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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Stranahan High School | | | | **School Year: 2018-2019** | |
| **Principal: Michelle Padura-Smith** | | | |  | |
| **Cadre Director: Alan Strauss** | | | | | |
| **School Mission: The Mission of The Stranahan High School Community is to empower students with the academic, social, and career decision-making skills, to prepare them to become productive, responsible citizens in a global society, and to pursue a career plan to meet the challenges of the workplace.** | | | | | |
| **School Vision:** Stranahan High School will incorporate the involvement of parents, community members and business partners, along with an innovative curriculum and quality instruction to promote and enrich the academic and personal success of all students. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Elvin Hazell Asst. Prin. / SEL Liaison** | | | | | |
| **Name: Kamara Sanon Assistant Principal** | | | | | |
| **Name: Ester Dawkins Guidance Director** | | | | | |
| **Name: Lilia Francois Social Worker** | | | | | |
| **Name: Kendra Fields PASL Coordinator** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. PASL – Personalization for Academic and Social Learning**  **2. MTL – Mentoring Tomorrow’s Leaders**  **3. Women of Tomorrow**  **4. Hispanic Unity / Compass**  **5. Latinos In Action** | | | | | |
| **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:**   * **Social Worker counseling – short term**   + **Social skills building**   + **Community and problem solving skills building**   + **Conflict resolution; interpersonal skills; coping skills training** * **Family Counseling – long term: Involving parent meetings at school and community settings are involved.**    + **Psycho Education**   + **Affect Modulation**   + **Cognitive coping skills**   + **Relaxation techniques** * **Peer Mentoring / Leadership**   + **Open discussions**   + **Student Mentors**   + **Conflict resolution / Bullying prevention** | | **B. Recognize personal qualities and external supports.** | **Strategies:**   * **Hispanic Unity / COMPASS**   + **After school program where students are provided with tutoring services for subjects they are struggling in.** * **College Tour – Offered by various clubs: i.e. MTL, Medical / Engineering Magnet, BRACE….** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**  **3-6-9 Plan: Every 3 weeks, teachers discuss grades, attendance and behavior with their students.** | | **B: Recognize individual and group similarities and differences.** | **Strategies:**   * **Peer Counseling through MTL** * **UTAP – Urban Teachers Academy Program** * **Leadership Class** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**   * **Poetry Club** * **Peace Club** * **First Priority** * **Fellowship of Christian Athletes** * **Guitar Club** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**   * **Peer Counseling through MTL** * **Debate** | | **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:**   * **PASL Assemblies** * **Crime Watch sponsored by the SRO** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**   * **MCJROTC / Leadership** * **School Counseling** * **Athletic Department** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:**   * **NHS** * **MTL** * **Key Club** * **Recycling Club** * **Gardening Club** * **SGA** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| * Active involvement of parents, community members and business partners promotes and enriches the academic success of students. * Responsibility, citizenship, kindness, respect, honest, self-control, tolerance and cooperation are character traits that help to produce productive members of the society. * An innovative curriculum and quality instruction combine state-of-the-art career training with rigorous academic foundation. * Rich cultural diversity broadens the scope of learning, enhances interpersonal relationships, and better prepares students to assume civic responsibility. * Graduates will have the necessary knowledge and skills needed to make positive choices about their future. | | | | | |
| **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** |
| PSD | SEL TEAM | SEL Curriculum | Attendance Sheets | | June 2019 |
| PASL | SEL TEAM | SEL Curriculum | Attendance Sheets | | June 2019 |
| Personalization | SEL TEAM | Pinnacle / Activities | Quarterly Data Chats | | 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 Referrals | Grade Level Administrator | DMS / BASIS | Decrease of Referrals reflected | | June 2019 |
| Monitor Quarterly Grades | Grade Level Administrator | DWH / BASIS | Increased Graduation Rate | | June 2019 |
| Monitor Attendance | Grade Level Administrator / Social Worker | BASIS | Increase in School Attendance | | June 2019 |