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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: **Nova High School** | | | | **School Year: 2018-2019** | |
| **Principal: Dr. John R. LaCasse** | | | |  | |
| **Cadre Director: Michael Ramirez** | | | | | |
| **School Mission:** Nova High School is committed to cultivating a personalized learning model through innovative teaching and evolving educational technologies to prepare students for college and career success.  The Nova High School learning experience will provide students with an individualized, rigorous and engaging instructional model. | | | | | |
| **School Vision:** Nova High School is committed to cultivating a personalized learning model through innovative teaching and evolving educational technologies to prepare students for college and career success. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Alin Andre SEL Liaison-Director of School Counseling** | | | | | |
| **Name: Christine Sexton Assistant Principal** | | | | | |
| **Name: Joshua Bishop Curriculum Leader-Unified Arts** | | | | | |
| **Name: Errol Forbes Teacher/ MTL Faculty Sponsor** | | | | | |
| **Name: Percita Goedschalk Co-Curriculum Leader- Science** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| * 1. **Response to Intervention (RTI)**   2. **Personalization for Academic and Social Learning (PASL)**   3. **Sandy Hook Promise**   4. **Mentoring Tomorrow’s Leaders (MTL)**   5. **SWAP (Sisters with A Purpose)** | | | | | |
| **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: Introduction of the sandy Hook Promise program and Start with Hello” activity.**  **Small Group Counseling**  **Response to Intervention Multi-tiered Systems of Support (RTI/MTSS)**  **Feel Good Fridays Emotional Support Lesson Plan** | | **B. Recognize personal qualities and external supports.** | **Strategies: Individual counseling with students while implementing Personalization for Academic and Social Learning strategies in study hall/personalization classes** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Academic, Social/Emotional, and Career counseling with students throughout the school year, while incorporating continuous monitoring.** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: Sandy Hook Promise Initiative- “Start with Hello”**  **HOPE Sunshine Club**  **Best Buddies**  **GSA** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Instruction embedded in a manner that is inclusive to all students across all subjects.**  **Classroom Guidance**  **Mobile Guidance**  **Weight of Words** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: PVLegs Curriculum embedded across all subjects (Poise, Voice, Life, Eyes, Gestures, and Speed- Schoolwide rubric**  **Latinos In Action** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Peer Counseling**  **Student Leadership Organization**  **Prevention Liaisons** | | **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: Thematic Instruction embedded in curriculum**  **Social Justice awareness** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Small group and individual counseling provided by School Counseling Department to assist with Academic, Social/Emotional, and Career development** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: National Honor Society- Food Donation**  **Inter Club Council**  **Club/Organization rush week**  **Harvest Drive** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| By implementing a comprehensive service program through open communication and individualized support for students and families as they engage in academic learning, social & emotional growth in an innovative e-learning environment. | | | | | |
| **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** |
| **PASL with Class of 2022** | **Brenda Erie** | **PASL-Summer Institute training through Florida State University** | **L-Panel documentation on TERMS/BASIS** | | **June 2019** |
| **Equity Liaison ensuring programs are being implemented to service all students** | **Melissa Atkinson** | **SBBC equity liaison curriculum and check points** | **District benchmarks** | | **June 2019** |
| **Professional Development of Sandy Hook Initiative** | **Elisama Cochenour** | **Start with Hello Presentation/ Resources available on SharePoint** | **Strategies implemented with instructors** | | **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** |
| **Reduce disciplinary infractions** | **Aspiring Leaders/ Equity Liaison** | **RTI database**  **TERMS/BASIS entry** | **Database** | | **June 2019** |
| **Evaluate Social Emotional well-being of students through surveys** | **School Counseling Department** | **Canvas** | **Canvas Survey** | | **June 2019** |
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