



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

CIS Academy (78A) Improvement Plan for Social Emotional Learning (SEL) and School Mental Health (SMH) (per NC SBOE Policy [SHLT-003](#))

Note: PSUs whose District MTSS teams have completed the Core SEL Practices course and developed a Core SEL implementation plan around instruction, curriculum, and environment will be well situated to develop a compliant local improvement plan for promoting student health and well-being by July 1, 2021, per SHLT-003 requirements.

In addition, it is strongly recommended that a local needs assessment and resource mapping be conducted prior to completing the improvement plan below. Completion of the [SHAPE Quality Assessment](#) and/or use of the [needs assessment](#) and [resource mapping](#) tools on the [NCDPI SEL and Crisis Response Practice Guide](#) will provide the data needed for the targeted improvement planning below.

PSU Compelling Why & Vision for SEL and School Mental Health Improvement: Our vision is to provide culturally sensitive, community based, and generationally appropriate social and emotional support and resources to all students at Southeastern Academy Charter School and empower them to refine their beliefs and understanding of social emotional well-being.

CORE SEL and Mental Wellness Supports

Content	Action Items/Status	Person(s) responsible & Timeline	Helpful Resources
SEL and MH Prevention Strengths & Needs	Strengths: - We have programs already in place at our school in grades 6-8 which includes “Why Try” (Social Emotional Learning and Resilience Program), “Girls Circle” (Promotes an emotional safe setting for girls), “Say Something” (Anonymous reporting system) - Our MTSS program includes behavior concerns - Complete the Fam-S - Very few behavior write-ups in a year. We have averaged 20 per year over the past 5 years. - Support from our Board of Directors	- Teachers and Student Support Specialist will implement “Why Try” - Student Support Specialist will implement “Girls Circle” - Computer teacher will provide training for Say Something in September. - Teachers will implement Behavior plans September-May - Fam-S will be done as a staff at meeting in September - Guidance Counselor hired by administration	FAM-S YRBS (Youth Risk Behavior Survey) Annual School Health Services Report Healthy Active Children report PowerSchool data Say Something App data SHAPE (School Health Assessment and Performance Evaluation) ECATS MTSS Early Warning System data

	Needs: - Part time guidance counselor - Complete SHAPE - Partnership with Eastpointe Implement Student Surveys on SEL/Risk Identifier	SHAPE completed by MTSS Team by September 30. 2025	
Describe existing PSU SEL/ MH prevention initiatives	- MTSS Team - Why Try (Social Emotional Learning and Resilience Program) - Girls Circle (Promotes an emotional safe setting for girls) - Say Something- an anonymous reporting system for suspicious behavior, threats, etc.	- MTSS team members meet on a monthly basis during the school year - Why Try done by teachers and Student Support Specialist - Girls Circle done by Student Support Specialist Aug-June - Say Something Training done in September by Computer teacher	Girls Circle https://onecirclefoundation.org/girls-circle Why Try https://whytry.org/ Say Something https://www.saysomething.net/
Build/Align Infrastructure	- Adopt/implement mental health training program which includes adult SEL and mental wellness - Implementation of a Professional Development Plan which will include: - Intro to Mental health - Suicide Prevention - Substance Abuse - Teenage Dating - Sex Trafficking- Every Even Year - Adopt/implement suicide risk referral protocol (school personnel who work directly with students [teachers, instructional support personnel, principals, and assistant principals; this may also include, in the discretion of the PSU other school employees who work directly with students] in grades 6-12 [required] and K-5 [recommended]) - Recruit and hire a part-time Guidance counselor - Engage relevant stakeholders, including families, students, community providers, and cross-system partners (e.g., county agencies,	MTSS Team/School Improvement Team - August 2025 All Staff- Completed by October 2025 Administration October 31, 2026 August 2026 Administration/Teachers/Student Support Specialist December 2025	FAM-S SEL in Homes and Communities

	faith-based organizations, professional associations, etc.), with the goal of building school, family, and community partnerships to strengthen SEL and MH prevention		
Align with Academic Objectives	Social Awareness: 1.H.1.2 Explain the importance of folklore and celebrations and their impact on local communities. 1.H.1.3 Explain why national holidays are celebrated (Constitution Day, Independence Day, Martin Luther King, Jr., Memorial Day, Presidents' Day, etc.). 1.C.1.1 Compare the languages, traditions, and holidays of various cultures. 1.C.1.2 Use literature to help people understand diverse cultures. 3.H.2.2 Explain how multiple perspectives are portrayed through historical narratives. 3.C.1.1 Compare languages, foods and traditions of various groups living in local and regional communities. 3.C.1.2 Exemplify how various groups show artistic expression within the local and regional communities. 5.C&G.2.4 Explain why civic participation is important in the United States. 5.C.1.2 Exemplify how the interactions of various groups have resulted in the borrowing and sharing of traditions and technology. 5.C.1.4 Understand how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups. 6.H.1.3 Use primary and secondary sources to interpret various historical perspectives. 6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture). 7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.	6-8 Social Studies Teacher Aug-May Completed May 2026	NC SEL Standards Mapping Documents Webinar Series Recordings: Integrating SEL into the Content Areas Aligning SEL and Academic Objectives Aligned SEL Sample Lesson Plan

