	

School Wide SEL Implementation

Review of Current SEL Program: What SEL program(s) currently exist in your school?

1. Montessori Education
2. Concious Discipline

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: • Teaching the brain state Model of Conscious Discipline utilizing the S.T.A.R. breathing and calming strategy to achieve optimal state of mind. • Community Meetings
B. Recognize personal qualities and external supports.	Strategies: • Lion's Den tutoring program • Guidance visits to classrooms to promote high school, college, and career goal development • Grade level assemblies to reiterate support networks available to students **Community meetings are used in the middle school classrooms to introduce/reinforce character traits related to the "Habits of Mind"**

	curriculum. Students create presentations, hold conversations and engage in writing prompts related to the "Habits of Mind". Elementary teachers also hold community meetings to introduce/reinforce character traits which follows along with the Montessori philosophy.
C. Demonstrate skills related to achieving personal and academic goals.	**Strategies:** • **Student-Teacher conferencing to set academic and personal goals for improvement** • **Student led data chats for Math and English Language Arts in middle school and subject areas in elementary grade levels** In order to measure growth, teachers construct data models to track and measure student's academic growth. These models help identify struggling students in need of remediation.

Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*	
A: Recognize the feelings and perspectives of others.	**Strategies:** • **Peace table where students resolve conflicts in elementary grades** • **Community meetings where students discuss their feelings and emotions as well acknowledge other's positive behavior**
B: Recognize individual and group similarities and differences.	**Strategies:** • **Cosmic education where elementary students improve their confidence with themselves, their society and the world as a whole** • **Participation in Heritage Month and Black History Month Showcase where students contribute to a presentation raising**

	cultural and diversity awareness
C: Use communication and social skills to interact effectively with others.	**Strategies:** • **Utilization of the Conscious Discipline prompting model where teachers model and guide appropriate communication and social skills as well as the use logical consequences to reinforce proper communication and reflection with empathy**
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	**Strategies:** • **Peace table in elementary** • **Habits of Mind education during community meetings to demonstrate both positive and negative responses to challenges and conflict**

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:** • **Teachers review and promote the emergency procedures with students and conduct drills to practice following the procedures** • **Resource officer and guidance staff supplement the "Gang Resistance Education and Training" program to raise awareness of dangerous behavior through student lead lessons and projects.**
B: Apply decision- making skills to deal responsibly with daily academic and social situations.	**Strategies:** • **Emotional goal setting, as well as academic, to make personalized commitments for the year** • **Logical consequences coupled with the Conscious Discipline**

	prompting model to guide decisions related to challenging circumstances and reactions to conflict
C. Contribute to the well-being of one's school and community.	Strategies: Peace Week, Off the Canvas (Art Showcase), 8th grade Clap Out, Celebrations of Life in individual elementary classrooms, Reading Buddies (higher grade level students read stories to lower grade level students), Field Day, Turkey Trot, service learning projects, Harvest Drive, and Toy Drive during holiday season

How does your school-wide policy and practices support the social emotional learning of students?

Beachside Montessori Village is implementing the Conscious Discipline Model as well as fostering the tenets of Montessori education to meet the social and emotional needs of all students. Teachers employ a combination of strategies to meet these ends, and students receive guidance in emotional recognition and control, practice coping structures to handle challenges, and conflict resolution strategies to deal with conflict in a peaceful and respectful manner.

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
Staff Training	Adam Dattalo	Consilidated guides provided by the District as well as the Conscious Discipline textbook	Sign-in sheet	June 2019
Workshops for specific strategies	Adam Dattalo Conrad Forbes	Consilidated guides provided by the District as well as the Conscious Discipline textbook	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**
Increased Attendance	**Conrad Forbes**	**BASIS**	**Increase in attendance from the beginning of the year**	**June 2019**
Reduction in referable offenses	**Conrad Forbes**	**BASIS**	**Reduction in overall number of referrals**	**June 2019**