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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Silver Trail Middle School | **School Year:** 2018-2019 |
| **Principal:** Mr. Steve Fraizer |  |
| **Cadre Director:** Dr. Jermaine Flemming |
| **School Mission:**Our mission is to cultivate the potential in every student to identify their genius so that they can become productive citizens who inspire the acceptance of a diverse world as they seek to achieve academic excellence and make positive contributions. |
| **School Vision:** Mustang Strong, Mustang Pride! |
| **SEL Leadership Team School Role** |
| **Name:** Belinda N. Daise **SEL Liaison** |
| **Name:** Claudia Ruiz **SEL – Assistance Principal**  |
| **Name:** Twanda Carter Conscious Discipline Action Team |
| **Name:** Shira Greenberg Conscious Discipline Action Team  |
| **Name:** Joi Marques Conscious Discipline Action Team  |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Conscious Discipline****2. Second Step****3. Peer Counseling****4. Sandy Hook Promise (Kindness)** |
| **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:** 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 and innately begin to self-regulate their emotions. |
| **B. Recognize personal qualities and external supports.** | **Strategies:** 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:** 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.***  |
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| **A: Recognize the feelings and perspectives of others.** |  **Strategies:** Implementing the Second Step Program through our elective classes.  |
| **B: Recognize individual and group similarities and differences.** | **Strategies:** Implementation of “I Am Enough” which isa school wide program that supports acceptance of self and others regardless of their race and gender. |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:** Peer Counseling Group. The Peer counseling group will serve as “Ambassadors” with a focus on a different social skill per month. In addition, they will promote monthly self-awareness skill. |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** Peer Counselors will attend Suite 360 training and peer mediation training to help support their peers in conflict. |
| **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: Students will attend “Family Reunion” assemblies to foster support and encourage positive behaviors each semester.** |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies**: School Counselors will conduct classroom visits and encourage students to make good decisions and address positive decision-making through classroom guidance presentations. |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:** Students will maintain butterfly garden, participate in school-wide recycling activities, and encourage peers to take pride in the appearance of the school campus. |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| Silver Trail school-wide policy and practices of providing students with the Social and Emotional Learning Skills tobecome responsible citizens in society, to contribute value to themselves as well as their families and communities, and toenjoy productive and satisfying lives; is most evident and effective through our implementation of Conscious Disciplinepractices in our classrooms. In addition to the emphasis of making good decisions through the implementationof Second Step through our elective classes.  |
| **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” | Belinda DaiseClaudia Ruiz | Conscious Discipline | Developed Instruction focus calendar for elective teachers. | July of 2018 |
| Professional Development | District Rep. | Conscious Discipline | SEL Team Created | July of 2018 |
| Professional Development | Belinda Daise | Conscious Discipline | Completion of Book | 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** |
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