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| **Leadership** | | | | | |
| **Complete the school-based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Northeast High School | | | | **School Year:** 2018-2019 | |
| **Principal:** Anthony Valachovic | | | |  | |
| **Cadre Director:** Alan Strauss | | | | | |
| **School Mission:** The mission of Northeast High School is to foster a safe environment for individual students to acquire the life skills, both intellectual and personal, which will enable them to become self-directed learners both now and in the future. | | | | | |
| **School Vision:** The vision of Northeast High School is to prepare our students for post- secondary life with the ability to think globally and critically, respect others, and persevere. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Alexander Adams & Annette Alfaro SEL & Equity Liaisons** | | | | | |
| **Name: Kendra Walton Peer Counseling/SAVE Prom.** | | | | | |
| **Name: Robert Jenkins Support Facilitator** | | | | | |
| **Name: Dawn Sales & Patrick Berkley Master Teachers** | | | | | |
| **Name: Casey Pacella AP (PASL & SAC/SIP)** | | | | | |
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| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1.** Professional development on PSD and early release days led by SEL team. The trainings will include how to implement research based SEL practices as well as training on various diverse groups of students.  **2.** Mentoring Tomorrow’s Leaders led by Mr. Jenkins addresses all five SEL competencies teaching its members about peer mentoring.  **3.** The SAVE Promise club is embedded inpeer counseling. They are planning year-long activities to support the Start with Hello campaign to increase social awareness and relationship skills between our students.  **4.** PASL students have been registered into some common classes to help address their SEL needs in particular: self-awareness,  responsible decision-making, and self-management. For all 9th graders a new class was offered with a curriculum that focuses on academic and life skills. | | | | | |
| **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:** Peer Counseling along with the school’s Gay Straight Alliance will host a diversity workshop in which all student leaders (captains of sport teams and club officers) will attend. The workshop will teach these student leaders about the various cultures and identities that make up our student body. They will also learn how to be an inclusive leader that will set the standard for the rest of their club/team. | | **B. Recognize personal qualities and external supports.** | **Strategies:**  Culturally inclusive bulletin boards will be displayed throughout the school. Each individual board will highlight one of the various cultural identities that make up our student body (Hispanic, LGBTQIA+, Black, etc..). Each board will be broken down into several sections and include the following information:  1.) Brief History of the community/timeline  2.) Nuance of identities  3.) Key figures  4.) On-campus resources/outreach  5.) Staff testimonial with contact information  These boards will give students the opportunity to see themselves and their identities represented on school campus while also providing them outreach resources. | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:** Teachers will include culturally-relevant texts, examples and representations in their lesson plans.The SEL strategies will be embedded in all curriculums. The Critical Thinking classes are incorporating life skills and SEL strategies as part of the curriculum. | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:** Staff – During the Pre-Planning week of school, the Equity team will utilize the protocol outline in *Courageous Conversations about Race* by introducing a working definition of race, parameters of conversation and the competencies. This will serve as a foundation for all stakeholders to develop an understanding of languages of unfairness and implicit bias towards all marginalized groups.  Students – A diversity workshop will be held to train student leaders on the courageous conversation protocol by introducing a working definition of race, parameters of conversation and the competencies. This will serve as a foundation for all stakeholders to develop an understanding of languages of unfairness and implicit bias towards all marginalized groups. | | **B: Recognize individual and group similarities and differences.** | **Strategies:** This will be done by utilizing the culturally responsive bulletin boards mentioned in goal 1. Additionally, teachers will utilize culturally responsive teaching to help students develop their self-awareness and awareness of others. | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:** The diversity workshop to be hosted by Peer Counseling and the school’s Gay-Straight Alliance will teach student leader effective communications skills that are culturally responsive. For example, using proper pro-nouns when communicating with trans and gender non-conforming students. Additionally, staff will receive professional development that will serve the same purpose. | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** Teachers will implement strategies in class to teach students to stop, calm down, think before they act. Then verbalize the problem (how they feel). Next, set a positive goal, think of solutions, think of consequences, go ahead and try the best plan (STOP, THINK, GO). The school will post signs schoolwide to remind students of the STOP, THINK, GO strategy. | | **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:** Teachers will be trained on how to embed ethical and safe decision making in the curriculum they already teach. | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:** Peer counselors are being educated to train their peers about anti-bullying. They will then be conducting trainings based on what they learned school wide through personalization classes. | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:** School student organizations are being trained in SEL strategies and will develop activities to share information with all stakeholders. | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| Our aim is to have all students at our school meet their academic and personal goals, while being able to use critical thinking skills and global thinking to guide their decision-making processes. We want our students to be equipped with skills that allow them to be socially aware and use positive relationship skills while being self-aware, exhibiting self-management and making responsible decisions. These goals will be supported by the training of staff and students in SEL competencies and the implementation of activities that support these and create an improved social and emotional culture in the school. | | | | | |
| **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** |
| Staff will participate in professional development during Professional Study Days that will enrich their understanding of that nuance of cultural identities that make up our student body and staff. They will be coached in how to address unique issues that individual students may face. | Leadership team, district personnel, SEL Liaison/team. | District trainings, materials provided from district. | Sign ins for trainings. | | May, 2019 |
| The staff will be coached on the correct language to use around certain communities of people. | Leadership team, district personnel, SEL Liaison/team. | District trainings, materials provided from district. | Training sign in sheets | | May, 2019 |
| Students will be provided with a place they can go for social interaction and guidance during lunches. | Guidance/social worker/teacher volunteers | Games, counselors | Campus room usage | | May, 2019 |
| The faculty will be trained on implementation of research based SEL practices. | Master teachers/SEL team | Researched based SEL practices provided by the district | Training sign in sheets | | February, 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** |
| A comparison of data between student achievement and the 2018-2019 Equity plan will be done. After implementation of the above-mentioned strategies, data will show if there was an impact on student achievement. | SEL Liaison/team | Data from Basis | Achievement in data results | | May, 2019 |
| Students will be provided information on requirements for academic success, graduation requirements, goal setting, post- secondary options. Below credit students will be counseled quarterly. | Guidance/BRACE | Individual, small group, classroom, large group | Scheduled sessions, L27 in terms. Data from BASIS. | | May, 2019 |