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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: **Cooper City High** | | | | **School Year: 2018 – 2019** | |
| **Principal: Wendy Doll** | | | |  | |
| **Cadre Director: Alan Strauss** | | | | | |
| **School Mission:** The school mission of Cooper City High is to provide students with the Social and Emotional Learning skills to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives through implementation of a supportive staff that models the appropriate behavior for Social Emotional Learning. | | | | | |
| **School Vision:** The school mission of Cooper City High is to make Social and Emotional Learning (SEL) an essential part of the Broward County Public School Board Education and Curricula implemented by a teachers and staff. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Mr. Dixon SEL Liaison** | | | | | |
| **Name: Mrs. Perkovic Interim Principal** | | | | | |
| **Name: Mr. Ziccardi & Ms. Kitman Guidance Counselor** | | | | | |
| **Name: Mrs. Garfinkle & Mrs. Espinoza Parents** | | | | | |
| **Name: Mr. Franzone, Ms. Perlman, Ms. Perez, Mr. Fair, Mrs. Rodriguez. Teachers** | | | | | |
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| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1.** Professional development on PSD and early release days led by SEL team. The trainings will include how to implement research based SEL practices as well as training on various diverse groups of students.  **2.** Mentoring Tomorrow’s Leaders led by Mr. Jenkins addresses all five SEL competencies teaching its members about peer mentoring.  **3.** The SAVE Promise club is embedded inpeer counseling. They are planning year-long activities to support the Start with Hello campaign to increase social awareness and relationship skills between our students.  **4.** PASL students have been registered into some common classes to help address their SEL needs in particular: self-awareness,  responsible decision-making, and self-management. For all 9th graders a new class was offered with a curriculum that focuses on academic and life skills. | | | | | |
| **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.*** | | |  | | | 1. **Identify and manage one’s emotions and behavior.** | **Strategies:**   1. HOPE Club – On a weekly basis, HOPE focuses on the emotional needs and challenges of all students within our school. This club provides support for students and provides young adults with strategies to identify the signs of those who may need help and who to contact in the event students recognize that their classmates may need assistance. 2. Road to Success program – Road to success focusses on providing support to our African American students whom struggle academically with a GPA below a 2.0, and providing those students with both adult and peer mentoring as well as academic tutoring. This initiative assesses students to determine where they are, then provides the appropriate support ranging from academic support for GPA graduation requirements, meeting community service hours, providing tutoring for high stakes assessments, and teaching students about advocating for themselves.      1. Reaching Success Together (RST) Club – RST is an extension of road to access by providing peers to students who would benefit from role models as examples of appropriate academic and behavioral expectations. RST students are strategically peered with students based on their individual needs, then asked to check-in and make weekly contact with their mentees for mentorship and support. | | **B. Recognize personal qualities and external supports.** | **Strategies: Reflection Journaling** – Teachers in the Social Studies and English departments weekly encourage students to write in their journals to reflect on their feelings and how their feelings affected their own behavior as well as the feelings and actions on others.  **Class games:** Through the Social Studies Department students participate in weekly academic games and discuss/ learn about collaboration, conflict resolution, emotion regulation, empathy, and turn-taking skills.  Students are provided with opportunities to speak with school counselors and social workers in an attempt to alleviate potential stressors  Culturally inclusive bulletin boards will be displayed throughout the school. Each individual board will highlight one of the various cultural identities that make up our student body (Hispanic, LGBTQIA+, Black, etc..). Each board will be broken down into several sections and include the following information:  1.) Brief History of the community/timeline  2.) Nuance of identities  3.) Key figures  4.) On-campus resources/outreach  5.) Staff testimonial with contact information  These boards will give students the opportunity to see themselves and their identities represented on school campus while also providing them outreach resources. | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:** Teachers will include culturally-relevant texts, examples and representations in their lesson plans.The SEL strategies will be embedded in all curriculums. The Critical Thinking classes are incorporating life skills and SEL strategies as part of the curriculum.  **Inspirational Video:** Students view a short inspirational video and then discuss and/or write about the decision making portrayed in the video and how it related to their lives. Videos could be of athletes, people who overcame great obstacles, or inspirational figures.  