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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Millennium 6-12 Collegiate Academy | | | | **School Year: 2018-2019** | |
| **Principal:** Ms. Francine Baugh | | | |  | |
| **Cadre Director:** Ms. Christine Semisch | | | | | |
| **School Mission:** To provide a stimulating and safe learning environment where each student’s diversified needs are challenged and social needs are met creating productive citizens and lifelong learners. | | | | | |
| **School Vision:** Millennium 6-12 vision statement is STAR’S “Soaring To Achieve Results for Success” | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Jennifer Schorr SEL Liaison** | | | | | |
| **Name: Francine Baugh Principal** | | | | | |
| **Name: Lisa Gayle Assistant Principal** | | | | | |
| **Name: Sabrina Elsinger Assistant Principal** | | | | | |
| **Name: Brian Chartrand Assistant Principal** | | | | | |
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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.**  **4.** | | | | | |
| **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:**  There will be an identified safe place designation at the school. An identified area in each classroom will be sectioned off and designated as an area or space, where students can manage their emotions and behaviors through journaling**.** | | **B. Recognize personal qualities and external supports.** | **Strategies:**  Students will have access to their grade level counselors, instructional coaches, and support facilitators upon request as needed and when support is needed. | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**  Students will utilize their school agendas for recording their assignments and academic goals for the week. Students will have access to the Naviance program to research and record their personal learning styles and goals needed for their future. | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**  In house school academic and social clubs will be available to all students who have a desire to participate in such groups. Character education and activities will be provided monthly to incorporate all District character traits. | | **B: Recognize individual and group similarities and differences.** | **Strategies:**  Students will enter exhibits and documents that will reflect their cultural differences and similarities that will be showcased at the end of year school’s world fest. All ethnic diversity celebrations will be held at the school celebrating awareness dates. (Hispanic heritage month, Black History month and Holocaust remembrance days will be celebrated with the students). | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**  Cooperative learning strategies will be utilized in each classroom for various actives. An increase in speech and debate classes have been made available to students. | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**  Students in peer counseling classes will promote positive behavior posters and cartoons to share with students in the school. Conflict resolution will also be utilized. When needed, Guidance Counselors will hold assemblies per grade level and will discuss topics concerning conflict and ways to resolve it. | | **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:**  Assistant principals will hold grade level meetings with students to address PBIS school’s plan. Students will access Naviance tools in planning their decision-making skills needed for daily living. | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**  Students will learn how to prioritize their study habits for academic situations which will be included for homework, tests and quizzes, and pacing of their time in completing their school projects. Teachers can remind students of proper and positive social interactions that students should practice when using social media or social communication among other peers. | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:**  Students will participate in school wide projects to enlist in providing a well being of the schools’ community. This includes recycling, maintaining the science garden and assisting with updating the character education tree mural along with other murals and bulletin boards around the school campus. | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **Social emotional learning allows for all students attending Millennium 6-12 Collegiate academy an opportunity to share what being a STAR student incorporates. The SEL (Social Emotional Learning Policy) allows our students to model our school’s vision statement which includes all students Soaring To Achieve Results for Success. All students will be prepared to be college and career ready, with using components of our SEL plan.** | | | | | |
| **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** |
| Exchange Best Practices | Sokol, Mcleese, Carter, Schorr | Lesson plans from Second Step/ Conscious discipline | Observed by Admin & Support Staff | | May 2019 |
| Share Morning motivational slogans with staff and students | Schorr, Weiss, Mccleese | Different quotes, slogans, and positive affirmations to be shared with all involved | Daily announcement | | June 2019 |
| Modeling strategies to use in classroom with students | Sokol, Carter, Mccleese, Schorr, Weiss, Guidance | Various resources from different sites, magazines, books and brochures | Observed by all SEL stakeholders on daily basis  Agendas | | June 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 discipline and attendance | Assistant Principals | Basis, Behavior dashboard | Track progression of the two items | | June 2019 |
| Utilize social worker and counselors to have daily check ins with specific students | Guidance  Social Worker  Assistant Principal | Sign in forms, Agendas | Monitor and track students using services | | June 2019 |
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