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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Silver Lakes Middle School | | | | **School Year:** 2018-2019 | |
| **Principal:** Alison Trautmann-Lopez | | | |  | |
| **Cadre Director:** Christine Semisch | | | | | |
| **School Mission:** Silver-Lakes Middle magnet school will ensure that all students achieve success while preparing them for college to meet tomorrow's global challenges in science, technology, engineering and math (STEM) within a safe and civil environment. | | | | | |
| **School Vision:** Silver Lakes Middle School’s vision for Social Emotional Learning is to develop the whole child by raising self-awareness and promoting self-advocacy through the implementation of Conscious Discipline; with the goal of cultivating college and career ready students who can self-regulate their emotions and actions; which will ultimately prepare them meet the challenges of today’s world. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name:** Candace Goode **SEL Liaison** | | | | | |
| **Name:** Jeffrey Williams **SEL- Assistance Principal** | | | | | |
| **Name:** Robin Smith-House Conscious Discipline Action Team | | | | | |
| **Name:** Kenneth WardConscious Discipline Action Team | | | | | |
| **Name:** Robin SilerConscious Discipline Action Team | | | | | |
| **Name:** Sophonie GaspardConscious Discipline Action Team | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Conscious Discipline:**  **2. Peer Counseling**  **3. Second Step**  **4. CHAMPS**  **5. PBIS (Positive Behavior Interventions Support)** | | | | | |
| **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: S.T.A.R. Smile, Take a Deep Breath, And Relax.**  Through the implementation and education of Conscious Discipline and the 3 brain states. Students will learn to identify which brain state they are currently in (at the moment) and innately begin to self-regulate their emotions. | | **B. Recognize personal qualities and external supports.** | **Strategies:** Implementation of Second Step to analyze how personal qualities influence choices and successes as well as analyze how making use of school and community supports and opportunities can contribute to school and life success through a myriad of lessons execute during the advisory period with SEL mentors leading the sessions. | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Data Chats**  Students and teachers have one-to-one data chats. During the data chat students will look at their FSA score from last year and determine how many points they need to make a gain as well as create SMART GOAL and a Mini Action Plan. | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:** Implementing the Second Step Program through our Peer Counseling Group. The Peer counseling group will serve as “Good-Will Ambassadors” to our Advisory groups. In addition, students will use Second Steps in IBM as a reflection lesson(s) based upon the infraction they committed and develop a Second- Step Action Plan; reflecting on how they could have handled the situation differently and what they will do if presented with the same situation again. | | **B: Recognize individual and group similarities and differences.** | **Strategies:** Multi-cultural Night, School-wide Random Acts of Kindness Initiatives (RAKS). School Advisory Counseling (SAC) initiative “Voices of the Village”. | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:** Peer Counseling Group. The Peer counseling group will serve as “Good-Will Ambassadors” to our Advisory groups with a focus on a different social skill per month. In addition, they will make commercials promoting the monthly self-awareness skill. | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** Implementation of Conscious Discipline’s strategy P.E.A.C.E. Problem, Encourage, Affirm, Collect, Evaluate. | | **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:** S.T.A.R.S. Safety, Tolerance, Accountability Respect and Service  Twice a year through the Science and Social Studies Department execute specialized lesson plans created by team of teachers in the school. | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:** Positive Behavior Inventions and Support- PBIS  School-wide which is initiative that PBIS teaches positive skills and behaviors to help ALL students be successful in our school and beyond. | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:** School Family Tree in the cafeteria and Conscious Discipline Wish Wells on display in each classroom as a moment of reflection before the instruction period begins. | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| Silver Lakes’ school-wide policy and practices of providing students with the Social and Emotional Learning Skills to become responsible citizens in society, to contribute value to themselves as well as their families and communities, and to enjoy productive and satisfying lives; is most evident and effective through our implementation of Conscious Discipline practices in our everyday classroom’s. In addition to the emphasis of making good decisions through the implementation of Second Step in our Peer Counseling classes and Advisory classes. An additional layer of support comes from our mentoring clubs such Builders Club, P.I.N.K, Future Educators of America and Junior Honor 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** |
| Professional Development  “Conscious Discipline” | Masharie Powell  Candace Booker Goode | Conscious Discipline | Developed Instruction Focus Calendar for our Advisory Classes | | June of 2018 |
| Professional Development | District Rep. | Conscious Discipline | Created SEL Action Team | | July of 2018 |
| Professional Development | Candace Goode | Conscious Discipline | TBA | | June of 2019 |
| Professional Development | Candace Goode | Second Step | Implementation of Lessons | | June of 2019 |
| PLC- Push-in | CD Action Team | Conscious Discipline | Schedule/Video | | June of 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** |
| Monitor Referrals | Candace Goode & Jill Mostal | Discipline Management System | Quarterly Reports | | June of 2019 |
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