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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Cypress Run Education Center | | | | **School Year: 2018-2019** | |
| **Principal: Dr. Gastrid Harrigan** | | | |  | |
| **Cadre Director: Dr. Carle Shaw-Rolle** | | | | | |
| **School Mission:**  Our mission is to ensure the welfare and safety of all students and that they are placed in the most appropriate setting, which is conducive to learning and maximizing academic achievement, growth and development. | | | | | |
| **School Vision:**  The vision of the program is that all students are academically and socially successful. The belief is that all students can learn if give the proper tools, resources, appropriate educational setting and environment. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Margareta Swider SEL Liaison** | | | | | |
| **Name: Janet Jackson Assistant Principal** | | | | | |
| **Name: Olga Wilson Literacy Coach** | | | | | |
| **Name: Dean Belter Behavior Specialist** | | | | | |
| **Name: Fanya Jabouin Family Counselor** | | | | | |
| **Name: Suzi Gluck ESE Support Facilitator** | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Morning Meetings**  **2. LEAPs**  **3. Broward 360**  **4. Social Emotional Learning Course** | | | | | |
| **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:** All students are exposed to “Morning Meetings” focusing on social skills linked to District’s character education and school’s PBIS. Morning meetings take place every day for 20 minutes during first period in all classes. Morning meetings open and close with focused breathing, greeting, sharing, group activity, summary and focused breathing to close session out. | | **B. Recognize personal qualities and external supports.** | **Strategies:** 1. Chief Bus Rider-students displaying model behavior are recognized by the staff on the bus by receiving a Chief Bus Rider ticket and rewarded once a week on Wednesday with various items, from edibles to school supplies or a pass to come to school out of uniform. 2. Chief Student of the Week-staff at the school recognizes student’s who show cooperation and compassion towards others. 3. SEL Class –Critical Thinking class uses Suite 360 and supports students who are lacking social skills and insight necessary to be successful in school and community settings. | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:** Direct instruction via LEAPS; that is intertwined with PBIS and connected to District’s monthly character education. | | **B: Recognize individual and group similarities and differences.** | **Strategies:** Role-play activities during morning meetings, modeling of real life situations that make us culturally similar of different. | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:** LEAPS, modeling and role-play during morning meetings: Suite 360 in Critical Thinking Class, BMOD (Behavior Modification Class) and Internal Suspension. Students assigned to BMOD, or IS have to complete exit page related to the infraction on their referral. | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** Outside community involvement, Henderson, Boys Town, guest Speakers, Suite 360 and LEAPS lessons. | | **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:** Connecting character education to Suite 360, LEAPS and infusing it into school wide PBIS. | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:** Academic Field Trips, Internships with community organizations such as City of Pompano Beach and involvement into community programs such as My Future is Now. | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| Our school’s PBIS closely reflects and follows LEAPS and Suite 360 lessons. All the expectations, rules and consequences are closely intertwined and reflect same vision and goals. | | | | | |
| **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** |
| Group video conference | Ms. Jackson/Suite 360 | Suite 360, LEAPS | 1. Completion of 360 lessons  2. Number of referrals | | Monthly / Quarterly |
| 1.Faculty Trainings PD  2. Behavior Bites-On canvas | Ms. Jackson  Ms. Wilson  Mrs. Swider | Suite 360  LEAPS  Role Play  Modeling | 1. Suite 360 2. Referrals 3. Grades   Log into canvas and completion of assignments | | Monthly / Quarterly |
| Individual Training based on the need | Mrs. Swider | Same as above | Same as above | | Same as above |
| **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** |
| Decreased number of disciplinary referrals | Dr. Belter and  Ms. Jackson | BASIS  TERMS | Decrease of 10% in disciplinary referrals on a monthly basis. | | Weekly / Monthly |
| Increase in student attendance | Dr. Belter  Ms. Jackson  Dr. Jabouin | BASIS  TERMS | 10% monthly increase of student attendance. | | Monthly / Quarterly |