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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Apollo Middle School | | | | **School Year: 2018-2019** | |
| **Principal: Shawn Aycock** | | | |  | |
| **Cadre Director: Christine Semisch** | | | | | |
| **School Mission:**  **To provide an optimal teaching and learning environment that sets high expectations and enables all students to reach their maximum potential. Through a joint-community commitment, AMS will meet the diverse needs of our students and the challenges of our community.** | | | | | |
| **School Vision:**  Apollo Middle School has implemented a comprehensive, coordinated, and systemic web of services by collaborating with community partners and families to align resources with student needs to ensure students are academically successful and socially competent.  Our goal is to ensure that every student develops the social and emotional competencies essential for lifelong success.  Our vision is to provide students with the Social and Emotional Learning skills to become responsible citizens in society, to contribute value to themselves as well as their families and communities, and to enjoy productive and satisfying lives. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Ayanna Whitworth Barner, SEL Liaison** | | | | | |
| **Name: Damon Martin, Assistant Principal** | | | | | |
| **Name: Shawn Aycock, Principal** | | | | | |
| **Name:** | | | | | |
| **Name:** | | | | | |
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| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Integrate of SEL content and strategies in core content areas classes**  **2. School-wide initiatives that support SEL competencies and skills**  **3. PASL courses dedicated to deliberate SEL instruction**  **4. SEL Supports that include an incentives plan, on-site mentoring, motivational circuit, behavior, attendance and achievement monitoring** | | | | | |
| **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:**  **Direct SEL instruction using Curriculum Map, Second Step & Suite 360**   * Integrate PBIS lesson plans for school-wide implementation * Emphasize SEL behaviors that stress response inhibition, emotional control * Asking students questions (academic and nonacademic) * Following up with students when they have a problem or concern | | **B. Recognize personal qualities and external supports.** | **Strategies:**  **Integrating PBIS, Kids of Character, and Celebratory strategies in individual classroom.**   * Providing your own anecdotes or stories   Ensuring that students know that taking risks and asking questions are safe in the classroom   * Provide opportunities for students and teachers to earn extrinsic and intrinsic incentives and privileges * Apply classroom lessons and strategies, for example: * Allow students to expand their views and personal interests by utilizing an evaluation tool, survey or questionnaire and apply the results to the goals individual goals they set. | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**  **Outline time and strategies in PASL, Health and Wellness, and Peer Counseling classes**  Mandatory Data Chats and Personalization and Life Skill building strategies in PASL classes that:  Build Cognition  Memory skills  Prioritizing  Organization skills  Time Management  Teachers are provided activities such as:   * Give students opportunities to be self-directed and have some say in what happens in the classroom by giving them a task that they determine how and why it is complete. * Develop shared norms and values with your students in the classroom.   Enact proactive classroom-management strategies (compared with reactive strategies) that will eventually result in students regulating their own behavior and problem solving  Enacting RULER | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**  **Implement Second Step lessons and ELA content that emphasize with empathy, social and self-awareness**   * Identify and use resources of family, school, and community * Developing empathy lessons that asks students to address “feelings” and their 5 senses. | | **B: Recognize individual and group similarities and differences.** | **Strategies:**  **Implement Second Step and Curriculum Map lessons.**  Teacher and student directed activities include:   * Identify social cues (verbal, physical) to determine how others feel   Offer opportunities to predict others’ feelings and reactions   * Actively evaluate others’ emotional reactions * Respect others (e.g., listen carefully and accurately * Understand other points of view and perspectives * Appreciate diversity (recognize individual and group similarities and differences. | | **C: Use communication and social skills to interact effectively with others.** | * **Strategies:**   **Implement Second Step or skill building strategies in electives such as Media Productions and Speech & Debate**  Students are asked to:   * Exhibit cooperative learning and working toward group goals * Evaluate own skills to communicate with others * Manage and express emotions in relationships, respecting diverse viewpoints * Communicate effectively * Cultivate relationships with those who can be resources when help is needed | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**  Have students explore scenarios on Conflict Resolution that ask them to ARBITRATE/ NEGOTIATE/ COMMUNICATE/ MEDIATE/ LEGISLATE AND LITIGATE | | **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: Integrate School-Wide Positive Behavior lessons, Second Step, and deliberate teacher directed lessons by:** * Apply school-wide initiatives such as Start with Hello and Unified Conscious Discipline routines (School Pledge) * Facilitating classroom discussions and role playing for kids to develop communication skills. (parent/child, teacher/ student, employer/employee, etc.) * Allowing students to constantly build upon each other’s thoughts and responses. | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Integrate Second Step, and Positive Behavior Plan, and School-Wide Unified initiatives, such as**   * Emphasizing task initiation, goal directed persistence and phases of dependence vs. independence. * Using op-ed sections of local or national newspapers, middle school teachers model how to evaluate, and then generate, substantive arguments that are supported by clear and relevant evidence from accurate, credible sources. | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: Combining SEL instruction with Before and After School instruction, events, and activities.**   * Using a guide (Second Step) identify and explore the effects of good/bad decisions. * Empowering students, take a lesson from JA/ Life skills instruction that gives students real life scenarios * Engaging community partners with several mentoring and student supports (Real Talk, T.R.U.T.H., Rites of Passage, LSE, and DIYM | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| Apollo Middle school is determined to increase school-wide SEL in to daily instruction. School-wide initiatives include Start with Hello, The Buddy System, our on site mentoring programs, our Community Partner Liaison, and SEL Task force along with our SEL Reimagine Team.  SEL competencies are taught explicitly in all Personalization and Social and Emotional Learning classes, All Unified Arts Electives, All STEM and LEEO Courses, and all Health Electives integrate deliberate SEL instruction.  All teachers in these classes have been developed to purposely reach our students through SEL instruction and conscious discipline strategies using several supplemental enrichment programs including Second Step, 7 Effective Habits of a Teenager, Mind of a Teenager, and Suite 360.  Apollo also has developed unified placards for every classroom to outline classroom expectations aligned with SEL and PBIS. We participate as a school in our daily Pledge that is aligned with Conscious Discipline language, and our Spirit Events that are designed to celebrate our students and teachers. | | | | | |
| **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 for the  Re-Imagining Middle Schools | District Personnel | Grant | Feedback evaluations, sign-in sheets  Monitoring by SEL Liaison and AP | | May 2019 |
| Conscious Discipline | Ayanna Whitworth-Barner | Title I | Feedback evaluations, sign-in sheets  Monitoring by SEL Liaison | | December 2018 – January 2019 |
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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** |
| Monitoring achievement data in FSA and quarterly grades,  Monitoring BASIS data referrals  Monitoring attendance with Reimagining Community Liaison | Shawn Aycock &  Ayanna Whitworth-Barner | BASIS and Data Warehouse | Feedback & evaluations  District mandated database | | May 2019 |
| Maintenance of Database | Ayanna Whitworth-Barner | BASIS and Data Warehouse | Feedback, Evaluations, CLT data chats | | May 2019 |
| Panorama Survey | Ayanna Whitworth-Barner | Panorama Education | Pre- and Post Survey result evaluation | | October 2018 and April 2019 |