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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?**   |
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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:**Mindfulness pull-outs through guidanceAdministrative consultation with students |
| **B. Recognize personal qualities and external supports.** | **Strategies:**Positive referralsCharacter 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.
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| **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:**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
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| **C: Use communication and social skills to interact effectively with others.** | **Strategies:*** Use of LEAPS lessons to teach and support Mindfulness pull out groups.
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| **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)
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| **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:** |
| **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**
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| **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. |

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| **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 – APAngelia Andrews – Guidance/SEL Liaison | Kimberly Stark – District Support IF | MyLearning Plan | May 2019 |
| Equity Training  | Kenyatta McKie – APAngelia 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 referralsNumber of students identified on Tier II and III on RtI list | Review data with Discipline Committee and CPST. | June 2019 |
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