



Broward County Public Schools
 School Wide Social and Emotional Learning
 2018-19 Action Plan



Leadership	
Complete the school based information below.	
Develop a school infrastructure that will support SEL.	
School: Sheridan Technical High School	School Year: 2018-2019
Principal: Thomas Moncilovich ; HS AP-Mary Barba	
Cadre Director: Dr. Carletha Shaw-Rolle	
School Mission:	
To promote excellence in academic, career, and technical studies in order to prepare students to enter and remain competitive in a global workforce.	
School Vision:	
<ul style="list-style-type: none"> • Ensuring an optimum teaching and learning environment which sets high expectations and enables students to reach their maximum potential • Integrating applied academics into technical training • Integrating human, physical, and technical resources to obtain educational excellence • Providing an academically challenging and skill-oriented environment • Giving appropriate attention to student learning outcomes and responding to students as individuals • Providing the best occupational education possible for any individual • Providing an education that enables student to become productive members of the workforce and community • Attracting, enrolling, and retaining a secondary and postsecondary student body which reflects our diverse society • Encouraging and fostering partnerships among occupational programs, the business community, and industry 	
SEL Leadership Team	School Role
Name: Andie Segal	SEL Liaison



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Name: Kenneth Rolle	School Counselor
Name: Pristine Pulley	School Counselor
Name: Felicia Rattray	School Counselor
Name: Lori Insel	ESE Support Facilitator
Name: Mary Barba	School Admin

School Wide SEL Implementation

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

1. Safe Zone Listeners
2. One counselor per grade level / open door policy / counselor moves with students each year
3. Save me a Seat Club (based on Start with Hello curriculum)
4. Staff/students awareness- culture of school. (ex: quick referral for SEL 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.

Social and emotional learning (SEL) plays a key role in children's academic readiness and success. Students with strong SEL skills participate more in the classroom, have more positive attitudes about and involvement



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with school, are more accepted by classmates, and are given more instruction and positive feedback by teachers. Without SEL skills, young children are more likely to dislike school and perform poorly on academic tasks, and later experience grade retention and dropout (Raver & Knitzer, 2002).

<p>A. Identify and manage one’s emotions and behavior.</p> <p>*** To support students' social and emotional needs... adults' social, emotional, and professional needs must also be a priority.</p>	<p>Strategies: Giving students a strong foundation for achieving school and life success. Guiding them to get to know their emotions, how to manage them, and ways to express them constructively. When we do this, it will help students handle stress, control impulses, and help them overcome any obstacles that may block them from achieving their goals.</p> <p>We also want to help students learn how to assess their abilities and interests, build upon identified strengths, and making effective use of all the resources afforded them (in the school, the community, or even at home).</p> <p>Then, to tie it all together, we will help students learn how to monitor their own progress toward achieving the goals they have set.</p>
<p>B. Recognize personal qualities and external supports.</p>	<p>Strategies: Naviance activities (self-inventories). Guidance chats. Outside counseling. Parent information nights. Clubs & student activities make every day a school culture of engagement and empowerment. They also give students the time and place to share their cultures and their struggles, as well as give or receive social emotional support.</p>
<p>C. Demonstrate skills related to achieving personal and academic goals.</p>	<p>Strategies: Clubs. Classroom activities. Performance-based assessments foster reflection, resilience, responsibility, and a growth mindset.</p>

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



relationships.

The interpersonal domain includes teamwork, collaboration, and leadership. The intrapersonal domain includes intellectual openness, work ethic/conscientiousness, and positive self-evaluation.

Class meetings can enhance relationships, increase effective communication and problem solving, while facilitating a positive, caring school climate for learning.

Meetings are designed to create a safe, open environment where students feel safe to explore emotions, concerns, and find support. During these meetings, social and emotional (SEL) skills are learned. The teacher acts as a facilitator using storytelling, role-playing, discussion, and reflection to guide exploration of relevant issues such as peer aggression, bullying, diversity, etc.

Meetings are held consistently throughout the school in every classroom, at minimum every week, during the same time. Effective classroom meetings provide opportunities to connect as a class. As feelings and experiences are shared, boundaries are broken down and **students discover they are more alike than different**. Research shows class meetings can enhance lifelong prosocial development and academic success for students, while creating a positive school-wide climate.

Class meetings allow students to grow individually, while the classrooms and school grow as a group.

<p>A: Recognize the feelings and perspectives of others.</p>	<p>Strategies: Group projects (relationships develop organically during collaborative opportunities). Peer mediation (informal)</p>
<p>B: Recognize individual and group similarities and differences.</p>	<p>Strategies: Class meetings, classroom discussions</p>
<p>C: Use communication and social skills to interact effectively with others.</p>	<p>Strategies: Role modeling, Clubs, PSA's, Collaborative opportunities. Collaborative, project-based learning teaches social emotional</p>



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	skills and fosters social awareness and engagement. These experiential learning opportunities help build relationships between students and among students and teachers, enable students to practice collaboration and relationship skills, promote social awareness and interdependence, as well as foster community engagement.
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	Strategies: Peer mediation, counseling, teacher/student/parent conferences
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: Security Specialist presentations at the beginning of the year. Students complete anti-bullying and dating violence video lessons. Ability to consult with teachers/counselors/safe zone listeners.
B: Apply decision- making skills to deal responsibly with daily academic and social situations.	Strategies: Plagiarism lessons; character education; tracking progress in D2L; self-advocating.
C. Contribute to the well-being of one’s school and community.	Strategies: “Caught doing something Good” initiative (coins). Harvest drive; Honor Flight, Key Club activities, SGA activities all contribute to the well-being of the community as well as the students.
How does your school-wide policy and practices support the social emotional learning of students?	
Instruction in social and emotional skills prepare our students to be resilient and achieve <u>individual success</u> academically, interpersonally and throughout their lives. With these ongoing school-wide practices, students will see themselves and others in a positive light, manage emotions, set and achieve goals and solve problems they encounter effectively. It supports school cultures and	



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climates to allow students to practice life skills throughout their school experience.

SEL Professional Development: How will school leadership educate administrators, faculty, and staff on the continuous implementation of SEL?

We need to share a school-wide vision of students' social, emotional, academic development for a safe and supportive learning environment. This vision includes a framework for supporting children in acquiring the knowledge, attitudes, and skills necessary to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and constructively navigate challenging social situations.

Action	Responsible Person	Resources	Evidence of Completion	Completion Date
Review SEL PowerPoint and accompanying documents	Andie Segal (liaison) and STHS Staff	DPI department information on Sharepoint	Sign-in sheets & active participation	October 31st
Provide Resource List to Faculty/Staff	Andie Segal	DPI Sharepoint	Sign-in sheets & active participation	October 31st
Monitor SEL in PLC's / Faculty input & collaboration	Faculty/Staff	Previously provided Sharepoint information and data from monitoring	Ongoing	June 5, 2019
Teach social emotional skills explicitly (not just whole school) and ensure that they are reflected and reinforced by school practices.	STHS Staff	DPI Sharepoint information	Ongoing	June 5, 2019
Group chats, morning meetings, cooperative				



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learning groups, and proactive classroom management.				
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
Measure SEL through character education, civic education, diversity, student development, collaboration.	Faculty & staff	Embedded in classroom instruction and the culture of the school	Becomes routine practice	June 5, 2019