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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: **Pines Middle School** | | | | **School Year: 2018-2019** | |
| **Principal: Carlton Campbell** | | | |  | |
| **Cadre Director: Dr. Fleming** | | | | | |
| **School Mission: The mission of Pines Middle School is create a safe, creative, learning environment maintained through an atmosphere of positive reinforcement, respect, and understanding which will enable all students to develop to their fullest potential as independent learners.** | | | | | |
| **School Vision:** **Pines Middle School vision is to foster understand and learning through social emotional learning. To help the whole**  **child learn, mature, and improve overall understanding of different environments.** | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Shuntice McBurrows SEL Liaison** | | | | | |
| **Name: Cathy Spotts** | | | | | |
| **Name: Andria Doughty** | | | | | |
| **Name:** | | | | | |
| **Name:** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| 1. **Responsible Decision Making**   **2. Mentoring Program**  **3. Leadership Program**  **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:**  **-The teachers have safe place location set-up within their classroom for the practice of positive active calming.**  **-Teachers utilize the THINK process to help students evaluate these situations. Think before they react.**  **-STAR Breathing Activity within the classroom for the practice of self management.** | | **B. Recognize personal qualities and external supports.** | **Strategies:**  **-Student will create quarterly SMART goals within the classroom and monitor their progress (Classroom initiative)**  **-Kid of Character Trait- Students are recognized for their good deeds.**  **-Mentoring Program within the school- The students and identified students can utilize this program to assist with identified gaps academically or behaviorally.** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**  **-Weekly Reflection Journaling within the classroom for students to evaluate their week. Student will be able to adjust their behaviors for the following week.** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: Students will be able to complete “In my shoes activity” that address issues of being in someone else perspective.** | | **B: Recognize individual and group similarities and differences.** | **Strategies:**  **-Students will create Warmth Charts to assist them with identifying their classmates’ similarities and differences within the classroom.**  **-Students will create “About ME BAGS” to help students get to know their peers and how they are all different and unique within the classroom.** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: Student will be able to do a Buddy/Meet Up Activity where students interact with others. Students will be able to communicate with their peers.** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Students will be able to regulate-relate and reason activity where student will identify conflicts and resolve conflicts.** | | **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: Students will be able to complete a Rose and Thorn Activity where they can identify something that happen good or something that happen bad. Students can focus on things they did that were nice or displaying poor decision making.** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Students will utilize self-management techniques before the start of each class to help them stay focus and goal-oriented.** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: Students will hold an oath to keep the school safe and report any suspicious behavior. They students will create a slogan that they pledge to commit to for the entire school year.** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| Awards and ribbons DI Torres awards students; recognition for top students in Achieve3000 ad vocabulary.com, Get Caught Reading program  6th grade book club reading and discussing Surviving Middle School with strategies for personal growth  7th grade book club reading Ghost Boys and 8th grade book club reading Fairest of them All dealing with looking at issues from a variety of perspectives  Success Camp with motivational speakers and parenting classes  Hispanic Heritage Night  The SEL Plan supports the students in all academics within the classroom. A variety of strategies are being used school-wide to improve our 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** |
| Faculty Meetings | Doughty/McBurrows | SecondStep, Workbook Activities, Strategies | Observations/Student Activities , Bulletin Boards, Certificates | | Continuous |
| Classroom Visits | McBurrows/Spotts/Guidance Counselors | SecondStep, Workbook Activities , Strategies | Observations/Student Activities, Bulletin Boards, Certificates | | Continuous |
| Trainings | McBurrows/Spotts/Guidance Counselors | SecondStep, Workbook Activities, Strategies | Observations/Student Activities, Bulletin Boards, Certificates | | Continuous |
| **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** |
| Faculty Meetings | McBurrows/Spotts/Guidance Counselors | SecondStep, Workbook Activities, Strategies | Observations/Student Activities , Bulletin Boards, Certificates | | Continuous |
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