|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Whiddon Rogers Education Center | | | | **School Year: 2018-2019** | |
| **Principal: Mr. Wylie Howard Jr.** | | | |  | |
| **Cadre Director: Dr. Carletha Shaw-Rolle** | | | | | |
| **School Mission: is to make social and emotional learning (SEL) an interwoven part of Whiddon Rogers skills set curricula.** | | | | | |
| **School Vision:** **School Mission: is to provide students with social and emotional learning skills to become responsible citizens, to contribute to their economic well-being and to their families and communities as productive citizens. Building knowledge and skills within the whole child.** | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Carrie Palmer SEL Liaison** | | | | | |
| **Name: John Battle lll, Assistant Principal** | | | | | |
| **Name: Marcelle Fleurinor** | | | | | |
| **Name: Regina Jefferson** | | | | | |
| **Name: Jimmy Jefferson** | | | | | |
| **Name: Horace Parker/Fredick Battle** | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*? LEAPs*** | | | | | |
| **1.**  **2.**  **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: All students receive LEAPs lesson during 2nd period.** | | **B. Recognize personal qualities and external supports.** | **Strategies: All students receive LEAPs lesson during 2nd period.** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: All students receive LEAPs lesson during 2nd period.** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: The school utilizes equity awareness calendar social awareness for all students.** | | **B: Recognize individual and group similarities and differences.** | **Strategies: The school utilizes equity awareness calendar social emotional awareness for all students.** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: Hallways (Posters) to enforce LEAPs lesson.** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Family counselor identifies students of need to provide personalize services.** | | **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: Quarterly conversation expectation for behavior and safety.** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Data chat with students during intake process.** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: Communication of PBIS program through SAC meeting and share the links with all stakeholders.** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **Providing life skills, soft skills, among other skills to build the required skills for the real world.** | | | | | |
| **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 SEL Competencies** | **Palmer** | **In house resources will be provide** | **Sign in sheets** | | **June 2019** |
| **Faulty Meetings** | **Palmer** | **As needed** | **Sign in sheets** | | **June 2019** |
| **SEL Support** | **Patterson** | **As needed** | **Sign in sheets** | | **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** |
| **Attendance10 points** | **IMT** | **Terms** | **Quarterly** | | June 2019 |
| **Academic 10 points** | **IMT/Coaches** | **Terms** | **Quarterly** | | June 2019 |
| **Referrals 10 points** | **IMT/Behavior Specialist** | **Terms** | **Quarterly** | | June 2019 |