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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Seminole Middle School | | | | **School Year: 2018-19** | |
| **Principal: Ms. Kathryn Marlow** | | | |  | |
| **Cadre Director: Ms. Shantell Curry** | | | | | |
| **School Mission: Seminole Middle School strives to empower all students to achieve at their highest potential and to become productive members in their community.** | | | | | |
| **School Vision:** The school’s goal and vision is similar to that of the initial intent of the SEL focus. The benefits of implementing evidence-based SEL programming with fidelity in order to assist the students to reach their highest potential, i.e. achieving greater academic success and decreased behavioral issues. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Dorothy Delima SEL Liaison** | | | | | |
| **Name: Shantell Curry Assistant Principal** | | | | | |
| **Name: Melanie Hemphil Equity Liaison** | | | | | |
| **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.**  **2.**  **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?** | | | | | |
| |  |  | | --- | --- | | **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 teacher will teach self-awareness to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.*** | | **B. Recognize personal qualities and external supports.** | **Strategies: *The teacher helps students to develop self-efficacy and self-esteem by recognizing their own strengths, limitations, needs and values.*** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: *The teacher will help students to develop self-efficacy and self-esteem by recognizing their own strengths, limitations =, needs and values.*** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: The teacher helps students to manage and express emotions appropriately, control impulses.** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Teacher helps students understand their feelings and beliefs qs well as develop self-confidence.** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: Teacher helps students to communicate effectively and exhibit cooperative learning to work towards group goals.** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: The teacher helps students to use strategies to become aware of others’ emotions, develop an awareness, respect and appreciation for diversity.** | | **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: The teacher will help students to use strategies to become aware o f others’ emotions, develop and awareness, respect and appreciation for diversity.** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: To help students develop self-efficacy and self-esteem by recognizing their won strengths, limitations, needs and values.** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: Teach students to communicate effectively and exhibit cooperative learning to work toward group goals.** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **The intent of the school-wide policy is to encourage a positive school climate. The outcome is to foster youth development and academic achievement through increased attendance. Thus, leading to the students being responsible and productive members of the school community and society.** | | | | | |
| **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** |
| Quality and Fidelity of Implementation | Dorothy Delima | SEL School Agreement Feedback Form | Actual Form | | January 31, 2019 |
| Measure on Impact | Dorothy Delima | Group Meetings | Meeting minutes | | May 31, 2019 |
| Impact on Student Achievement | Dorothy Delima | Climate Survey | Actual Form | | May 31, 2019 |
| **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** |
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