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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. CHAMPS  3. CARES mentoring  4. 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?** | | | | | |
| |  |  | | --- | --- | | **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:**  Monthly Character Traits  Referral to Mental Health Facility | | **B. Recognize personal qualities and external supports.** | **Strategies:**  Student of the Month  CHAMPS | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**  Student of the Month  Recognition of High School Seniors Meeting Their Graduation Requirements | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **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.*** | | |  | | | **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 | | | | | | |
| **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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