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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Olsen Middle School | | | | **School Year:2018-2019** | |
| **Principal: Valerie Y Harris** | | | |  | |
| **Cadre Director: Christine Semisch** | | | | | |
| **School Mission:** Our Mission at Olsen Middle School is to offer an academic program of depth by supporting students as they develop into a community of lifelong learners working together to become college, technology, and career ready providing a nurturing environment where academic and personal excellence can be achieved. | | | | | |
| **School Vision:** Excellence for every student, every day! | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Kenyatta McKie SEL Liaison** | | | | | |
| **Name: Indranie Hassad** | | | | | |
| **Name: Rochelle Dalley** | | | | | |
| **Name: Joan Bodah** | | | | | |
| **Name: Angelia Andrews** | | | | | |
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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. Start with Hello with weekly activities**  **3. Guidance Groups (Mindfulness, Coping with Change, and Middle School Transitions)**  **4.** | | | | | |
| **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:**  Mindfulness pull-outs through guidance  Administrative consultation with students | | **B. Recognize personal qualities and external supports.** | **Strategies:**  Positive referrals  Character Education Incentives | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**   * Individual Behavior plans * Quarterly Student Data Chats (attendance, achievement (FSA), grades, etc.) through guidance rotations. Academic assemblies to monitor students on track for middle school promotion. * Naviance monthly goals through Social Studies content area classes. * Curriculum Night invites parents to share in the creation of academic and behavioral goals as well as meet support staff that are instrumental in creating a culture of growth. | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**  Guidance performs weekly pull out groups focused on student needs; mindfulness, transitioning, coping with change, and grief. The groups rotate every 6 weeks.  PEER mentoring – Mentoring Tomorrow’s Leaders (MTL) works to ensure that students reach academic goals through weekly tutoring. | | **B: Recognize individual and group similarities and differences.** | **Strategies:**   * Nearpod lessons that address tolerance and acceptance. * Start with Hello program to address social isolation and learn that there are similarities that exist between different individuals. * Best Buddies | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**   * Use of LEAPS lessons to teach and support Mindfulness pull out groups. | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**   * Weekly behavior chart to monitor specific behaviors of males that have accrued 2 or more discipline referrals. Reward system implemented based on student success. * Peer Mediation (weekly) * Angels Watching Over Me (girls support group) * Mentoring Tomorrow’s Leaders * Viking Valor Boys (male mentor initiative) | | **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:** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**   * **Purchased agendas for students to ensure that academic expectations are communicated and documented.** * **Behavior chart** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:**  Latinos In Action works weekly with Dania Beach elementary students to improve relationships between transitioning 5th grade students and increase academic achievement on 5th Grade SSA. | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **Identified students will be provided support on a monthly basis to address social and emotional needs identified by the guidance department.** | | | | | |
| **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** |
| Culturally Responsive Teaching | K. McKie – AP  Angelia Andrews – Guidance/SEL Liaison | Kimberly Stark – District Support IF | MyLearning Plan | | May 2019 |
| Equity Training | Kenyatta McKie – AP  Angelia Andrews - | Angelia Andrews – Equity Liaison | Sign-in sheets | |  |
| SEL 101 for teachers | Kenyatta McKie - AP | Online Brainshark | Certificate of Completion | |  |
| RtI for Teachers | Grade Level Administrator | Monthly meeting to address academic and behavioral concerns, supports and strategies. | Sign-in sheets | |  |
| FLMS SEL Conference | Kenyatta McKie |  |  | |  |
| **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** |
| Pull academic and behavioral data from BASIS to determine if the number of behavioral referrals decreases. | Kenyatta McKie – AP | Number of behavior referrals  Number of students identified on Tier II and III on RtI list | Review data with Discipline Committee and CPST. | | June 2019 |
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