



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



Leadership	
<b>Complete the school based information below.</b>	
<b>Develop a school infrastructure that will support SEL.</b>	
<b>School:</b> Attucks Middle School	<b>School Year:</b> 2018-2019
<b>Principal:</b> Errol Evans	
<b>Cadre Director:</b>	
<b>School Mission:</b> To provide a quality and personalized education to all students in a supportive, innovative, and secure environment while providing unique educational opportunities in the study of Communications, Broadcasting Arts, and Digital Media.	
<b>School Vision:</b> To build Attucks Middle School in becoming the heart of the City of Hollywood by developing our young Eagles to soar in their educational journey through a dynamic, rigorous, and innovative approach to teaching and learning.	
SEL Leadership Team	School Role
<b>Name:</b> Erick Gurreonero	<b>SEL Administrator</b>
<b>Name:</b> Ameerah Pompilus	<b>SEL Liaison</b>
<b>Name:</b> Fatima Williams	<b>SEL Liaison</b>
<b>Name:</b> Jill Martinez	<b>Community Liaison</b>
<b>Name:</b>	



## School Wide SEL Implementation

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

1. Hello! Campaign
2. School wide signals and greetings
3. Second Step program through Peer Counseling classes
4. SEL Corner

### 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:**

Teaching the Brain States through Conscious Discipline

**B. Recognize personal qualities and external supports.**

**Strategies:**

Using Second Step curriculum in Peer Counseling courses

**C. Demonstrate skills related to achieving personal and academic goals.**

**Strategies:**

Using recognition programs, i.e. AMSTV, "Catch them Being...", Honor roll assemblies, Mentoring Tomorrow's Leaders



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

<p><b>A: Recognize the feelings and perspectives of others.</b></p>	<p><b>Strategies:</b>          Mentoring Tomorrow's Leaders, peer counseling, utilizing conscious discipline language</p>
<p><b>B: Recognize individual and group similarities and differences.</b></p>	<p><b>Strategies:</b>          Interest groups, clubs; i.e. sports/athletics, legal studies, creative writing club, First Priority, NJHS, Business club, Band, Attucks Broadcast Club</p>
<p><b>C: Use communication and social skills to interact effectively with others.</b></p>	<p><b>Strategies:</b>          Using social networks, greetings, universal signals to communicate with teachers/staff. Use of the Second Step program to reinforce positive communication. Provide social opportunities such as dances, clubs, and other school activities.</p>
<p><b>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b></p>	<p><b>Strategies:</b>          Through guidance counseling and mentorship programs, goal setting, progress monitoring, safe places in classrooms, and peer counseling students.</p>

**Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.**



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<p><b>A: Consider ethical, safety, and societal factors in making decisions.</b></p>	<p><b>Strategies:</b>          Parent student input via surveys, access to social media, parent link, newsletter, send parent reminders. Analyze demographics with safe team to provide support and resources. Student safety patrols.</p>
<p><b>B: Apply decision- making skills to deal responsibly with daily academic and social situations.</b></p>	<p><b>Strategies:</b>          Student/Teacher conferences and parental contact. Pinnacle, to monitor academic performance. Encourage students to analyze their Brain States to create a realistic evaluation of their behavior and consequences. Implement PBIS tools.</p>
<p><b>C. Contribute to the well-being of one’s school and community.</b></p>	<p><b>Strategies:</b>          Harvest Drive, band performances throughout the community, parent nights and trainings, hosting sporting events, SAC/PTSA, Box Tops</p>

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

Our universal signs and signals, greetings, and PBIS unify us as a school and community. SEL Ambassadors provide support to teachers and staff to encourage SEL best practices. Faculty meetings to train and communicate segments of Conscious Discipline. Implementing PBL in in core classes to align SEL standards.

**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
SEL Corners during faculty meetings.	SEL Leadership	Conscious Discipline, Second Step, and DPIS	Observations, attendance data, quarterly	Ongoing



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			grade reports, FSA data.	
Professional Developments	District	DPIS	In service points	Ongoing
Sub-Cadre meetings	District	DPIS	Attendance	Ongoing
<b>Quarterly Review of Behavior and Academic Data: How will school leadership measure the impact of SEL. What are the indicators of success?</b>				
<b>Action</b>	<b>Responsible Person</b>	<b>Resources</b>	<b>Evidence of Completion</b>	<b>Completion Date</b>
Common Formative Assessments	Classroom Teachers	I-Ready, Achieve 3000, Achieve the Core, FAIR testing, Newsela	Data collection	Based on assessment calendar
End of quarter grade reports	Guidance	Pinnacle	Grade reports	Quarterly
Interims	Guidance	Pinnacle	Interim reports	Mid-quarter
Referrals	Administration/Guidance	BASIS	BASIS report	As needed
Positive Behavior Incentives	Administration	LEAP	Rewards	ongoing