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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: Dr. Georgia Stewart Intern Principal** |
| **Name: Veronica Franco Classroom Teacher** |
| **Name: Stephanie Evans-Ballard Reading Coach** |
| **Name: Isabella Miles ESE Specialist** |
| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Montessori Curriculum****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 to assist 3rd – 5th grade males. Workshops focus on building character and life skills. Classroom Guidance lessons(K-5). Small Group (Lunch Bunch/counseling during lunch). Classroom peace talk/community talk. |
| **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:**  |
| **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:** Community meetings in the classroom to discuss feelings and perspectives of others. Weekly newsletter discusses Montessori principles that align with SEL practices.  |
| **B: Recognize individual and group similarities and differences.** | **Strategies:** Cooperative learning includes small group instruction and centers. Students are paired together based on learning capacity (lower students are paired with higher achievers).  |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:** The Montessori curriculum encompasses SEL practices. Students are encouraged to discuss challenges in the classroom.Lunch Bunch with the School Counselor; Career Development activities |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** Students are often referred for conflict mediation where they interact with one another in hopes of resolving conflict.  |
| **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 (Anti-Bullying Month); Red Ribbon Week(Substance Abuse awareness). Classroom discussions: Hands are Not For Hitting(Inappropriate Touch).  |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:** The Junior Achievement Program for 5th Graders. 5th Grade students will be exposed to life skills via Junior Achievement. Field Trip to JA Biz Town. Montessori Curriculum allows students to make choices.  |
| **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? School leaders will educate faculty, staff, and administrators through trainings, meetings, and literature on 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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