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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School: Coconut Creek High School** | | | | **School Year: 2018-2019** | |
| **Principal: Fiske, Scott** | | | |  | |
| **Cadre Director: Ramirez, Michael** | | | | | |
| **School Mission:**  **Coconut Creek High School will educate students in a safe learning environment, maximizing each student's potential, through the use of specific and targeted academic and career-oriented programs.** | | | | | |
| **School Vision:**  **Educating students for success today, tomorrow, and forever.** | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Rodriguez, Edward SEL Liaison** | | | | | |
| **Name: Eduoard, Roger Social Worker** | | | | | |
| **Name: Rodriguez, Martha Social Worker** | | | | | |
| **Name: Edwards, Camille D. PASL LEAD Teacher** | | | | | |
| **Name:** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Mentoring Tomorrow’s Leaders**  **2. HOPE**  **3. Frist Priority**  **4. PASL** | | | | | |
| **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: Through individual and group sessions we help students cope with personal and psychological issues that affect their school performance, behavior and socialization. Through one-on-one, classroom or school-wide sessions, we address issues relevant to the student population we serve, such as school attendance, substance abuse, teen pregnancy, abuse & neglect, and identity crisis. In sessions we use different therapeutic interventions such as, DBT, CBT, and Trauma focused therapy to ensure our students are learning to cope with their specific social and emotional deficits.**  **When necessary we provide information for outside support services or agencies to help students deal with economic, emotional or physical challenges.** | | **B. Recognize personal qualities and external supports.** | **Strategies:**  **To ensure our students are aware of resources and supports available to them we have agencies visit our students and discuss their services. During groups we provide students with valuable information pertaining to community resources and ensure we link them with case management services if necessary.** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**  **Goal Setting, Tracking and Monitoring, HERO positive behavior system** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**  **Teachers, social workers, and counselors work with groups of students. Referral service allows students to meet with family counselors which is extended to families as well. PASL teachers meet with individual students and perform rapid check-ins.** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Team building activities are implemented through the meetings.** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: Social skills training through group meetings, guest speakers engage students in workshops and sensitivity trainings.** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Students receive restorative services through internal suspension with the use of novel study, mediation sessions take place to resolve conflict between individuals or groups.** | | **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: Collaborating with all teachers, parents and staff that interact with students to gain perspective. Meetings and Child study sessions occur based on need.** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Goal setting through PASL and various courses, monitoring goals, HERO system and rapid check-ins conducted by 2nd period teacher.** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: Community service projects through all clubs, sports and activities such as Harvest Drive, Toy Drive, SOS Children’s Village 5K, Beach Clean-up, school maintenance, etc.** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **Through groups, and clubs such as MTL, Women of Tomorrow, Lantinos in Action, and Women in Action we provide mentoring opportunities, empower, strengthen, educate and effectively build our student’s self-esteem. By doing so we are recognizing their personal qualities and making them aware of external supports.**  **We have just begun to teach our students, yoga, mindfulness, and meditation. These practices will be used as tools to cope with and manage stressors, as well as mental health conditions such as Anxiety, and Depression.** | | | | | |
| **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 | Rodriguez, Edward | Mental Health Services Training | Staff Signatures | | Nov. 14, 2018 |
| Professional Development | Lee, Terry | Family Counseling Resources | Staff Signatures | | Dec. 12, 2018 |
| Professional Development | Edwards, Camille D. | PASL | Staff Signatures | | Jan. 16, 2018 |
| **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** |
| 2nd Quarter PASL Survey | Rodriguez, Edward | PASL Institute | PASL Report | | 12/1/2018 |
| 4th Quarter PASL Survey | Rodriguez, Edward | PASL Institute | PASL Report | | 4/20/2018 |
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