Leadership	
Complete the school-based information below.	
Develop a school infrastructure that will support SEL.	
School: Monarch High School	**School Year: 2018-2019**
Principal: James Neer	
Cadre Director: Michael Ramirez	
School Mission: Monarch High is committed to educating today's student to succeed in tomorrow's world.	
School Vision: Monarch High is committed to educating all students to reach their highest potential.	
SEL Leadership Team	**School Role**
Name: Moira Sweeting-Miller	**SEL Liaison/Assistant Principal**
Name: Deborah Sicard	**SAC Chair/Teacher**
Name: Kalebra Jacobs-Reed	**Equity Liaison/Teacher**
Name: Tammy Freeman	**Department Chair/Teacher**
Name: Christopher Machado	**Teacher**

School Wide SEL Implementation

Review of Current SEL Program: What SEL program(s) currently exist in your school?

1. Personalization for Academic and Social Emotional Learning (PASL)
2.
3.
4.

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: By having Rapid Check In conversations with PASL teachers' students can identify and manage emotions. • Monthly Check Ins with students • Update the RCI database **Who** - Teachers **What** – Conversations with students. **Outcome** – Better relationships with students.
B. Recognize personal qualities and external supports.	Strategies: Classroom presentations by School Counselors. • Quarterly classroom visits **Who** – Guidance Counselors.

	What – Meet with students to review their interest inventory on Naviance. **Outcome** – Students will have a better understanding of themselves.
C. Demonstrate skills related to achieving personal and academic goals.	Strategies: Students engage in goal setting activities with their School Counselor and PASL teacher. • Quarterly classroom visits **Who** – Guidance Counselors. **What** – Meet with students to review their personal and academic goals on Naviance. **Outcome** – Students will have a better understanding of how their personal and academic goals are related.

Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*

A: Recognize the feelings and perspectives of others.	Strategies: By engaging in conversations with students and adults' students will be able to recognize the feelings and perspective of other. • Daily conversations between students and PASL teachers **Who** – Teachers will engage students in conversations regarding the student's life and interest. **What** – Two-way communication will take place. **Outcome** – Students will be able to recognize the feelings and perspective of others.

B: Recognize individual and group similarities and differences.	Strategies: By engaging in conversations with students and adults' students will be able to recognize individuals and group similarities. • Daily conversations between students and PASL teachers **Who** – Students will engage in conversations with students and adults regarding the student's life and interest and focus on how the choices they may affect others. **What** – Two-way communication will take place. **Outcome** – Students will be able to recognize Individual and group similarities.
C: Use communication and social skills to interact effectively with others.	Strategies: Students engage in classroom presentations and group work with students. • Quarterly group projects • Groups assignments as directed by the teacher **Who** – Students will work on classroom assignments and projects with other students. **What** – Teachers will review with students how to work in groups and the process to use communication skills. **Outcome** – Students will be able to interact effectively with others.
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	Strategies: Teachers and school support personnel will engage in conversations with the student if they are experiencing conflict and offer constructive ways to find solutions. • Conversations as needed with teachers

	• Conversations as needed with school support personnel, e.g. Counselor, Social Worker, Family Counselor, and SRO **Who** – Teachers and counselors will engage in conversations with students. **What** – Conversations will center around resolving conflict. **Outcome** – Students will be able to prevent, manage, and resolve interpersonal conflicts.

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: By joining a club of their choice and attending meetings, students will engage in decision making that affects the school and community. • Have students attend the Club Fairs at school during the 1st quarter • Have students check the Club listing on the school's website **Who** – Students will get involved with various clubs on campus. **What** – The students will find out about clubs on campus via various methods. **Outcome** – Students will be able to make decisions that affect the school and the community.
B: Apply decision- making skills to deal responsibly with daily academic and social situations.	Strategies: Students will engage in club activities that will require decision making skills for academic and social situations. • Students will attend club meetings

	• Students will work on club projects • Students will engage in off campus field trips **Who** – Students will attend club meetings and events. **What** – Students will work on projects and activities within the club. **Outcome** – Students will be able to make decisions not only in academic situations but social situations as well.
C. Contribute to the well-being of one's school and community.	Strategies: Students will engage in community service projects via classroom or club activities. • Work on club community service projects **Who** – Students will attend club meetings and activities. **What** – Students will work on various community service projects. **Outcome** – Students will be able to contribute to their school and community.

How does your school-wide policy and practices support the social emotional learning of students?

Monarch High believes that building relationships is an important component for the school to be successful. Building relationships with the community, staff members, and student is also vital to increasing student achievement. Our PASL teachers conduct Rapid Check Ins (RCI) with their students and record the information on our database. This allows the teachers to get to know the students and help them with any issue that needs to be addressed. This year Monarch took the initiative to PASLize the entire school and have charged all teachers, across all disciplines to develop relationships with their students.

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
Staff Presentation	Administrators	PASL Information	Meeting Agenda	8/22/18
Quarterly Information Sharing	PASL Assistant Principal	Articles, videos	Copies of emails, etc.	End of each quarter
Semester Surveys	PASL Assistant Principal	Research on Building Relationships	Survey Data	End of each quarter

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
Review Attendance Data	PASL Core Team	BASIS	Attendance Report	End of each quarter
Review Behavior Data	PASL Core Team	BASIS	Discipline Report	End of each quarter
Review D/F Report and Other Academic Data	PASL Core Team	BASIS	D/F Report and the GPA Report	End of each quarter