|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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:** | | | | | |
|  | | | | | |
| **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?** | | | | | |
| |  |  | | --- | --- | | **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: 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.*** | | |  | | | **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.*** | | |  | | | **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 | | | | | | |
| **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 |
|  |  |  |  | |  |
|  |  |  |  | |  |
| **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 |
|  |  |  |  | |  |
|  |  |  |  | |  |