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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Westpine Middle School | **School Year: 2018-19** |
| **Principal: Christopher Johnson** |  |
| **Cadre Director:** |
| **School Mission:** |
| **School Vision:**  |
| **SEL Leadership Team School Role** |
| **Name: Monica McLemore SEL Liaison** |
| **Name: LaSonja Young** |
| **Name: Grace Taylor** |
| **Name: Carla Gillespie** |
| **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?**   |
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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:**Guidance will visit each class and teach a skill Mindsets and Goals |
| **B. Recognize personal qualities and external supports.** | **Strategies:** Students seen exhibiting these qualities will be recognized by random adults. |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**Students will create through Guidance visit a goal chart. |
| **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:** Guidance Class visit lesson values and friendships |
| **B: Recognize individual and group similarities and differences.** | **Strategies:**Create and maintain groups based on skills needed to be built. |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:**Peer Conflict Lesson |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**Self-esteem building lessons |
| **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:**Thoughts, Emotions and Decision lessons |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**Applying the skill you have learned lessons |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:**Create and maintain Mentorship with Big Brother and Big Sister |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
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| **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** |
| Professional Development | McLemore/ Young |  | survey | 08/08/2018 |
| Professional development | McLemore/ Young |  | Survey | 11/2018 |
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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** |
| Increase in schoolwide behavior | Mclemore/ Young |  | Decrease of referrals | 05/30/2019 |
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