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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School: College Academy at Broward College** | | | | **School Year: 2018 - 2019** | |
| **Principal: Deborah Davey** | | | |  | |
| **Cadre Director: Carletha Shaw** | | | | | |
| **School Mission:** The College Academy at Broward College, in collaboration with students, parents, and Broward College, provides an educational bridge from high school to college for accelerated college students who wish to begin the pursuit of their academic goals through dual-enrollment. | | | | | |
| **School Vision:** All College Academy at Broward College students will be prepared for the academic rigor of upper division university studies by concurrently earning a high school diploma and an Associate of Arts degree. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Dr. Jodie Weinstein Guidance Director and SEL Liaison** | | | | | |
| **Name: Michelle Davis Professional School Counselor** | | | | | |
| **Name: Cinda Kane Central Campus Coordinator** | | | | | |
| **Name: Renee Brown North Campus Coordinator** | | | | | |
| **Name:** | | | | | |
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| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Peer Mentoring and Peer Tutoring Programs**  **2. Faculty Mentoring**  **3. SLS1501 – College Success Skills course (required course for each incoming student first semester Junior year)**  **4. National Honor Society chapter promoting service to school and community** | | | | | |
| **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: Growth Mindset activities through SLS and Khan Academy** | | **B. Recognize personal qualities and external supports.** | **Strategies: Naviance assessments and utilizing Broward College resources** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Choosing to apply and attend the College Academy – an early college high school program** | | **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 week initiative and Together Tuesday events.** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Participation in campus activities celebrating diversity** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies: Faculty Office Hours** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Prevention Curriculum** | | **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: Classroom discussions, elective coursework in ethics available to students.** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Time management and stress management skills practices in SLS course.** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: Participation in National Honor Society events as a member or non member** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **All students attending the College Academy enroll in a College Success Skills course during the first term. The objectives of this course align with SEL standards. This course is designed primarily for freshman students. It serves as an introduction to Broward College and assists students in coping with challenges of college life, clarifying their goals, learning strategies and skills that will help them succeed in college and life. Topics covered include: test-taking, note- taking, listening skills, memory techniques, academic regulations, ideas for wellness, understanding of diversity and career issues that face college 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** |
| Capstone Presentations by Students | Luis Ramos, Cinda Kane – SLS Instructors | Student Presentations | Capstone Projects | | 12/14/2018 |
| Response to Intervention meetings | Jodie Weinstein  Michelle Davis |  | RTI Documentation | | 06/20/2019 |
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| **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** |
| Required SLS1501 course | Luis Ramos, Cinda Kane - Instructors | SLS Curriculum provided by Broward College | Fall term grades | | 12/14/2018 |
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