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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Flanagan High School | | | | **School Year:** 2018-2019 | |
| **Principal:** Mrs. Michelle Kefford | | | |  | |
| **Cadre Director:** Mr. Alan Strauss | | | | | |
| **School Mission:**  *Recognizing that preparation for post secondary education and the work place is ever changing, Flanagan High School, in concert with the School Board of Broward County's System Priorities, Standards of Service, and Accountability Policy, promotes through its relevant, innovative curriculum the following essentials:*   * *The community, through partnerships, will serve as a classroom to the future.* * *A safe, supportive environment which permits academic risk taking will enable students to demonstrate mastery of skills in a real life setting.* * *Exploration of career opportunities will offer openings to post secondary education and the work place.* * *The act of learning will lead to appropriate decision-making and problem-solving skills.* * *Through collaborative and inclusive means of learning, students will practice mutual respect and teamwork.* * *Technology will enable students to become information managers and to demonstrate the ability to analyze and synthesize appropriate data.* * *Success depends upon careful planning and the cultivation of high-level reasoning and communication skills.* | | | | | |
| **School Vision:** Educating today’s students to succeed in tomorrow’s world. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Kristine Knapp Assistant Principal over PASL** | | | | | |
| **Name: Robert Johnson Lead PASL Teacher** | | | | | |
| **Name: Mary Cook, Tracee Grossman, Stacy Kelly, Chandler Searcy, Michele Pallagi, Julie Parker PASL Teachers** | | | | | |
| **Name:** | | | | | |
| **Name:** | | | | | |
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| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. PASL**  **2. Kefford’s Kids**  **3. MOVE (Moving Obstacles Victoriously through Empowerment)**  **4. 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?** | | | | | |
| |  |  | | --- | --- | | **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: Start with Hello Presentations presented by Peer Counseling to each Study Hall class.** | | **B. Recognize personal qualities and external supports.** | **Strategies: Implement a plan to build on a strength, meet a need, or address a challenge.**  **Activity: Identify students facing challenges and schedule them to a particular MOVE Study Hall class.** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Monitor progress toward achieving a goal , and evaluate one’s performance.**  **Activity: Complete goal setting activities in each PASL Study Hall class and revisit and revise those goals with their PASL teacher quarterly.** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: Demonstrate how to express understanding of those who hold different opinions.**  **Activity: Assign Peer Counselors to meet weekly with struggling students.** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.**  **Activity: Promote school wide Peer Counseling initiatives such as Peace Week and Anti-Bullying Week.** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: Plan, implement and evaluate participation in a group project.**  **Activity: Promote SGA activities and Falcon Fridays to build camaraderie amongst our students.** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Evaluate current conflict resolution skills and plan how to improve them.**  **Activity: Conduct Conflict Mediation training with our Peer Counselors and conduct Conflict Mediations with our students in conflict as a proactive step.** | | **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: Apply ethical reasoning to evaluate societal practices.**  **Activity: Review decision making best practices with our PASL Study Hall and MOVE Study Hall classes.** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Analyze how present decision-making affects college and career choices.**  **Activity: Monthly guest speakers for our PASL and MOVE students to include topics such as, “What I wish I would have known” and “How my personal life impacts my professional life”.** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.**  **Activity: Promote Club Rush, advertising clubs and activities and encouraging students to join to earn community service hours, gain exposure to the community and a build a sense of belonging on our campus.** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **We support the whole child and have programs in place to facilitate the social emotional well being and growth as well as academic progress.** | | | | | |
| **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** |
| PASL Study Hall Lessons | PASL Teachers | Social Emotional Activities Workbook | Work Samples | | Quarterly |
| Rapid Check Ins (RCI’s) | PASL Teachers | RCI Database | RCI Log | | Each Semester |
| PASL Study Hall Guest Speakers | Robert Johnson | Contact information | Presentations | | Monthly |
| Semester faculty/staff Updates on Professional Study Days | Robert Johnson | Media Center for meeting and presentation equipment for data review | Sign-In Sheet | | January 10th and April 4th PSD’s |
| **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** |
| Quarterly Academic Data Summary | Kristine Knapp | Falcon Net | Email to 9th grade teachers | | Quarterly |
| Quarterly Behavior Data Summary | Kristine Knapp | BASIS | Email to 9th grade teachers | | Quarterly |