Once a semester the Social Studies Department shows and discusses an inspirational video in an effort to encourage students to think about and plan personal and academic goals. **[Know Your Why | HuffPost](Know Your Why | HuffPosthttps://www.huffingtonpost.com/naphtali-hoff/know-your-why_b_9512688.htm)** [https://www.huffingtonpost.com/naphtali-hoff/know-your-why\_b\_9512688.htm](Know Your Why | HuffPosthttps://www.huffingtonpost.com/naphtali-hoff/know-your-why_b_9512688.htm) | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: Mr. Franzone**  **Debates:** Students debate topics in a respectful manner while listening and evaluating the opponent’s response.  **Think - Pair - Share:** Students think about the answer to a question, pair with a partner, and discuss the answer with their partner.  **Literacy and decision making:** Students read class texts or short stories and identify and discuss the decisions made, whether the decisions were helpful, what they learned from the text, and how it applies to their lives. Students can also identify themes of stories and lessons of non-fiction texts. This activity closely ties to ELA standards of making inferences, citing evidence to support inferences, identifying why character changes and what causes changes, identifying theme and how it was developed. | | **B: Recognize individual and group similarities and differences.** | **Strategies:**  **Multicultural Club -** The club, led by Mr. Fair our US History teacher, spreads the ideals of a united world, multiculturalism and celebrate different ethnicities and races.  They discuss diversity and current events that relate to all students as individuals. | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:** Students are actively creating and sharing personal poems once a month expressing their feelings to each other in a safe and collaborative environment. | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** Teachers will implement strategies in class to teach students to stop, calm down, think before they act. Then verbalize the problem (how they feel). Next, set a positive goal, think of solutions, think of consequences, go ahead and try the best plan (STOP, THINK, GO). The school will post signs schoolwide to remind students of the STOP, THINK, GO strategy. | | **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:** Teachers and students will be trained on how to embed ethical and safe decision making in the curriculum they already teach through PLCs/PD’s and grade level assemblies for students quarterly. | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:** During Personalization, students will be visited by the National Honor Society (NHS) and our Reaching Success Together students to discuss study habits, teach note taking skills, and discuss conflict resolution strategies. | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:** School student organizations Honor Society, the Multicultural Club, Reaching Success Together are being trained in SEL strategies and will develop activities to share information with all stakeholders.  **Safe Space:** Establish a separate space in the classroom for individual self-management (e.g., cozy corner, Zen zone, peace place, happy place, cool-down corner, reading corner).  Cooper City High School’s Interact Club has created a Zen Garden in an effort to contribute to the well-being of our students. This Zen garden was created by and developed for students in multiple clubs on campus in an accessible area with decorative colors, seating area, beautiful murals and palm trees. | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| Our aim is to have all students at our school meet their academic and personal goals, while being able to use critical thinking skills and global thinking to guide their decision-making processes. We want our students to be equipped with skills that allow them to be socially aware and use positive relationship skills while being self-aware, exhibiting self-management and making responsible decisions. These goals will be supported by the training of staff and students in SEL competencies and the implementation of activities that support these and create an improved social and emotional culture in the 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** |
| Provide Professional Development opportunities for staff from the Broward County Schools SEL department. | Mr. Dixon | SEL Department | Attendance Sheet | | June 2019 |
| Completion of student survey shared with staff in an effort to assess the SEL needs of our students.  The survey results will be shared with staff. | Mr. Dixon | Naviance | Naviance results | | March 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** |
| A comparison of data between student achievement and the 2018-2019 Equity plan will be done. After implementation of the above-mentioned strategies, data will show if there was an impact on student achievement. | SEL Liaison/team | Data from Basis | Achievement in data results | | May, 2019 |
| Students will be provided information on requirements for academic success, graduation requirements, goal setting, post- secondary options. Below credit students will be counseled quarterly. | Guidance/BRACE | Individual, small group, classroom, large group | Scheduled sessions, L27 in terms. Data from BASIS. | | May, 2019 |
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