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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: **Piper High School** | | | | **School Year: 2018-2019** | |
| **Principal: Angel M. Gomez** | | | |  | |
| **Cadre Director: Mr. Ramirez** | | | | | |
| **School Mission:** **"We, the Piper High School Community, recognize the needs of our diverse population and are committed to ensure that all students receive a quality education, within a safe and secure environment."** | | | | | |
| **School Vision:** **Educating today’s students to succeed in tomorrow’s world.** | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Stephane Monereau SEL Liaison** | | | | | |
| **Name: Jillian Gaygan & Kecia Pink** | | | | | |
| **Name: Christian Amaya** | | | | | |
| **Name: Susan Ortiz** | | | | | |
| **Name: Tammy Howard** | | | | | |
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| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Personalize Academic and Social Emotional Learning (PASL)**  **2. Recapturing The Vision (RTV)**  **3. Prevention “Peer Counseling”**  **4. OIC of South Florida** | | | | | |
| **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:** **Evaluate how expressing one’s emotions in different situations affects others.**  Activity: OIC of South Florida-PUSH Through Project | | **B. Recognize personal qualities and external supports.** | **Strategies: Implement a plan to build on a strength, meet a need, or address a challenge.**  Activity: Naviance self-inventory assessment report | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:** **Set a short-term personal goal. Monitor and reflect on**  **progress toward achieving a short-term personal goal.**  Activity: Goal Setting through HOPE classes, RTI process, Bengal Academy of Excellence | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:** **Identify verbal, physical, and situational cues that indicate how others may feel.**  Activity: Peer Counseling | | **B: Recognize individual and group similarities and differences.** | **Strategies:** **Identify differences among and contributions of various social and cultural groups.**  Activity: Latinos in Action (LIA), Gay Straight Alliance (GSA), Pan African Leadership | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:** **Describe and apply approaches for making and**  **keeping friends.**  Activity: Teen Talk program through the Afterschool YMCA | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** **Apply constructive approaches in resolving conflicts in**  **and outside of school.**  Activity: Review Expectations/Discipline Assembly | | **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:** **Demonstrate the ability to respect the rights of self and**  **others.**  Activity: Review Expectations/Discipline Assembly | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Generate alternative solutions to problems that occur**  **in a range of academic and social situations.**  Activity: RTI Process | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:** **Identify and perform roles that contribute to the local**  **community.**  Activity: Big Brother/Big Sister program, Highly Effective Teens (YMCA), Job Coach | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **At Piper High School, the goal of our leadership is to create a culture that consist of Respect, Integrity, and Dignity. When Staff model positive behavior and set high expectations for students, they develop essential life skills and create an environment where students can feel safe. Our Staff cultivates a positive culture by building relationships and making connections – which are essential for developing trust with students and stakeholders.** | | | | | |
| **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** |
| Equity Presentation | Susan Ortiz | BCPS District | Sign-in sheets | | 10/19/2018 |
| Prevention Awareness  Naviance | Jillian Gaygan | Counseling | Sign-in sheets | | ongoing |
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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** |
| RTI | Kenneth Walton | BASIS | Reports | | Ongoing |
| PASL | Stephane Monereau | BASIS | Reports | |  |
| At-a-glance Cohort Report | Grade level Assistant Principals | BASIS | Reports | | Ongoing |