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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: **Seagull Alternative High School** | **School Year: 2018-2019** |
| **Principal: Mr. Bonnie Clemon** |  |
| **Cadre Director: Dr. Carletha Shaw- Rolle** |
| **School Mission:**Our mission is to meet the unique educational, social, and emotional needs of our diverse student population in a secure and nurturing environment. |
| **School Vision:** Seagull empowers each student to become a productive citizen who demonstrates positive character traits and pursues college and career opportunities. |
| **SEL Leadership Team School Role** |
| **Name: Lindsey Bruckner SEL Liaison** |
| **Name: Tiffany Griffin School Psychologist** |
| **Name: Lisa Wattley ESE Specialist** |
| **Name: Tracy Justice Guidance Counselor** |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| 1. Family Counseling Services

2. CHAMPS3. CARES mentoring4. Women of Tomorrow |
| **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:**Monthly Character TraitsReferral to Mental Health Facility |
| **B. Recognize personal qualities and external supports.** | **Strategies:**Student of the MonthCHAMPS |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**Student of the MonthRecognition of High School Seniors Meeting Their Graduation Requirements |
| **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:**Group Counseling |
| **B: Recognize individual and group similarities and differences.** | **Strategies:**Group Counseling |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:**Sandy Hook Promise Training |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**Family Counseling |
| **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:**Trauma Informed School Training |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**Wrap Around Services with Community Agencies |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies:**Wrap Around Services with Community Agencies |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| Our social and emotional practices are infused throughout the curriculum and daily instruction. It is also evident in the positive climate and culture of our school. |
| **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** |
| Sandy Hook Promise Training | SEL Team | District Training Materials | Sign-in Sheets | May 2019 |
| Trauma Informed School Training | Charlene Gersck | District Training Materials | Sign-in Sheets | May 2019 |
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| **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** |
| Disciplinary Referral Review | Wattley and Ellick | BASIS | BASIS Report | May 2019 |
| Classroom Data Chats | Classroom Teachers | Pinnacle and pacing Guides | Data Chat Logs and Pacing Guides | May 2019 |
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