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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Henry D. Perry Education Center  | **School Year:** 2018 - 2019 |
| **Principal:** Bardetta D. Haygood |  |
| **Cadre Director:** Dr.Carletha Shaw-Rolle |
| **School Mission:**The mission of Henry D. Perry Education Center is to prepare all students for post-secondary success through college and career readiness. |
| **School Vision:** Our vision is to inspire our diverse community of learners to meet or exceed their potential in an ever-evolving society. |
| **SEL Leadership Team School Role** |
| **Name: Dr. Marcheley Adam SEL Liaison** |
| **Name: Kristin Baltazar Assistant Principal** |
| **Name: Tellis Bolden ESE Specialist** |
| **Name: Brenda Michel ESE Facilitator**  |
| **Name: Gerald Warren Behavior Specialist** |
| **Name: Shieka Davis School Social Worker**  |
| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Mentoring Groups****2. Family Counselor/School Social Workers****3. HERO Behavior Modification System****4. Community Partnerships – Henderson**  |
| **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?**   |
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| **Goal 1: *Develop self-awareness and self-management skills to achieve school and life success.*** |
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| **A. Identify and manage one’s emotions and behavior.** | **Strategies: Model and guide students to control students’ attention and interpersonal conflict** |
| **B. Recognize personal qualities and external supports.** | **Strategies: Make a concerted effort to identify community resources that can be used to support students in time of need** |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Provide examples of goal-setting and plan lessons to help students develop intentional habits of perseverance and specific strategies for setting goals** |
| **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.***  |
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| **A: Recognize the feelings and perspectives of others.** |  **Strategies: Through mentoring programs and international student organizations, students will have the opportunity to have transformative conversations about community and culture**  |
| **B: Recognize individual and group similarities and differences.** | **Strategies: Students will participate in student organizations and clubs and engage in student activities (Hispanic Heritage and Black History Months)** |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies: Teachers and staff will model effective communication and social skills** |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Through the mentoring clubs, students are engaged in promoting positive behaviors, leadership skills, and resolving peer conflicts** |
| **Goal 3: *Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.***  |
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| **A: Consider ethical, safety, and societal factors in making decisions.** | **Strategies: Teachers will encourage students to advocate for themselves, to exhibit positive motivation and optimism, and seek help when needed** |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Help students control attention to maintain optimal work performance and to regulate performance**  |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies: Students and staff will participate in school’s holiday drive and beautification projects**  |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **Our goal is to educate the whole child – this includes both academic as well as socio-emotional learning. We have one family counselor and two school social workers on staff. We also incorporated four graduation coaches to monitor each student’s needs, in and out of the classroom, and to ensure proper referrals and documentation are being done to support each individual student’s needs. We provide mentoring opportunities within the school, and mentors are assigned to students based on areas of need.**  |
| **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** |
| PLC’s  | Department Chairs | Canvas Courses, Family Counselor, and Student Services | Minutes, agendas, and completion certificates | 6/5/18 |
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| Professional Development  | Staff and Teachers | District Workshops | PD Points and certificate for evidence | 6/5/18 |
| **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** |
| Teacher Reports and Student Self-Report | All staff | LEAPS Lessons, Quarterly Student Data Chats, and Monthly Progress Monitoring  | Fewer referrals, better academic performance, and improved attitudes and behaviors | 6/5/18 |
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