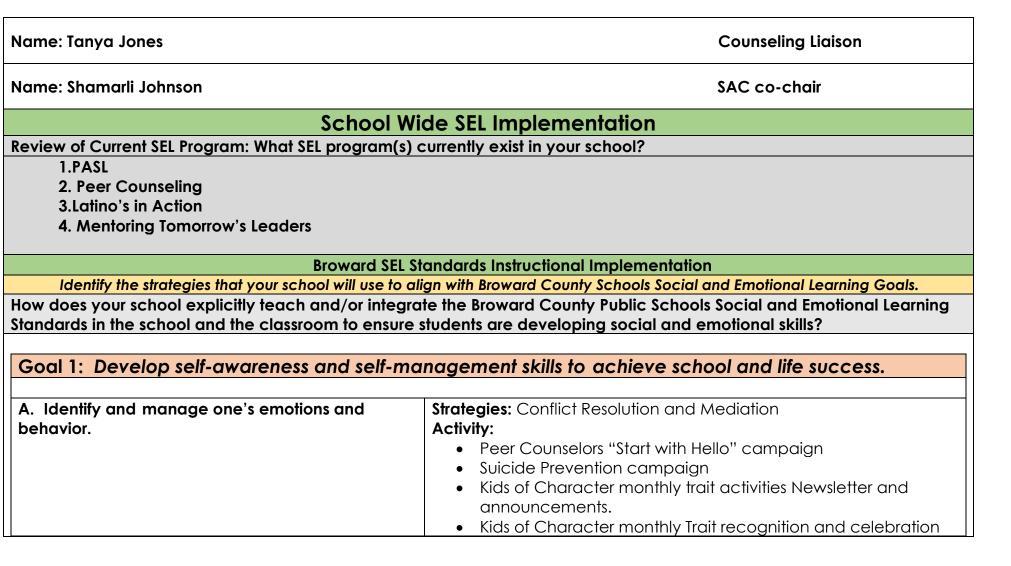




| Leadership | | | | |
|--|--|--|--|--|
| Complete the school based information below. | | | | |
| Develop a school infrastructure that will support SEL. | | | | |
| School: Miramar High School | School Year:2018-19 | | | |
| Principal: Maria Formoso | | | | |
| Cadre Director: Alan Strauss | | | | |
| The Mission of Miramar High School is to provide a strong foundation for comprehensive curricula, rigorous standards and comprehensive asses School, home to the International Baccalaureate and Aviation Magne understanding so that graduates will be compassionate and indepen School Vision: Miramar High school is achieving excellence in education for 21st cen while supporting social emotional needs | essments. The educational standards at Miramar High et Programs, will foster cultural awareness and ident thinkers in an emerging global society | | | |
| SEL Leadership Team | School Role | | | |
| Name: Candace Elliott | SEL Liaison | | | |
| Name: Kaila Bergeron | Assistant Principal | | | |
| Name: Bianca Jones | Guidance Counselor | | | |









| B. Recognize personal qualities and external supports. | Strategies: Personalization Period Behavior Seminars Activity: Peer Counselors "Start with Hello" campaign Suicide Prevention campaign Kids of Character monthly trait activities Newsletter and announcements. Kids of Character monthly Trait recognition and celebration | |
|---|--|--|
| C. Demonstrate skills related to achieving personal and academic goals. | Strategies: Goal setting and monitoring with Reflection | |
| Goal 2: Use social-awareness and interpersor relationships. | onal skills to establish and maintain positive | |
| A: Recognize the feelings and perspectives of others. | Strategies: Mediation and Behavior Counseling Activity: Peer Counselors "Start with Hello" campaign | |
| B: Recognize individual and group similarities and differences. | Strategies: Community mentoring partnerships with elementary schools Activity: Peer Counselors "Start with Hello" campaign | |
| C: Use communication and social skills to interact effectively with others. | Strategies: Study Hall ambassadors program Activity: Peer Counselors "Start with Hello" campaign | |
| D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. | Strategies: SEL presentations during personalization period Activity: | |





| Goal 3: Demonstrate decision-making skills community contexts. | Peer Counselors "Start with Hello" campaign Suicide Prevention campaign Kids of Character monthly Trait recognition and celebration and responsible behaviors in personal, school, and |
|---|--|
| A: Consider ethical, safety, and societal factors in making decisions. | Strategies: Academic and SEL coaching through the personalization period Activity: Study hall videos on life hacks and decision making. Kids of Character monthly trait activities Newsletter and announcements. |
| B: Apply decision- making skills to deal responsibly with daily academic and social situations. | Strategies: Academic and SEL coaching through the personalization period Activity: Financial literacy workshops Peer Counselors "Start with Hello" campaign Suicide Prevention campaign Kids of Character monthly Trait recognition and celebration Kids of Character monthly trait activities Newsletter and announcements. |





| C. Contribute to the well-being of one's school and community. Strategies: Community mentoring partnerships with element schools Activity: • Peer Counselors "Start with Hello" campaign • Suicide Prevention campaign • Kids of Character monthly Trait recognition and celeb • Kids of Character monthly trait activities Newsletter ar announcements. | | | paign ition and celebration | |
|--|-------------------------------|--|-------------------------------------|-----------------|
| How does your schoo | I-wide policy and practices s | upport the social emotional le | arning of students? | |
| implementation of SEL | ? | dership educate administrators | , faculty, and staff Evidence of | |
| Action | Responsible Person | Resources | Completion | Completion Date |
| Faculty meeting | Counseling Department | SEL competencies and school resource list Guidance Progression chart | Agenda and Sign in sheet | October 2018 |
| PSD- Professional Development | Counselling Department | Training Topic and Agenda(transgender, | Follow-up Survey or feedback . | May 2019 |





| | | H.E.A.R.T., bullying, mental health) | | | |
|---|-----------------------------|---|---|-----------------|--|
| RTI/ BASIS Intervention documentation | Counseling Department | BASIS and RTI | PLC agenda | January 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 | |
| SEL student survey | PASL | SEL survey | Pre and Post survey results | November 2018 | |
| Students in Need of Assistance Report | Administrators and Deans | Interim Grades and end of quarter grades report | Documentation in TERMS and parent contact | Every quarter | |
| | | | | | |