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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Dr. Martin Luther King, Jr. Montessori Academy | **School Year: 2018-2019** |
| **Principal:** Mitshuca Moreau |  |
| **Cadre Director:** Dr.Angela Fulton |
| **School Mission:** The mission is to create an atmosphere where certified Montessori teachers demonstrate, monitor, encourage, and model the characteristics (grace, courtesy, perseverance, respect, responsibility, friendship, effort, flexibility, problem-solving and initiative) that prepare students for high academic achievement and positive peaceful relationships that impact their homes, peers, community, and the world.  |
| **School Vision:** The school’s vision is to educate students to achieve their maximum potential through the interdependent methods of the Montessori philosophy.  |
| **SEL Leadership Team School Role** |
| **Name: Darryl Wilson SEL Liaison** |
| **Name: Mary Charles SSW** |
| **Name: Delores Moody Community Liaison** |
| **Name: Veronica Franco Classroom Teacher** |
| **Name:**  |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. PBIS World****2. 5000 RMOE****3. Ultimate Elementary School Counselor Classroom Guidance Lessons****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?**   |
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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: Weekly mentoring workshops. Classroom Guidance lessons(K-5). Small Group (Lunch Bunch)** |
| **B. Recognize personal qualities and external supports.** | **Strategies: Classroom Guidance activities; Small Group for “at risk students”; Retention support groups; Mentorship program (5000 RMOE)** |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Classroom Guidance units** |
| **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:** Classroom instruction using SEL program materials |
| **B: Recognize individual and group similarities and differences.** | **Strategies:** Classroom instruction using SEL program materials |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:** Classroom Guidance lessons; Lunch Bunch; Career Development activities |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** Classroom Guidance lessons/small group activities/individual counseling. |
| **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: School-wide safety initiatives; Mentoring Program** |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:** Small group activity; classroom instruction; Mentoring Program |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:** Lunch Bunch; MLK Student Assistant; Harvest Drive; Food Pantry |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **Through the development of the “whole child. Implementation and maintenance of school-wide programs and activities that support the school’s mission/vision, as well as students’ over-all development in the area of social emotional learning.**  |
| **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** |
| On-going communication/collaboration | Team effort | District Programs in place/community support programs | Not in place | On-going |
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| **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** |
| Review of behavior data, incidence of referrals, etc.  | Leadership Team | School data | End of year reports | End of school year |
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