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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: JP Taravella High School | | | | **School Year:** | |
| **Principal: Dr. Jason Nault** | | | | **2018-2019** | |
| **Cadre Director: Michael Ramirez** | | | | | |
| **School Mission:**  **Building relationships to make lasting impressions while motivating, educating, and graduating our students.** | | | | | |
| **School Vision:**  To prepare students to be college and career ready. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Michal Warkentien Assistant Principal/ SEL Liaison** | | | | | |
| **Name: Dan Calleja Behavior Specialist** | | | | | |
| **Name: Jennifer Letizia Teacher** | | | | | |
| **Name: Latoya Carty Behavior Specialist** | | | | | |
| **Name:** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. PASL (Personalization for Social-Emotional Learning)**  **2. Mentoring Tomorrow’s Leaders**  **3. FLEEK**  **4. Latinos In Action**  **5. Peer Counseling** | | | | | |
| **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?** | | | | | |
| Students are explicitly taught these standards through School Counselor visits to grade level specific study halls to teach standards such as self-management and awareness. Students are also taught these skills during conflict mediation, whether with Behavior Specialist, School Counselor, or Peer Counselor. These standards are also integrated into the school through teachers taking time to address these issues, whether individually in student conferences or to their classes. Also, teachers are expected to create positive, inclusive environments, understanding student perspectives and realities that they bring in with them to school each day, based on the introductory Equity training.   |  |  | | --- | --- | | **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: Select students are paired with hand-selected teachers for their study hall classes. Throughout the year teachers make connections with students and dialogue about ongoing issues they may be facing. Peer Counselors are also trained to assist their peers and also go through study halls to provide peer support for students that may have emotional and behavioral management concerns.** | | **B. Recognize personal qualities and external supports.** | **Strategies: Select students are assisted with recognizing personal qualities and external supports through their study hall classes. Through ongoing dialogue with the teacher, teachers become aware of student interests and concerns. Teacher have been guided to make those connections for students and be a referral service for specialized support. Examples include a student who may be interested In recycling and they are therefore guided to the “Save What Is Left” club sponsor. In addition, teachers consistently refer students to administration and guidance for additional support and in many instances external support is provided, such as through the social worker or family counselor.** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: All students attend an assembly at the beginning of the year that provides goals and expectations for students. In addition, Guidance Counselors go through all study hall periods quarterly to assist with personal and academic goals. Finally, study hall teachers in PASL, MTL, and FLEEK facilitate conversations with students concerning goal setting and monitoring for achievement.** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: PASL students will subject to several guest speakers over the year to deal with different topics, one of which will be conflict mediation with a special emphasis on Social Media. In addition, Peer Counselors have also been trained to work with students in understanding perspectives and feelings of other students.** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Strategies: All teachers have undergone preliminary training concerning equity conducted by the school’s Equity Liaison and have begun implementing some of the classroom strategies. In addition, students have the opportunity to participate in many various clubs, sports, and activities that bring different groups and individuals together.** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: Strategies: Accountable talk is a school-wide initiative currently being implemented that provides structure and processes for students to have healthy dialogue and provides strategies for students to express differences in opinions in a respectful manner. Select students also undergo workshops that discuss peer interactions and conflict management** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Strategies: Students have been brought together on multiple occasions to meet staff members that have the training and experience to deal with interpersonal conflicts. These include Administrators, Guidance Counselors, Social Worker, and Family Counselor. Peer Counseling students have also advertised their services to work with students who may be more comfortable working with one of them.** | | **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: Students have been taught about constructing SMART goals and monitoring their progress on them through mentors in study hall classes. Part of the conversation with the mentor includes decision-making skills. This is also applicable within the Student Government and Latinos In Action classes. Peer counselors and school counselors provide this support for students through general data analysis and based on referrals.** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Students have been taught about constructing SMART goals and monitoring their progress on them through mentors in study hall classes. Part of the conversation with the mentor includes decision-making skills. This is also applicable within the Student Government and Latinos In Action classes. Peer counselors and school counselors provide this support for students through general data analysis and based on referrals.** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: Each club must complete a service project each semester in order to remain a club on campus. In addition, Student Government, Latinos In Action, Peer Counselors, and some of the clubs on campus have an explicit purpose of providing service and support to the community and school.** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| Students are benefitted by the school's policies and practices because all students are introduced to key staff members at the beginning of the year, all teachers received the Equity Training and how to refer students for more specialized support (such as Family Counselor, RTI, Social Worker, School Counselor), and all students have the ability to participate in any of the SEL programs offered on campus. In addition, students are consistently referred to these extra supports and services provided on Campus. In this way all students are receiving some level of support based on their need. It is also important to note that all students have been informed about our Crisis Text Line, which gives students immediate access to a support person. The Crisis Text Line information is also printed on every student's identification card that they are mandated to wear every school day | | | | | |
| **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** |
| All staff members will undergo Equity Training | Latoya Carty  Jennifer Letizia  Michael Warkentien | BCPS Equity Training resources and materials | -PowerPoint Presentation and Attendance Sheets  -Increase in Equitable Strategies within the classrooms  -Increase in access to all programs and activities on campus | | 6/1/19 |
| Infusion of SEL Standards across all academic areas and in Study Hall classes | Michael Warkentien  Grover Ollies | PASL Initiative  Guidance Counselors  Peer Counseling Training | Fewer disciplinary infractions, Increased attendance | | Ongoing |
| **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** |
| School Counselors will meet with all students in the low 30 percentile to work with academic and behavioral concerns | Michael Warkentien  Grover Ollies  School Counselors | Pinnacle  TERMS  Basis | Guidance log of student & parent conferences, increase in student grades & attendance. | | 6/1/19 |
| Administration will pull student attendance, behavior, and grades information on a quarterly basis to identify at-risk students to implement interventions such as RTI | All administrators  School Counselors | Pinnace  TERMS  Basis | RTI Case Files  Student & Parent Conferences | | 6/1/19 |
| PASL and FLEEK study hall teachers will pull monthly reports for their assigned students to monitor their progress | PASL and FLEEK study hall teachers | BASIS  Pinnacle | Increase in student grades and attendance | | 6/1/19 |