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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: **Driftwood Middle School** | | | | **School Year: 2018-2019** | |
| **Principal: Mr. Williams** | | | |  | |
| **Cadre Director: Ms. Semisch** | | | | | |
| **School Mission:**  **Our mission is to empower students by integrating problem solving techniques and improving interpersonal skills.** | | | | | |
| **School Vision:**  **Our school vision is to prevent and reduce incidents pertaining to social emotional challenges at our school.** | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Mrs. Aminova SEL Liaison** | | | | | |
| **Name: Ms. Madry SEL Team Member** | | | | | |
| **Name: Mrs. Soto SEL Team Member** | | | | | |
| **Name: Ms. Lampkin SEL Assistant Principal** | | | | | |
|  | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1.**  **2.**  **3.**  **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?** | | | | | |
| |  |  | | --- | --- | | **Goal 1: *Develop self-awareness and self-management skills to achieve school and life success.*** | | |  | | | **A. Identify and manage one’s emotions and behavior. (December, 2018)** | **Strategies: All DMS students, in their elective class, will complete an Anger Map activity to help identify triggers and address ways to cope with anger. To be collected and analyzed by SEL Team to look out for high risk students.** | | **B. Recognize personal qualities and external supports. (January, 2019)** | **Strategies: All DMS students, in their elective class, will complete Basic Emotion Assessment to identify students who are potentially presenting emotional difficulties such as extreme sadness, excessive anger, heightened fear, and disgust. Refer to community programs (family therapist, Henderson, Chrysalis, SW). To be collected and analyzed by SEL Team to look out for high risk students. Students will rate themselves based on the activity sheet 0-5. Team will be focusing on sadness to identify at risk students that are struggling with extreme sadness (possible self-harm)** | | **C. Demonstrate skills related to achieving personal and academic goals. (Goals, November 2018)** | **Strategies: School Counselors will coordinate a classroom activity with all DMS students in their elective class regarding S.M.A.R.T. GOALS. (Index Card Activity) Tape the index card on the planner as a reminder.** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others. (Respect, January 2019)** | **Strategies: All DMS students, in their elective classes, will complete How To Be Respectful activity – students will work together to define the word “respect” using an acronym. This activity will be used as a tool to help students strengthen their character development.** | | **B: Recognize individual and group similarities and differences. (Diversity, December 2018)** | **Strategies: On Red Bird News, all DMS students will be exposed to a video called “We are all one world” to address diversity** | | **C: Use communication and social skills to interact effectively with others. (September 2018)** | **Strategies: All DMS students, in their elective classes, in pairs will complete the Be A Friend Activity**  **(Would You Rather questions) and share** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. (February, 2019)** | **Strategies: All DMS students, in their elective classes, will complete Social Problem Solving Student Peer Coaching Activity.** | | **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. (August 2018/January 2019)** | **Strategies: Conduct a Discipline Assembly with all DMS students. Discuss bullying, ID badge, academic requirements, student expectations, rules and regulations at DMS.** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations. (March, 2019)** | **Strategies: All DMS students, in their elective classes, will complete Action & Reaction activity in order to teach preventative measures in regard to decision making skills. Think, pair and share.** | | **C. Contribute to the well-being of one’s school and community. (Mental Health, October and May 2019)** | **Strategies: Guidance Counselors will create a master calendar for mental health well-being quotes to be displayed in the classroom and announced on Red Bird News.**  **“Our SEL quote of the week for the month of May is …”**  **Guided meditation that helps students with focusing and relaxation**  **regards to emotions** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **As a school, we establish a welcoming climate of teamwork and collaboration while integrating all aspects of SEL into all aspects of the school day. Also we model respect and empower students in every interaction while teaching SEL directly.** | | | | | |
| **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** |
| **Staff Training** | **Guidance Team** | **Agenda** | **Sign in Sheet** | | **End of the school year** |
| **Power Point Presentation** | **Guidance Team** | **Desktop** | **Monkey**  **Survey** | | **End of the school year** |
| **Monkey Survey** | **Guidance Team** | **Desktop** | **Completed%** | | **End of the school year** |
| **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** | **Guidance Team** | **BASIS/TERMS** | **Data** | | **End of school year/Quarterly Assessment** |
| **Decrease self-harm incidents** | **Guidance Team** | **BASIS/TERMS** | **Data** | | **End of school year/Quarterly Assessment** |
| **Increase attendance** | **Guidance Team** | **BASIS/TERMS** | **Data** | | **End of school year/Quarterly Assessment** |