|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Glades Middle | | | | **School Year: 2018-2019** | |
| **Principal:** Ricardo Reyes | | | |  | |
| **Cadre Director:** Dr. Jermaine Fleming | | | | | |
| **School Mission:**  "Glades Middle School joins the parents and community in their commitment to create a safe, nurturing environment that encourages life-long learning and empowers all students with the skills, knowledge, and experiences necessary to become productive and responsible citizens of a global community." | | | | | |
| **School Vision:**  "Pioneering a Community of Excellence" | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: SEL Liaison Craig Kocis** | | | | | |
| **Name:** | | | | | |
| **Name:** | | | | | |
| **Name:** | | | | | |
| **Name:** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Suite 360**  **2. “Catch A Cougar”**  **3. Caring Cougars**  **4. Mentoring Program** | | | | | |
| **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 school incorporates the Suite 360 Modules which is completed by all students | | **B. Recognize personal qualities and external supports.** | **Strategies:**  Students undergo ongoing Suite 360 modules and discussions. | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**  The focus is on at risk students are identified in the mentoring program. These students will complete a SMART goal that the school have set in place. | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**  Teacher led discussions based on student’s completing Suite 360 modules. | | **B: Recognize individual and group similarities and differences.** | **Strategies:**  There are theme based modules on Suite 360 to promote diversity and inclusiveness. | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**  Caring Cougar Program to help foster relationships among students. | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**  The mentoring program group meets with a facilitator/teacher. | | **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:**  Suite 360 is implemented throughout all classes so that all students will be able to complete 4 baseline modules by November 1st. These modules that are created will help to foster student’s decision making skills. | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:** The Mentoring program allows for students to work towards both academic and social goals. They will turn in bi-weekly progress reports tracking their academic and behavioral success. | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:**  **“Catch A Cougar” – the spotlighting positive attributes of students on school and peers.** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **The goal of the school-wide policy that is implemented allows for students to take ownership in wanting**  **Grow both academically and socially. The policy that is set forth encourages students to have a “take-charge” mind set.** | | | | | |
| **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** |
| Suite 360 PLC | Mr. Kocis | Webinar guided by suite 360 personnel | August 14, 2018 | | October 21, 2018 |
| Mentoring Program | Mr. Kocis; Ms. Petrie | Created by SEL Team | September 8, 2018 | | Year long |
| Caring Cougars | Mrs. Moser and Mr. Kocis | Reading curriculum, Peer counseling curriculum | September 14, 2018 | | Year long |
| **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** |
| Fours baseline model | Mr. Kocis | Suite 360 | Suite 360 reports | | Oct 28, 2018 |
| Mentoring time logs | Mr. Kocis; Ms. Petrie | Mentoring packet | Students folders | | Nov. 15, 2018 |
| Bi-monthly meetings | Mrs. Moser and Mr. Kocis | Peer counseling Curriculum | Peer counseling time log | | Dec 1, 2018 |