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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: McFatter Technical College and High School | **School Year: 2018** |
| **Principal: Jeanette Johnson** |  |
| **Cadre Director: Dr. Carletha Shaw** |
| **School Mission:**The William T. McFatter Technical College and Technical High School has a vision to change the lives of people from all backgrounds through innovative education.  |
| **School Vision:** In working to achieve this vision, it is our mission to promote excellence in academic, career, and technical studies in order to prepare students to enter and remain competitive in a global workforce. |
| **SEL Leadership Team School Role** |
| **Name: Nohemy Paz SEL Liaison** |
| **Name: Lillie Henry Magnet Coordinator** |
| **Name: Tamika Fussell School Counselor** |
| **Name: Juliet-Ann Olagbemi School Counselor** |
| **Name: Deborah Bluth School Counselor** |
| **Name: Alvin Ranzy Family Counselor****Name: Cara Daniel Assistant Director** |
| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1.** Prevention Program**2.** Classroom Guidance**3.** Individual Meetings/Counseling**4.** Sandy Hook Promise |
| **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?**McFatter employs several strategies to ensure we are implementing the Broward County Public Schools Social Emotional Learning Standards to ensure students are developing social and emotional skills. We believe the success that we achieved as institution is directly attributed to our small size and personalize learning environment. Currently, we have 150 students per grade level with one guidance counselor that supports and guides the same group of students for 4 years. Within the classroom, teachers utilize group projects that provide them with an opportunity to work collaboratively and problem solve to accomplish team goals. The Kids of Character program allows our teachers and support staff the opportunity to nominate and honor students monthly. The Social Emotional Learning Standards are embedded within the bi-weekly practices of our guidance team. This year, the guidance counselors have facilitated the Dating Violence and Anti-Bullying trainings with 9th -12th grade classes to provide our students with decision making skills, coping strategies and other resources that are essential in preparing our student’s to be productive citizens in the future.   |
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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:*** Parents, teachers and students identify needs
* Individual meetings and RtI (when appropriate)
* Set goals for students
* Monitor and adjust
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| **B. Recognize personal qualities and external supports.** | **Strategies:*** We have one school counselor per grade
* McFatter employs a full time family counselor
* We utilize resources provided by district and community
 |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:*** Students use Naviance for their individual exploration of future career & self-reflection
* Counselors go into classrooms
* Progress monitoring of goals and academic standing occurs periodically with assigned school counselor
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| **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:*** We intentionally establish working relationships with students and have added the “Start With Hello” project from Sandy Hook Promise program
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| **B: Recognize individual and group similarities and differences.** | **Strategies:*** We intentionally establish working relationships with students and have school counselors go into classrooms to speak with groups about relationships and respect.
 |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies:*** We intentionally establish working relationships with students and school counselors talk to groups in classrooms about responsible social media use and communication.
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| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:*** The staff at McFatter fosters a positive relationship between students and staff.
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| **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:*** School counselors do classroom presentations to discuss grade relevant concerns and solutions to issues that arise.
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| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:*** Individual academic and social emotional counseling occurs when a student is identified as having a need. At times, we refer to RtI or school social worker.
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| **C. Contribute to the well-being of one’s school and community.** | **Strategies:*** Service learning hours are encouraged and promoted. We offer several in school opportunities such as Open House, Orientation and F.A.S.T. Tutoring.
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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| McFatter Technical High School is founded on the importance of fostering the whole student and their social emotional learning. We approach each individual student needs and they function in our small but academically demanding institution. We provide services as needed through our classroom support, small student to counselor ratios and positive school 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** |
| Start with Hello Presentations/ Inservice | Tamika Fussell | Sandy Hook Promise  | Attendance sheets | 11/01/2018 |
| Review annual school counseling plan | Lillie Henry and High School Counseling team | Broward Schools SharePoint | Checklist of ASCP Doc. | 06/05/2019 |
| Say Something | Tamika Fussell | Sandy Hook Promise | Attendance sheet | 03/31/2019 |
| **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** |
| Kids of Character Monthly recognition | Brigitte Lynn | Sun-Sentinel & Staff Nomination/vote | Monthly publication | 06/05/2019 |
| Monthly Prevention Programs | Tamika Fussell & High School Guidance team | PreventionSharePoint | Photos & Published activities | 06/05/2019 |
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