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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Deerfield Beach Middle School | **School Year: 2018-2019** |
| **Principal: Dr. Latori Fulton** |  |
| **Cadre Director: Dr. Jermain Flemming** |
| **School Mission:****Deerfield Beach Middle School will provide all students with high-quality, rigorous and relevant instruction.** |
| **School Vision:** **Deerfield Beach Middle School will foster an environment of educational excellence, which will result in all students meeting and exceeding mastery of standards for college and career readiness** |
| **SEL Leadership Team School Role** |
| **Name: Dr. Juanita Kearse-Creech SEL Liaison** |
| **Name: Lisa Livingston Assistant Principal** |
| **Name: Bridgette Hanna School Counseling Director** |
| **Name: Christin Gilbert, Teacher Name: Jessica Castaneda, Teacher Name: Andre Williams, Teacher** |
| **Name: Ralston Wright, Security Specialist**  |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Human Relations Council****2. Crime Watch Crew****3. Peer Mediation****4. MTL (Mentoring Leaders of tomorrow)****5. Young Believers****6. Student Government****7. IB Leaner Profile Award (schoolwide)** |
| **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: School wide understanding of all intervention and advocacy programming and roles.** **1. School Counseling, Family Counselor, and School Social Worker referral process on sharepoint.** **2. RTI referral process-instructions on SharePoint****\*Individual and group counseling. \*Professional referrals or outside agency referrals when applicable per SC or SSW.**  |
| **B. Recognize personal qualities and external supports.** | **Strategies:** School wide collaboration and communication per departments and leadership team meetings. S**chool Counseling Support PLC-**collaborates, reviews, and pairs personal qualities and identifies external supports (referral process). \*Basis review of risk factors (ie, overage, homeless, ese, retained…)\*See something, say something confidential box in main office. |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:** Teachers and School Counselor view and monitor SMART goals (academic, personal, & social) on **Naviance,** and follow up with School Counselor individually or in-group setting. |
| **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:**\*Daily announcement of IB daily attributes-Daily theme to execute. Attributes as follows: (one per day)**\*Teaching empathy-morning announcements and lunchtime pairing.** |
| **B: Recognize individual and group similarities and differences.** | **Strategies:**1.Daily announcement of IB daily attributes-Daily theme to execute. Attributes as follows: (one per day)**INQUIRES, KNOWLEDGEMABLE, THINKERS, COMMUNICATORS, THINKERS, OPEN-MINDED, CARING, RISK-TAKERS, BALANCED, & REFLECTIVE.**2. Individual and group counseling lessons. (ie. Goal setting, stress, academic planning, etc) |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:** **1.** Daily announcement of IB daily attributes-Daily theme to execute. Attributes as follows: (one per day)**INQUIRES, KNOWLEDGEMABLE, THINKERS, COMMUNICATORS, THINKERS, OPEN-MINDED, CARING, RISK-TAKERS, BALANCED, & REFLECTIVE.****2.** Crime watch and Human Relations group rotate weekly delivering their IB attribute message. |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**1.Daily announcement of IB daily attributes-Daily theme to execute. Attributes as follows: (one per day)**INQUIRES, KNOWLEDGEMABLE, THINKERS, COMMUNICATORS, THINKERS, OPEN-MINDED, CARING, RISK-TAKERS, BALANCED, & REFLECTIVE.**2. Individual and group School Counseling-role play, journaling, & conflict mediation.3. Crime watch and Human Relations group rotate weekly delivering their IB attribute message. |
| **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:**1. Daily announcement of IB daily attributes-Daily theme to execute. Attributes as follows: (one per day)

**INQUIRES, KNOWLEDGEMABLE, THINKERS, COMMUNICATORS, THINKERS, OPEN-MINDED, CARING, RISK-TAKERS, BALANCED, & REFLECTIVE.**\*Individual counseling-role play, journaling, & conflict mediation1. MTL-Mentoring Leaders of Tomorrow
 |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**1. Daily announcement of IB daily attributes-Daily theme to execute. Attributes as follows: (one per day)

**INQUIRES, KNOWLEDGEMABLE, THINKERS, COMMUNICATORS, THINKERS, OPEN-MINDED, CARING, RISK-TAKERS, BALANCED, & REFLECTIVE.**\*Individual counseling-role play, journaling, & conflict mediation1. MTL-Mentoring Leaders of Tomorrow
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| **C. Contribute to the well-being of one’s school and community.** | **Strategies:**1. Daily announcement of IB daily attributes-Daily theme to execute. Attributes as follows: (one per day)

**INQUIRES, KNOWLEDGEMABLE, THINKERS, COMMUNICATORS, THINKERS, OPEN-MINDED, CARING, RISK-TAKERS, BALANCED, & REFLECTIVE.**\*Individual counseling-role play, journaling, projects, volunteering & conflict mediation.1. MTL-Mentoring Leaders of Tomorrow
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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **Deerfield Beach Middle SchooL’s SEL approach is holistic, looking at the whole child (academically, personally, and socially). Our schoolwide initiative and mission is for all staff and parents to have the knowledge and communication of resources available at school, and/or in the community to meet individual student needs, as well as their families when applicable. DBMS SEL committee works collaboratively to inform our staff, parents, and families to acknowledge and know their rights to resources and assistance for help with advocacy academically and mental health alike.** |
| **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** |
| Opening staff meeting | Administration/Magnet Coordinator & SEL Liason  | IB powerpoint/overview attributes | Sign in sheet | August 2018 |
| SEL School Wide | K. Patterson | Handouts, web resources, and PP. | Sign in sheet | October 24, 2018 |
| Announcements and auto calls | Administration | As provided…SHP, SWH, Safety, HR Council, CW. | Phone calls and documented. | August-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** |
| SEL meeting of the minds | Lisa Livingston & Juanita Kearse-Creech  | Web and handouts | Sign in sheet | August -ongoing |
| SEL follow up meetingSEL meeting | Lisa Livingston & Juanita Kearse Creech  | SHP resourcesSWH week. | Sign in sheet | September  |
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