|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Leadership** | | | | | |
| **Complete the school-based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Forest Glen Middle School | | | | **School Year: 2018-2019** | |
| **Principal:** Ronald Forsman | | | |  | |
| **Cadre Director:** Christina Semisch | | | | | |
| **School Mission:** Educating today’s students to be college and career ready | | | | | |
| **School Vision:** Forest Glen is committed to providing all students the opportunity and support to accelerate their learning and reach their highest potential | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name:**  Natasha Wilson **SEL Liaison** | | | | | |
| **Name:** Maricia Johnson **Teacher** | | | | | |
| **Name:** Ashley Schnaars **Teacher** | | | | | |
| **Name:** Marcia Golding **Teacher** | | | | | |
| **Name:** Shawna Meyer **Peer Counseling Teacher** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Greeters at door**  **2. Safe Place**  **3. Jobs assignment for all students**  **4. Deep breathing exercise** | | | | | |
| **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:** Teach self-regulation through the use of S.T.A.R – smile, take a deep breath and relax | | **B. Recognize personal qualities and external supports.** | **Strategies:** Students will be able to identify when to self-advocate use resources that are available to them. | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:** Students will be able to keep track of their academic goals by accessing gradebook (pinnacle) and reviewing their progress | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:** Students will be able to recognize when their peer is in survival state by facial expressions, body language and tone of voice. | | **B: Recognize individual and group similarities and differences.** | **Strategies:** Students will embrace each other’s culture and ethnic background by participating in in-class and school-wide activities to unite by engaging in class chanting, school dances, sports and extra-curricular activities. | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:** Students will participate in using the Wishing Well to show emotional support to their peers when a student is absent. | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** Students will use self-regulating strategies to deescalate and use the safe place to regulate their emotions. | | **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:** Students will be given choices on what they can and cannot do to ensure safety and make better decisions. Ex. you may, you may, you may not | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:** Students will be able to self-reflect and act and respond in accordance to class and school-wide code of conduct. | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:** Faculty, parents and the community will participate in parent night to learn social emotional strategies. | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **The school-wide policy and practices will support the social emotional learning of students as it will engage student’s in understanding the correlation between academic performance and how their response to emotions affect the various aspects of their lives.** | | | | | |
| **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** |
| FACULTY MEETING | SEL TEAM | SEL SUMMER TRAINING | PD CALENDAR | | 05/30/19 |
| SEL TRAINING IN PLC | SEL TEAM | CONSCIENCE DISCIPLINE BOOK |  | | 05/30/19 |
| FACULTY MEETING | SEL TEAM | ADDITIONAL SUPPORT |  | | 05/30/19 |
| **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** |
| REFERREAL DATA | Ms. Wilson | BASIS will be used to monitor how many referrals are issued. | Percentage of student referrals will decrease. | | Quarter 2– 12/21/18  Quarter 3 – 3/21/19  Quarter 4 – 6/4/19 |
| RTI DATA | Ms. Wilson | BASIS will be used to monitor how many referrals are issued for behavior. | Number of referrals will decrease. | | Quarter 2– 12/21/18  Quarter 3 – 3/21/19  Quarter 4 – 6/4/19 |
| REFERRAL AND RTI DATA | SEL TEAM | TEACHER FEEDBACK | Teacher survey. | | Quarter 2– 12/21/18  Quarter 3 – 3/21/19  Quarter 4 – 6/4/19 |