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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Lauderdale Lakes Middle School | **School Year:** 2018-2019 |
| **Principal:** James F. Griffin |  |
| **Cadre Director:** Jermaine Fleming |
| **School Mission:**  |
| **School Vision:**  |
| **SEL Leadership Team School Role** |
| **Name:** Armando Alejo- Assistant Principal **SEL Liaison** Marissa Henessey- School Counselor |
| **Name:** Simone Francis- Guidance Director |
| **Name:** Monica Giarraffa- SPARKS Social Worker |
| **Name:** Herdyne Mercier- School Social Worker |
| **Name:** Fernando Rosero- School Counselor |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Conscious discipline****2. Positive behavior sequence (Lauderdale Lakes’ own)** **3.****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:** **-**Students and staff are trained quarterly on LLMS’sPositive Behavior Sequence-Teachers implement Lauderdale Lakes’ positive behavior sequence, in each classroom, daily -Each counselor/ and social worker conducts Tier II, SEL interventions throughout the course of each school day on an as needed basis-School counselors, through peer counseling classes, support student SEL needs through a prescriptive curriculum aligned to SEL standards |
| **B. Recognize personal qualities and external supports.** | **Strategies:**-Teachers implement Lauderdale Lakes’ positive behavior sequence, in each classroom, daily -Each counselor/ and social worker conducts Tier II, SEL interventions throughout the course of each school day on an as needed basis-School counselors, through peer counseling classes, support student SEL needs through a prescriptive curriculum aligned to SEL standards |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:****-**Each counselor, instructional coach and assistant principal serves as a “Life Coach” to at risk students. Students are met with weekly, goals are identified, tracked and monitored -Each counselor/ and social worker conducts Tier II, SEL interventions throughout the course of each school day on an as needed basis-School counselors, through peer counseling classes, support student SEL needs through a prescriptive curriculum aligned to SEL standards |
| **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:**-Each counselor/ and social worker conducts Tier II, SEL interventions throughout the course of each school day on an as needed basis-School counselors, through peer counseling classes, support student SEL needs through a prescriptive curriculum aligned to SEL standards |
| **B: Recognize individual and group similarities and differences.** | **Strategies:**-Each counselor/ and social worker conducts Tier II, SEL interventions throughout the course of each school day on an as needed basis-School counselors, through peer counseling classes, support student SEL needs through a prescriptive curriculum aligned to SEL standards |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:**-Teachers implement Lauderdale Lakes’ positive behavior sequence, in each classroom, daily -Each counselor/ and social worker conducts Tier II, SEL interventions throughout the course of each school day on an as needed basis-School counselors, through peer counseling classes, support student SEL needs through a prescriptive curriculum aligned to SEL standards |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**-Each counselor/ and social worker conducts Tier II, SEL interventions throughout the course of each school day on an as needed basis-School counselors, through peer counseling classes, support student SEL needs through a prescriptive curriculum aligned to SEL standards-Teachers implement Lauderdale Lakes’ positive behavior sequence, in each classroom, daily  |
| **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:**-Each counselor/ and social worker conducts Tier II, SEL interventions throughout the course of each school day on an as needed basis-School counselors, through peer counseling classes, support student SEL needs through a prescriptive curriculum aligned to SEL standards |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**-Each counselor/ and social worker conducts Tier II, SEL interventions throughout the course of each school day on an as needed basis-School counselors, through peer counseling classes, support student SEL needs through a prescriptive curriculum aligned to SEL standards**-**Each counselor, instructional coach and assistant principal serves as a “Life Coach” to at risk students. Students are met with weekly, goals are identified, tracked and monitored  |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:**-Each counselor/ and social worker conducts Tier II, SEL interventions throughout the course of each school day on an as needed basis-School counselors, through peer counseling classes, support student SEL needs through a prescriptive curriculum aligned to SEL standards**-**Each counselor, instructional coach and assistant principal serves as a “Life Coach” to at risk students. Students are met with weekly, goals are identified, tracked and monitored  |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **-Each teacher/ classroom utilizes the Positive Behavior Sequence (attached)****-Students are taught positive behavior traits through morning study hall, aka- Power hour.** **-Each at risk student is seen weekly by a counselor, instructional coach or administrator. Weekly goals are monitored for each student.** **-At risk students are seen by a counselor or school social worker on an as needed basis throughout the course of each school day.**  |
| **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** |
| SEL 101 training for all staff | Armando Alejo | SEL 101 brainshark | 100% participation and completion | 10/1/2018 |
| SEL Summer academy training | Jill Slesinski | Conscious discipline, other | Completed | July 2018 |
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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** |
| Panorama | Armando Alejo | Panorama Ed. Online Survey | Completed | 10/17/2018 |
| Attendance | Monica Giarraffa | Data warehouse reports and BASIS attendance data | On-going | On-going |
| Behavior | Armando Alejo | DMS and Data Warehouse Reports | Quarterly | On-going |