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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Plantation Middle School | **School Year:** 2018-2019 |
| **Principal:** Dr. Sherri Wilson |  |
| **Cadre Director:** Ms. Christine Semisch |
| **School Mission:** 'Educators at Plantation Middle SchoolMOLD leaders today for tomorrow'sVictory!' |
| **School Vision:** 'Plantation Middle School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles.' |
| **SEL Leadership Team School Role** |
| **Name: Mr. Rossi SEL Liaison** |
| **Name: Mr. Charles Assistant Principal** |
| **Name: Mrs. Carter-Martin School Advisory Council Co-Chairperson** |
| **Name: Mr. Kerr Guidance Counselor** |
| **Name: Mr. Lewis Teacher** |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| 1. PBIS (Positive Behavior Intervention Systems)2. Conscious 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?**  Teachers and staff are trained on the SEL standards and deliver curriculum that is aligned to the standards. SEL is embedded within our daily practices and includes the implementation of our daily morning announcements, hall way greetings/monitoring, Second Step program, and SEL themes integrated into classroom content. **WHOLE CHILD: SUPPORTING DIRECT INSTRUCTION** •Providing introduction to SEL training •Second Step and other programs•Offer continuous support around the implementation •Summer and school SEL Professional Development**EXAMPLES OF WHOLE CHILD:** •Implementing *Second Step* fidelity •Fidelity checks occur regularly **EXAMPLES OF WHOLE DAY:** •SEL themes integrated into classroom content •SEL skill prompts used prior to transitions (exp. Recess, lunch, hallways and bus) •Teachers prioritize reinforcing skills through instructional practices throughout the school day **WHOLE SCHOOL: EMBEDDING SEL THROUGHOUT THE DAY** •Work to prioritize SEL content embedded in literacy adoption •Providing trainings on how embedding SEL into core content areas and instructional strategies **DISTRICT LEVEL SEL PROMOTION** •Collaborating with non instructional hours to coordinate SEL Instruction •Reviewing proposals for new SEL content •Speaking with community partners on shared SEL opportunities •Prioritizing staff self-care strategies in all trainings •Supporting youth voice and self-advocacy in response to current events **EXAMPLES OF WHOLE SCHOOL :** •Dedicated time in master schedule for SEL •Train all staff in SEL foundational skills •Weekly/Monthly SEL themes school wide •Prioritizing SEL activities in lesson plans **EXAMPLES OF FAMILY AND COMMUNITY:**SEL Parent NightLiteracy, Math, Science NightCommunity SEL presentation up dates |
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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:** Teacher models strategies that will help students to monitor and regulate their behavior. Students engage in self-management strategies to handle daily stresses and control their emotions in difficult situations. |
| **B. Recognize personal qualities and external supports.** | **Strategies:** Teacher promotes positive behaviors by encouraging students when they display good social skills (e.g., acknowledge positive actions or steps to improve). Teacher offers specific affirmation to let students know how their efforts lead to positive results. |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:** Students make responsible academic, social, and emotional decisions in the classroom. Teacher tells students the learning goals for each lesson. Teacher asks students to reflect on their personal academic goals (e.g., make connections to the lesson goals). Teacher provides students with strategies to analyze their work (e.g., performance rubrics, peer reviews). Teacher provides students opportunities to reflect on their thinking and learning process (e.g., using graphic organizers or journals). Teacher asks students to think together to provide feedback on the effectiveness of learning activates (e.g., debriefing tool, feedback form, simple survey. Teacher gives students more challenging problems when they have mastered easier material. |
| **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:** Teacher creates structures in the classroom where students feel included and appreciated (e.g., morning meetings, small moments, whole-class share outs). Teacher affirms that it is okay to think outside of the box or to make mistakes (e.g., by modeling, praising attempts). |
| **B: Recognize individual and group similarities and differences.** | **Strategies:** Students describe how their behavior influences the classroom and school community. Students accept responsibility for their actions, both positive and negative. Teacher holds individuals and the group accountable for learning during small-group work. |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:** Teachers will use positive teacher language.Teacher promotes positive behaviors by encouraging students when they display good social skills (e.g., acknowledge positive actions or steps to improve).Teacher offers specific affirmation to let students know how their efforts lead to positive results. Teacher provides opportunities for students to share their work and receive feedback from each other. |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** Teacher teaches students strategies to handle the emotions that affect their learning (e.g., stress, frustration). Teacher models strategies that will help students to monitor and regulate their behavior. |
| **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:** Teacher makes sure students make the connection between their choices and potential consequences. Students accept responsibility for their actions, both positive and negative. |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:** Teacher arranges experiences that allow students to be responsible (e.g., classroom aids or jobs, peer tutoring, roles in group work) in developmentally appropriate ways. Teacher provides students opportunities to reflect on their thinking and learning process (e.g., using graphic organizers or journals). |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:** Teacher seeks student ideas and input, or to understand what student’s previously known. Teacher makes sure students make the connection between their choices and potential consequences. Teacher arranges experiences that allow students to be responsible (e.g., classroom aids or jobs, peer tutoring, roles in group work) in developmentally appropriate ways. Teacher seeks student ideas and input, or to understand what student’s previously known. |
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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| Our school-wide policy is a for all students, a three-level prevention and intervention services. The three-level prevention and intervention services include the Universal Prevention for all students (focus on SEL skill instruction and learning environment), Early Intervention for some (intervene early for some children), and Treatment for few (provide intensive interventions for a few children). |
| **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** |
| Present PD to staff | SEL Support Team | PowerPoint, SEL Standards | Staff sign-in sheet | 11/30/2018 |
| Present PD to staff | SEL Support Team | PowerPoint, SEL Standards | Staff sign-in sheet | 5/15/2019 |
| Staff Survey | SEL Support Team | Microsoft  | Survey results | 5/30/2019 |
| **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** |
| Quarter 1 Review of Referral system (BASIS) | SEL Support Team | SEL Standards, BASIS Referral data from 2017-2018 | End of the Year Review  | 05/30/2019 |
| Quarter 2 Review of referral system (BASIS) | SEL Support Team | SEL Standards, BASIS referral data from 2017-2018 | End of the Year Review | 5/30/2019 |
| Quarter 3 Review of referral system (BASIS) | SEL Support Team | BASIS review, Student survey, and teacher survey | Survey results | 5/30/2019 |