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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Marjory Stoneman Douglas High School | **School Year: 2018-2019** |
| **Principal: Ty Thompson/Theresa Hall** |  |
| **Cadre Director: Michael Ramirez** |
| **School Mission:** Marjory Stoneman Douglas High School is committed to providing rich educational opportunities in a student centered learning environment to a diverse population of learners.  |
| **School Vision:** The vision of Marjory Stoneman Douglas High School is to promote global awareness in a collaborative learning community of rigor and relevance, emphasizing academic excellence through critical thinking and character development in a technologically–enriched environment.  |
| **SEL Leadership Team School Role** |
| **Name: Ronald Adam SEL Liaison/Assistant Principal** |
| **Name: Rachel Kusher School Counselor** |
| **Name: Michelle Chirichella School Counselor** |
| **Name: Laura Rountree Peer Counseling Teacher** |
| **Name: Holly Van Tassel Teacher/Gifted Coordinator** |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Sandy Hook Promise****2. Naviance****3. Peer Counseling****4. Center for Mind/Body Wellness Workshop** **5. Wellness Center****6. After school extra-curricular support for staff and students****7. Zen room after school****8. Marjory’s Garden****9. Therapy Dogs****10. Maker’s Space in the Media Center****11. Day of Service and Love****12. Parent Nights** |
| **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?**   |
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| **Goal 1: *Develop self-awareness and self-management skills to achieve school and life success.*** |
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| **A. Identify and manage one’s emotions and behavior.** | **Strategies:** * **During personalization students view videos related to the school’s positive behavior plan and motto “Be Positive, Be Passionate and Be Proud to be an Eagle.”**
* **School counselors, social workers and psychologists will visit personalization classes to teach resiliency and perseverance to students.**
* **Using High School Transition survey to identify students needing assistance.**
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| **B. Recognize personal qualities and external supports.** | **Strategies:** * **Students utilize surveys and assessments in Naviance that identify strengths and interests.**
* **Using MI Advantage, Do What You Are, Learning Style Inventory, Road Trip Nation Videos, Strengths Explorer.**
* **School Counselors, District Support Counselors, School Psychologist, Social Worker and Wellness counselors are also available for assistance.**
* **Parent nights are held to address wellness and resiliency.**
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| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:** * **School counselors visit classrooms via personalization to deliver lessons on setting and achieving both academic, career and personal goals.**
* **Using Naviance Strengths Explorer, College SuperMatch to help students identify strengths and explore post-secondary options.**
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| **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.***  |
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| **A: Recognize the feelings and perspectives of others.** | **Strategies:** * **Peer counselors promoted and visited personalization classes during the “Start with Hello” week as part of the Sandy Hook Promise.**
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| **B: Recognize individual and group similarities and differences.** | **Strategies:** * **Peer counselors promoted and visited personalization classes during the “Start with Hello” week as part of the Sandy Hook Promise.**
* **Students attend and participate in a multicultural assembly in December.**
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| **C: Use communication and social skills to interact effectively with others.** | **Strategies:** * **Classroom visits during personalization period addressing appropriate behaviors.**
* **Grade level assemblies address student behavior.**
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| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** * **Peer counselors are trained and utilize peer mediation skills with students school-wide.**
* **School Counselors, District Support Counselors, School Psychologist, Social Worker and Wellness counselors are also available for assistance.**
* **504 plans are addressed on an individual basis for students needing additional supports.**
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| **Goal 3: *Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.***  |
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| **A: Consider ethical, safety, and societal factors in making decisions.** | **Strategies:** * **Visits to personalization classes via the school counselors, social workers and psychologists teach students about ethical, safety and societal factors in making decisions.**
* **Grade level assemblies to address behaviors.**
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| **B: Apply decision-making skills to deal responsibly with daily academic and social situations.** | **Strategies:** * **Visits to personalization classes via the school counselors, social workers and psychologists teach students how to apply decision making skills.**
* **School counselors available to help students deal with academic and social concerns.**
* **BRACE Advisors address academic goal setting and post-secondary options for students.**
* **Students meet with School Counselors to discuss academic concerns and make plans for all post-secondary options.**
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| **C. Contribute to the well-being of one’s school and community.** | **Strategies:** * **Students and teachers have access to social workers, family counselors and psychologists as part of the on-campus Wellness Center- “Eagles Den.”**
* **A Day of Service and Love will take place to emphasize the importance of community and school support.**
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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **Students are reminded daily of the positive behavior motto “Be Positive, Be Passionate and Be Proud to be an Eagle” via morning and afternoon announcements. Every morning via the announcements an affirmation is read aloud to all students. Personalization classes are visited quarterly by school counselors, social workers and psychologists to implement Naviance and social-emotional learning. Peer Counselors visit personalization classes as part of the Sandy Hook promise program, as well as Suicide Prevention (supported by county SEDNET department). Peer Counselors also visit personalization classes to promote Red Ribbon Week (awareness about drug and substance abuse) as well as bullying prevention. Students, faculty and staff have access to the Wellness Center – “Eagles Den” which is staffed daily with social workers, family counselors and psychologists.**  |
| **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** |
| Faculty Meetings monthly | Assistant Principals | Wellness Center Access, protocols for students in need of services related to SEL | Attendance/Sign in | Monthly at faculty meetings |
| Mind Body Wellness Training |  Assistant Principals | Training offered ongoing to teachers and peer counselors were trained | Attendance/Sign in | Ongoing and available for teachers, peer counselors trained 10/2018 |
| Social Emotional Learning Training | Assistant Principals | All day training for teachers on social emotional well-being | Attendance/Sign in | 1/7/2019 |
| Youth Mental Health First Aid Training | Assistant Principals | All day training for all staff | Attendance/Sign in | 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** |
| Collaborative Problem Solving Team/MTSS | Rachel Kusher | BASIS | Documentation in student record | Ongoing weekly, Thursdays |
| Wellness Center Use | Assistant Principals | BASIS | Sign-Ins | Monthly checks on use of Wellness Center |
| Surveys via Naviance | School Counselors | Naviance | Documentation in student records | School counselors have access to all surveys completed via Naviance related to Social Emotional Learning |