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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: South Plantation High School | | | | **School Year: 2018-19** | |
| **Principal: Christine Henschel** | | | |  | |
| **Cadre Director: Michael Ramirez** | | | | | |
| **School Mission:** Our mission is to maintain a safe, nurturing and inclusive learning environment with a common purpose of academic rigor, character development and global citizenry while encouraging our students to become lifelong learners using 21st century skills through teamwork, collaboration and communication. | | | | | |
| **School Vision:** Our Vision is to provide Broward County Public Schools students with the Social and Emotional Learning Skills to become responsible citizens and be able to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Ronald Reed (Asst. Principal) SEL Liaison** | | | | | |
| **Name: Sherley Pierre (Guidance Counselor)** | | | | | |
| **Name: Valerie Fields (Social Worker)** | | | | | |
| **Name: Kristen Hjelsand ( Behavior Specialist)** | | | | | |
| **Name:** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. (PASL) Personal and Academic And Social Learning Program**  **2. (MTL) Mentoring Tomorrows Leaders**  **3. Peer Counseling/Leadership**  **4. Kids of Character** | | | | | |
| **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:**  **-Quarterly LEAPS lessons in conjunction with Positive Behavior Plan.**  **-Social Worker Counseling with Role Playing on behavioral and emotion actions and choices.** | | **B. Recognize personal qualities and external supports.** | **Strategies:**  **- Kids of Character Monthly recognition-Recognizing kids who do good things for others and the school.**  **-Recognizing SAC Employee of the Month** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**  **-Recognizing students with perfect Attendance.**  **-Recognizing students with Straight A’s.**  **-My Next Move promoting work force opportunities.** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**  **- Leadership/Peer Counseling Plate initiatives that display individual perspectives of different groups.** | | **B: Recognize individual and group similarities and differences.** | **Strategies:**  **-School wide observing of individual group days and months.**  **-English and Social Study Curriculum content that contains varying individual and group perspectives.** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**  **-Weekly Newsletter**  **-Parent Robot Calls with Expectations**  **-School Web Site posting of Expectations**  **-PASL LEAPS Lessons**  **–Conflict Mediation through Peer Counseling and Inter Club Counsel Board.**  **-Social Work, Family Counselor and Guidance coaching of acceptable social interactions.** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:-Peer counseling coaching interventions.**  **-Social Worker Interventions.**  **-Class push-ins by Guidance Counselors for whole group instruction.**  **-Situational counseling by Guidance, Social Worker, Family Counselor when needs arise.** | | **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:- SEL Curriculum and LEAPS Lessons**  **-Monthly Drills and education of SAFETY Protocols**  **-LEAPS Lessons on Social Media** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:-Situational counseling with Guidance, Social Work, Administration.**  **-PASL Quarterly LEAPS Lessons.** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:**  **-Interclub zone projects.**  **-On site Community Service Opportunities.** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **-Documentation of practices provides guidance on future goals and initiatives of SEL Initiative.**  **-Helps prioritize activities, academic and social needs of 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** |
| Pre Planning | Administration | SEL Team and SEL Curriculum | Agenda and Attendance Sheets | | June 2019 |
| Planning Period PD | Administration | SEL TEAM and SEL Curriculum | Agenda and Attendance Sheets | | 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** |
| Monitor Quarterly Grades and Attendance | Administration/SEL Team | BASIS/DWH/PINNACLE | Improvement of Grades and Decrease in poor attendance | | June 2019 |
| Monitor Behavior Referrals | Administration/SEL Team | BASIS | Frequency of Referrals Decrease. | | June 2019 |
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