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| **Leadership** |
| **Complete the school-based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: McNicol Middle School  | **School Year: 2018 -2019** |
| **Principal:** Melissa Gurreonero |  |
| **Cadre Director:** Christine Semisch |
| **School Mission:**“Providing a quality education that will meet the needs of all students in a safe learning environment.” |
| **School Vision:** “Striving for excellence in the high school ready, college-bound student.” |
| **SEL Leadership Team School Role** |
| **Name: Chandra Lee SEL Liaison/School Counselor** |
| **Name: Maria McMillan School Counselor** |
| **Name: Eric Charles School Counselor**  |
| **Name: Brisco Decembert Administrator** |
| **Name: Jerelle Robinson Behavior Specialist** |
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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. Naviance****3. Class Meetings****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:**Weekly SEL Lessons from Emotional Intelligence/ Managing Emotions |
| **B. Recognize personal qualities and external supports.** | **Strategies:**Quarterly Counselor Walk-Throughs-Understanding character and the support the counselors can provide |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**Naviance Lesson. Focus on Goal Setting and Recognizing Strengths |
| **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:**School clubs focus on monthly observables; ex. Kid of Character, Choose Peace, Red Ribbon, Anti-Bullying, Hispanic Heritage, AIDs awareness, Black History |
| **B: Recognize individual and group similarities and differences.** | **Strategies:**Monthly Family Nights focus on diversity that speaks to Anti-Bullying, LGBTQ, Various Cultures, Exceptional Education |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:**Weekly SEL Lessons that focus on types of communication including perception, and positive interaction. Teaching how to get alone and work together. |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**School-wide Positive Discipline Plan –Posted On the walls in the hallway, classrooms, Cafeteria, and bus area. Daily reminders on the morning announcements. Be Safe, Be Respectful, Be Responsible, Be a Learner. Caught You Excelling  |
| **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:**School-wide Positive Discipline Plan –Posted On the walls in the hallway, classrooms, Cafeteria, and bus area. Daily reminders on the morning announcements. Be Safe, Be Respectful, Be Responsible, Be a LearnerHero Socials for positive decision making |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**LEAPS used in Internal Suspension for grades 6-8Class Meetings used in each 1st period class once weekly |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:**Family Nights include PTA and SACs Meeting open to students, parents and community. Family Night Programs include ways to include the community as a part of the school |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| Building infrastructure at school will start with the creation of a team that is responsible for the implementation of SEL. The programs are well coordinated and correlate well with our school’s culture and climate. We have consistent and ongoing opportunities for students to practice SEL skills. We continue to provide opportunity for faculty to grow and improve readiness to teach SEL. |
| **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** |
| Faculty Meeting | Chandra Lee | Share PointSocial Emotional Learning | ClassroomWalkthroughs | June 2019 |
| Lunch and Learn | Chandra Lee/Ms. Ruddy | Related DATA | Sign In | June 2019 |
| Chat with District Liaison  | Ms. Nigro | District | Sign In | 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** |
| Decrease Behavior Referrals | Behavior Specialist / Ms. J. Robinson | BASIS | Quarterly Report | June 2019 |
| Increase Student Attendance 50% | Social Worker/ Ms. Paola | BASIS | Quarterly Report | June 2019 |
| Increase Proficiency in Math and ELA | Instructional Coaches | I-Ready/HVU | Quarterly Report | June 2019 |