	8.H.1.3 Use primary and secondary sources to interpret various historical perspectives. 8.C.1.2 Summarize the origin of beliefs, practices, and traditions that represent various groups within North Carolina and the United States (e.g. Moravians, Scots-Irish, Highland Scots, Latinos, Hmong, Africans, and American Indians) 8.C.1.3 Summarize the contributions of particular groups to the development of North Carolina and the United States (e.g. women, religious groups, and ethnic sectors such as American Indians, African Americans, and European immigrants). AH1.H.1.3 Use Historical Analysis and Interpretation to: 1. Identify issues and problems in the past 2. Consider multiple perspectives of various peoples in the past 3. Analyze cause-and-effect relationships and multiple causation. 4. Evaluate competing historical narratives and debates among historians. 5. Evaluate the influence of the past on contemporary issues Relationship Skills: K.C&G.1.1 Exemplify positive relationships through fair play and friendship. 8.H.2.3 Summarize the role of debate, compromise, and negotiation during significant periods in the history of North Carolina and the United States. Responsible Decision Making: K.C&G.1.2 Explain why citizens obey rules in the classroom, school, home and neighborhood. 1.C&G.1.1 Explain why rules are needed in the home, school and community. 1.C&G.1.3 Summarize various ways in which conflicts could be resolved in homes, schools, classrooms and communities. 2.C&G.1.2 Explain how governments establish order, provide security and create laws		
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	to manage conflict. 2.C&G.2 Understand the roles and responsibilities of citizens. 3.C&G.2 Understand how citizens participate in their communities. 3.C&G.2.1 Exemplify how citizens contribute politically, socially and economically to their community. 3.C&G.2.2 Exemplify how citizens contribute to the well-being of the community's natural environment. 3.C&G.2.3 Apply skills in civic engagement and public discourse (school, community) 7.E.1.4 Explain how personal financial decision-making impacts quality of life (e.g. credit, savings, investing, borrowing and giving). 8.E.1.3 Explain how quality of life is impacted by personal financial choices (e.g. credit, savings, investing, borrowing and giving).		
SEL/MH prevention curriculum SEL/MH prevention instruction SEL/MH prevention environment	Curriculum Teachers and Student Support Specialist will use SEL MH curriculum Why Try during the school year. Student Support Specialist will use Girls Circle during the year Instruction Students will receive SEL instruction weekly/bi-weekly in the classrooms. Teachers and administration will receive SEL/MH training through NCEES that must be completed by the End of September each school year. Environment The supportive classroom environment will include Community Building, Belonging and Emotional Safety, and Student Centered Discipline ● Community Building includes being academically motivated, acting ethically and	Teachers/Student Support Specialist Student Support Specialist Teachers/Student Support Specialist Guidance Counselor Administration Administration/Student Support Specialist/Teachers (August-May)	Evidence-based Programs Decision Tree NC Professional Teaching Standard II CASEL Supportive School/Classroom Environment Say Something https://www.saysomething.net/ Girls Circle https://onecirclefoundation.org/girls-circle Why Try https://whytry.org/

	altruistically and developing social and emotional competencies. • Belonging and Emotional Safety includes responding to students' perspectives and needs, affirming student identities, and establishing consistent routines and procedures • Student Centered Discipline involves engaging students as decision-makers and problem-solvers.		
SEL and MH prevention Data Evaluation -student data (screening)	My Feelings Questionnaire in grades 6-8 will be given during the first 15 days of school by the homeroom teachers. This data will be analyzed and used to determine who is at risk and in need of services.	Homeroom Teachers/MTSS Team/Administration (August/September)	Create SEL/ MH Data Evaluation Plan School Mental Health Quality Guide: Screening MTSS Assessment Guidelines

System of Interventions for SEL and Mental Health

Content & Time	Action Items/Status	Person(s) responsible & Timeline	Helpful Resources
<i>Early Intervention</i>	• Identify students who are at risk of developing SEL and/or mental health issues at school ○ MH Screening (My Feelings Survey) ○ MTSS team ○ Grade level team meetings ○ PLCs • Identify students experiencing SEL and/or mental health issues at school ○ Observations, screening tool • Provide intervention for at-risk or struggling students ○ School counselor, if one is employed ○ Referral to outside agency if necessary • Annually review of crisis intervention policies, practices, and personnel	Teachers/MTSS Team/Administration (August/September) Follow session throughout the year by guidance staff. Teachers/MTSS Team/Administration (As needed basis) Teachers/MTSS Team/Administration (As needed basis) Teachers/MTSS Team/Administration (yearly)	MTSS Module 2.4 Develop a Behavior/ Social-Emotional and Attendance Component to System of Interventions ECATS Early Warning System

	○ Develop crisis intervention policies and practices. ○ Hire guidance counselor ● Annually review of discipline policies, practices, and personnel ○ Student/Parent Handbook ● Ensure PSU is included in local community emergency preparedness plan ○ Provide School information to the Sheriffs Depart. ○ Collaborate with the county Emergency Management	Staff (yearly) Administration (yearly)	
<i>Treatment, Referral, Re-entry</i>	● Improve access to school-based and community-based services for students and their families ○ Eastpointe Crisis Hotline ● Improve transitions between and within school and community-based services ○ Develop a transition plan for students along with outside agency ● Formalize protocol for students re-entering school following acute/residential mental health treatment	Administration (yearlong/as need basis)	Resources for Early Intervention and Treatment

Improvement Plan Review

- Update at each team meeting
- Review quarterly based on evaluation data