Leadership

Complete the school based information below.	
Develop a school infrastructure that will support SEL.	
School: Lyons Creek Middle	**School Year: 2018-2019**
Principal: Vernicca Wynter	
Cadre Director: Christine Semisch	
School Mission: The mission of Lyons Creek Middle is to maintain a safe, secure, learning environment where tolerance, respect, and accountability provide learning experiences that empower our diverse LCMS community.	
School Vision: The vision of LCMS is to provide professional excellence and educational excellence in a "student first" environment! There is a very high expectation for students to work diligently to improve student achievement, while preparing them to succeed in tomorrow's world. Students are being prepared for high school, college, and career readiness.	

SEL Leadership Team	School Role
Name: **Ms. Jennifer Fredericks** **SEL Liaison**	
Name: **Ms. Jamie Caliendo**	
Name: **Ms. Tonya Minisci**	
Name: **Ms. Rothman**	

Name: Lyons Creek Middle

School Wide SEL Implementation

Review of Current SEL Program: What SEL program(s) currently exist in your school?

1. Safe Keepers
2. Wishing Well
3. Brain Smart Start
4. STAR

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: Teaching start to the staff and students: Stop and smile, take a deep breath, and relax and create a student safe space
B. Recognize personal qualities and external supports.	**Strategies:** Mentoring program: Peer and adult. Having clubs offered to students aligned with popular interest both before and after school.

C. Demonstrate skills related to achieving personal and academic goals.	**Strategies:** Having data chats with students. This will allow students to see where they are and set a goal that is personal and relevant to their academic success.
Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*	
A: Recognize the feelings and perspectives of others.	**Strategies:** We can teach the students the different Brain states, so they are aware of what it looks like and feels like when others are upset. Peer mentoring/counseling to help students work through issues with other students.
B: Recognize individual and group similarities and differences. Superhero theme: What's your superpower?	**Strategies: Clubs:** Students with similar interest meeting on a regular basis. **Club Fair:** Students were able to sign up for different clubs and demonstrating what they do through multicultural night.
C: Use communication and social skills to interact effectively with others.	**Strategies:** Teach students strategies for handling conflicts.
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	**Strategies:** peer counseling present to classes how to handle conflicts. Peer counselors mediating other students who have conflicts.

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:** Role play scenario's and having students determine what is safe or ethical.
B: Apply decision- making skills to deal responsibly with daily academic and social situations.	**Strategies:** Use pros and cons lists acknowledge and compensate biases.
C. Contribute to the well-being of one's school and community.	**Strategies:** Volunteering to lead club teacher-student mentoring program.

How does your school-wide policy and practices support the social emotional learning of students?

Our school wide policy and practices support the social emotional learning of students by making sure every student feel safe and secure. Students can confide in any staff member if they have any issue with a student and feel confident that the issue will be resolved. We have counselor available to respond when students are in the midst of crisis.

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
Clubs	Jennifer Fredericks	None	Attendance/Participation	May 2019
Safe keepers	Jennifer Fredericks	None	Attendance/Participation	May 2019
Star	Vernicca Wynter	None	Attendance/Participation	May 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**
Reduced in referrals and statements	Administrators	BASIS	Less than 15% of the previous school year	May 2019