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| **Leadership** | | | | | | |
| **Complete the school based information below.** | | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | | |
| **School**: Margate Middle | | | | **School Year: 2018-19** | | |
| **Principal: Earnest Toliver** | | | |  | | |
| **Cadre Director: Christine Semisch** | | | | | | |
| **School Mission:** | | | | | | |
| **School Vision:** | | | | | | |
| **SEL Leadership Team School Role** | | | | | | |
| **Name: Celeste McGill-Franklin SEL Liaison** | | | | | | |
| **Name: Krystal Coke SEL Administrator** | | | | | | |
| **Name: Kari Murray Administrator** | | | | | | |
| **Name: Ashford O’Neal School Counselor** | | | | | | |
| **Name: Ambar Fernandez School Counselor** | | | | | | |
|  | | | | | | |
| **School Wide SEL Implementation** | | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | | |
| **1. Second Step**  **2. Conscious Discipline**  **3. LEAPS**  **4. Be the One Curriculum**  **5. Character Education Lessons from Diversity, Prevention & Intervention Department**  **6. Naviance** | | | | | | |
| **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:**  **Second Step Unit 1: Mindsets and Goals**   * **6th & 7th grade Lesson 2a-Starting Middle School** * **6th grade Lesson 13-What are Emotions?** * **6th grade Lesson 14-Valies and Emotions** * **7th grade Lesson 12-The Role of Emotions** * **7th grade Lesson 13-Handling Emotions** * **8th grade Lesson 12-Emotions and Decisions** * **8th grade Lesson 13-Responding to Anger**   **Conscious Discipline**   * **Teachers were taught STAR (Smile, Take a Deep Breath and Relax),** * **Taught the Brain State Model which helped teachers to recognize what’s happening internally first, behavior second.** * **Staff members were presented with a Say Hello Challenge to promote kindness and assist students with self-regulation.** * **Teachers attended weekly PLC’s and learned about creating a Safe Space for students to report when they need to deescalate.** * **LEAPS Lesson: Lesson 5 -Controlling Yourself** * **LEAPS Lesson: Lesson 2- Self-Control** | | **B. Recognize personal qualities and external supports.** | **Strategies:**  **Second Step Unit 1: Mindsets and Goals**   * **6th Grade Lesson 3-Grow Your Brain 1** * **6th Grade Lesson 4-Grow Your Brain 2** * **6th Grade Lesson 5-Can Personalities Change?** * **7th Grade Lesson 3-Making Mistakes** * **7th Grade Lesson 4-Personalties Change** * **8th Grade Lesson 4-Labels** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**   * **Students completed SMART goals through Naviance.** * **School Counselors taught 6th and 7th grade students what SMART goals are and how to establish them.** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**  **Conscious Discipline**   * **Wish Well Board** * **Noticing & Connecting Rituals PLCs** * **LEAPS 6th-8th Grade Respecting Self & Others** | | **B: Recognize individual and group similarities and differences.** | **Strategies:**  **LEAPS**   * **6th-8th Grade Lesson When People Look Different** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**   * **6th-8th Grade NetSmartz: Lesson 1 Responsible Posting** * **6th-8th Grade LEAPS: Appropriate Communication Lesson** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**   * **School Counselors hold conflict mediation sessions &students complete a Conflict Mediation Agreement.**   **Conscious Discipline**   * **SMART Technique** * **SAFE Places identified, and Cool Down Passes given to students who need anger management skills.** | | **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:**  **Second Step Unit 2: Values and Friendships**   * **6th Grade Lesson 8- Values and Decisions** * **7th Grade Lesson 7-Values and Decisions** * **8th Grade Lesson 8- Values and Decisions** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**  **Second Step Unit 4**   * **7th Grade Lesson 23-Taking Responsibility**   **Character Education Lessons**   * **6th-8th Grade Responsibility** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:**  **Conscious Discipline**   * **Family Unity activities will be conducted during PLCS** * **Faculty Meetings/ homeroom classes beginning with Brain Smart activities** * **Family Board will be placed in central location to celebrate staff members’ accomplishments.** * **School Family Assemblies** * **Parent Trainings on Connection Rituals** * **Class Jobs for students** * **Staff Recognition** * **Say Hello Challenge** * **Safe Place for students** * **Wish Well Board** | | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | | |
|  | | | | | | |
| **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** |
| Professional Learning Communities | * Celeste McGill-Franklin * School Counselors | * Conscious Discipline * Second Step | * Sign-In Sheets * Role-Play * Observations * Teacher-Student Relationships | | June 2019 |
| SEL Sub-Cadre meetings | Fran Rubio-Kratz | The Learning Loft | Monthly attendance | | Ongoing |
|  |  |  |  | |  |
| **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** |
| Discipline Data | Administration | BASIS | Reporting Form from BASIS that will show if there is a decrease in the number of referrals | | May 2019 |
| Surveys that analyze student-teacher relationships | Celeste McGill-Franklin | Office 365 Forms | Survey results | | February 2019 |
| FSA Test results | * Teachers * Administration * School Counselors | FSA Test results | School will analyze test scores to determine if conscious discipline skills impacted test scores. | | June 2019 |