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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: William Dandy Middle | | | | **School Year:**2018-2019 | |
| **Principal:** Felice Winston-Davis | | | |  | |
| **Cadre Director:** Dr. Jermaine Fleming | | | | | |
| **School Mission:** William Dandy Middle School...where we prepare children to be successful in a global and increasingly competitive environment by offering rigorous and relevant curriculum for all. | | | | | |
| **School Vision:** Providing a High Quality Education with an Emphasis on the Whole Child. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Cara Coletti-Span SEL Liaison/Administrator** | | | | | |
| **Name: Jhanel Davis Guidance Counselor** | | | | | |
| **Name: Lashonne McIntyre ESE Support Facilitator** | | | | | |
| **Name: Shanna Smith Literacy Coach** | | | | | |
| **Name: Patricia Twitty Behavior Specialist** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. PBIS “Model School” program**  **2. Conscious Discipline**  **3. LEAPS**  **4. Mentoring Program**  **5. ACTIVE (Outside Agency on-site) Licensed Mental Health Counseling**  **6. “Sparks Team” (on-site Community Liaison, Social Worker)** | | | | | |
| **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: LEAPS lesson infusion into classroom** | | **B. Recognize personal qualities and external supports.** | **Strategies: Teacher/student mentoring; Conscious Discipline** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Guidance dept. classroom visits; LEAPS** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: Guidance counseling; Prevention programs; LEAPS** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Teacher/student mentoring; Conscious Discipline** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: PBIS program** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: LEAPS lesson infusion into classroom** | | **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: Guidance counseling; Prevention programs; LEAPS** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: LEAPS lesson infusion into classroom** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: Pro-Social Clubs & Activities; Conscious Discipline** | | | | | | |
| **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** |
| Continue to promote our PBIS program to faculty, staff and students | Cara Coletti-Span, Jhanel Davis,  Lashonne McIntyre | PBIS Staff PD; Ongoing | Meeting Agenda; Sign-in sheet | | May 2019 |
| Continue Conscious Discipline strategies to faculty | Cara Coletti-Span, Jhanel Davis,  Lashonne McIntyre | Conscious Discipline PD; ongoing | Meeting Agenda; Sign-in sheet | | May 2019 |
| SEL Brainshark | Guidance counselors | SEL Core Competencies | Brainshark log in | | May 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** |
| Quarterly review of discipline data . Share with faculty & staff | Patricia Twitty, Lashonne McIntyre  Cara Coletti-Span | BASIS; PBIS team created incentives; ongoing | Student participation logs | | May 2019 |
| Quarterly review of attendance and academic progress. Share with faculty & staff | Guidance Dept.  Cara Coletti-Span | BASIS | Student participation logs | | May 2019 |
| Quarterly review of student target groups (mentees; ACTIVE program) | Jhanel Davis  Cara Coletti-Span | BASIS | Student participation logs | | May2019 |