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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Bair Middle School  | **School Year: 2018-19** |
| **Principal:** Dr. Keietta Givens |  |
| **Cadre Director:** Christine Semisch |
| **School Mission:** |
| **School Vision:**  |
| **SEL Leadership Team School Role** |
| **Name: Krystal Hall-Shivers SEL Liaison** |
| **Name: Patricia Genhold Assistant Principal** |
| **Name: Dane Hurst Teacher** |
| **Name: Anne Shaffer Teacher** |
| **Name: Denise Wilson/Simone Green Guidance Counselor** |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Second Step****2. Conscious Discipline****3. Mentoring Tomorrow’s Leader****4. Orange Bowl Leadership Academy****5. Start with Hello…..** |
| **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 counselors will do classroom visits to implement SEL thru Second Step |
| **B. Recognize personal qualities and external supports.** | **Strategies:**MTL Program 8th graders that meet with 6th grade students that encourage academic support, Academics All Star provide academic support with afterschool tutoring.  |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**Teachers with have data chats with students about assessments and progress.  |
| **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 will use Second step and mindfulness activities |
| **B: Recognize individual and group similarities and differences.** | **Strategies:**Guidance will use Second step to teach social awareness and community awareness, participation in the social studies fair, and participate in heritage months. The equity liaison will have trainings at the faculty meetings on current issues and trends.  |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:**Monthly classroom guidance visits to build upon social skill development like respecting other opinions, and respect social norms. |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**Peer counseling students have been trained to assist with peer conflicts and resolution. MTL program also assist with mentoring of 6th grade students by 8th grade students.  |
| **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:**Teachers will review safety drills with students, Review policies & “What to do if” roleplaying certain possible codes. Talk with students about “Start with Hello” to address mental health. |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**Students use of their planners daily for the academic planning. They contact counselors and administration to deal with social situations.  |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:**Leadership team will continue planning pro social activities and connecting the community partners and families. (ex. Dunkin donuts for Donut with Dads) |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **The policies are enforced with fidelity and equity and support the emotional well being of all students. Students have conversations that encourage responsible behaviors in personal, school, and their community.**  |
| **SEL Professional Development: *How will school leadership educate administrators, faculty, and staff on the continuous implementation of SEL? Professional Development will be utilized monthly to educate everyone on SEL and its implementation.***  |
| **Action** | **Responsible Person** | **Resources** | **Evidence of Completion** | **Completion Date** |
| Professional Development | SEL liaison  |  | Sign in sheets/Surveys | Quarterly  |
| Faculty Meeting introduction of implementation of small strategies Ex 1. Greet every student that comes into the room 2. Handshake for student entering the room  | All staff daily  |  | Ongoing monthly focus | End of each month |
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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** |
| Discipline & Behavior Referrals Decrease by 15% Comparison of last year numbers to current year.  | SEL TEAM along with guidance team.  | Behavior Database | Comparable Data | June 2019 |
| Students will have an increase of ten points in their FSA scores  | SEL TEAM along with guidance team.  | School grade improves or maintains the B | Comparable Data | June 2019 |
| Students attendance will improve by 20%  | SEL TEAM along with the SW | Student attendance logs | Comparable Data | June 2019 |