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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Indian Ridge Middle School | | | | **School Year: 2018-2019** | |
| **Principal: Ian Murray** | | | |  | |
| **Cadre Director: Jermaine Flemming** | | | | | |
| **School Mission:**  The staff of Indian Ridge Middle School is committed to the premise that educators, as agents of change, in conjunction with parents, businesses, and community members, will collaborate to foster the well-being of our students and develop technologically informed, self-directed, lifelong learners; each with unique talents who actively participate in their own educational process. | | | | | |
| **School Vision:** | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Shannon Rosado SEL Liaison** | | | | | |
| **Name: Karen Birke Assistant Principal** | | | | | |
| **Name: Renee Golembioski Peer Counseling Teacher** | | | | | |
| **Name: Morgan Shabsels Teacher** | | | | | |
| **Name: Lauren Brown Literacy Coach** | | | | | |
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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 Program**  **2. “Starts with Hello” Sandy Hook Initiative**  **3. GSA Afterschool Club**  **4. Peer Counseling Class (mediation, awareness, suicide prevention, domestic violence, effective communication)** | | | | | |
| **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:**  Second Step Program  Individual Counseling Sessions with School Counselors | | **B. Recognize personal qualities and external supports.** | **Strategies:**  Individual Counseling Sessions with School Counselors  Second Step Program | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**  Individual Counseling Sessions with School Counselors  Second Step Program | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**  Second Step Program  Individual Counseling Sessions with School Counselors | | **B: Recognize individual and group similarities and differences.** | **Strategies:**  Second Step Program  Individual Counseling Sessions with School Counselors | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**  Second Step Program  Individual Counseling Sessions with School Counselors | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**  Second Step Program  Individual Counseling Sessions with School Counselors | | **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:**  Second Step Program  Individual Counseling Sessions with School Counselors | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**  Second Step Program  Individual Counseling Sessions with School Counselors | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:**  Second Step Program  Individual Counseling Sessions with School Counselors | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **The school-wide policy and practices support the social emotional learning of students by training Peer Counselor** | | | | | |
| **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** |
| Suicide Prevention Training | Dr. Bluth | Powerpoint | Sign in Sheet | | October 2018 |
| Courageous Conversation Training | Guidance | Equity Liaison, District Personnel | Sign in Sheet | | June 2019 |
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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** |
| Monitoring RTI/MTSS Referrals in BASIS | Administration and Guidance | BASIS | BASIS | | June 2019 |
| Reading Department PLCs | Literacy Coach | Second Step Program | Quarterly Meetings | | June 2019 |
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