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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?**   |
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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:** **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**
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| **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 |