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| **Leadership** | | | | | |
| **Complete the school-based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Cypress Bay High School | | | | **School Year: 2018-2019** | |
| **Principal: S. Neely** | | | |  | |
| **Cadre Director: A. Strauss** | | | | | |
| **School Mission:**  **Cypress Bay High School’s mission is delivering personalized quality education in a professional, safe and caring environment.** | | | | | |
| **School Vision:** | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Nori Suarez SEL Liaison** | | | | | |
| **Name: Kassandra Fried** | | | | | |
| **Name: CSM J. Cruz** | | | | | |
| **Name: Kristen Walden** | | | | | |
| **Name: Lori Windloss** | | | | | |
| **Name: Ruth Hager** | | | | | |
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| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. PASL (Personalization for Academic & Social Emotional Learning) Core Classes Supported through Study Halls**  **2.PASL Mentor Classes supported through Study Halls**  **3.Adult Learning Component within PLCs for faculty – SEL**  **4.Guidance visits to PASL Study Hall classes**  **5. Naviance Instruction within campus-wide Study Halls**  **6. “Start with Hello” based on Sandy Hook campus-wide Study Halls**  **7. Women of Tomorrow** | | | | | |
| **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: Personality Inventory via guided lessons in PASL Study Halls, Self-Reflective Survey through Naviance directed at PASL Study Halls** | | **B. Recognize personal qualities and external supports.** | **Strategies: Establishing long- and short-term goals, documenting necessary resources to facilitate goals, completed by guided PASL Lessons** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Guided lesson on Life Skills to develop understanding of paying taxes, calculating cost of living, maintaining a household via PASL guided activity** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: “Start with Hello” school-wide initiative completed through Study Hall presentations** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Equity lesson in which students examine a growth mindset incorporated through PASL Core and PASL Mentor Study Halls** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: “Start with Hello” school-wide initiative presented through Study Halls** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Conflict Resolution Lesson to include a self-assessment analysis conveyed through PASL guided lesson** | | **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: Building coping strategies that enable students to overcome challenges accomplished through Women of Tomorrow** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Organizational and Time Management Skills conducted by guided PASL lesson supported by Guidance check points** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: “Start with Hello” Sandy Hook presented school-wide through Study Halls** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **Through a myriad of programs, initiatives and strategies that are purposefully designed and tailored to meet the various social emotional needs of students, faculty, and community. These actions are being consistently implemented to support the evolving continuous growth of our 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** |
| PASL Curriculum | PASL Core Team | A variety of constructed lessons | Follow-up activities | | Weekly basis |
| Guidance Counselor Checkpoints | Guidance Personnel | Needs assessment, tailored lessons based on needs | Post-assessment | | Monthly basis |
| Adult PLC | PLC Leadership Team | A variety of constructed lessons | Follow-up activities | | 2 x 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** |
| Rapid Check-Ins | Administrator | Database | Data collected | | 2 x Weekly |
| Adult PLC Piece | PLC Leadership Team | Lessons designed and presented to departments | Attendance and Participation | | 2 x Quarter |
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