



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.**

<b>School:</b> Blanche Ely High School	<b>School Year:</b> 2018-2019
<b>Principal:</b> Dr. Karlton Johnson	

**Cadre Director:** Alan Strauss

**School Mission:** Destination Excellence- to inspire and prepare every student for a College-Career Readiness pathway with aspiring goals and positive contributions to our world.

**School Vision:** Our vision is to develop leaders, contributors, and a designers to develop, foster, and cultivate confidence in all students to not only meet, but exceed the potential each of them possesses.

SEL Leadership Team	School Role
<b>Name:</b> Dr. Karlton Johnson	<b>Principal</b>
<b>Name:</b> Ms. Teresita Chipi (12 <sup>th</sup> )	<b>Assistant Principal</b>
<b>Name:</b> Ms. Cherie Toeller (11 <sup>th</sup> )	<b>Intern Principal</b>
<b>Name:</b> Mr. Malcolm Spence (10 <sup>th</sup> )	<b>Assistant Principal</b>
<b>Name:</b> Dr. Rocie Clark (9 <sup>th</sup> )	<b>Assistant Principal</b>
<b>School Counselors:</b> Ms. Wright (12 <sup>th</sup> ) Ms. Gilbert (11 <sup>th</sup> ), Ms. Brown (10 <sup>th</sup> ), Mr. Rodriguez (10 <sup>th</sup> )	
<b>School Social Worker:</b> Ms. Labossiere: <b>Behavioral Specialist:</b> Ms. Sieglinde Diggins: <b>ESE Specialist:</b> Ms. Munn: <b>Reading Coach:</b>	



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Ms. McIntosh-Brown

**School Wide SEL Implementation**

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

1. PASL-Personalization of Social and Academic Learning
2. LGBTQ Organization
3. RTI-Response to Intervention
4. Sandy Hook “Start with Hello” Program

**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:**

Identify verbal, physical, and situational cues that indicate how others may feel.

- Use conversational skills to understand the perspective of others
- Demonstrate ways to express understanding of those who hold different opinions
- Demonstrate ways to express empathy for others

**Activities:**

- Read the first half of a story. After one character’s actions, students predict how the other characters will feel
- Tell a story from a completely different perspective and discuss (example, Two Bad Ants, by Chris Van Allsburg)



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	<ul style="list-style-type: none"> <li>• Give teams a list of emotions. They must design skits showing all of the emotions. The opposite team tries to guess what was on their list</li> </ul>
<p><b>B. Recognize personal qualities and external supports.</b></p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Analyze how personal qualities and temperaments influence choices and successes.</li> <li>• Apply self-reflection techniques to recognize their strengths, weaknesses, and potential.</li> <li>• Implement a plan to build on strengths, meet a need, or address a challenge</li> <li>• Identify school support personnel and have knowledge of when and how to use them</li> <li>• Identify organizations in their community that provide opportunities to develop their interests or talents.</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Administer school-to-work personality trait tests</li> <li>• Students make a 'curious cube'. For each face of the cube, they write a different side of their personality: strengths, potential, etc.</li> <li>• Assign final projects that are designed by students to build on their strengths</li> <li>• Ensure school posters advertise school support personnel and the roles they play</li> <li>• Students make a community map showing organizations that provide support services</li> </ul>
<p><b>C. Demonstrate skills related to achieving personal and academic goals.</b></p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Establish and work toward the achievement of positive and realistic goals (both short- and long-term)</li> </ul>



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- Develop a plan and action steps with reasonable timeframes for completion. Analyze how current decisions may impact goal achievement
- Monitor and sustain progress toward goal achievement, using motivational strategies and celebrating successes

**Activities:**

- Teach students a lesson on procedures for class transitions and create class goals for improving the time it takes to complete them
- Teach students a lesson on how to use certain equipment and resources appropriately
- Use a lesson to establish rules for how equipment should be put away. Over the course of several weeks, have students work on individual goal projects using goals they identify for themselves
- Have them monitor and document their progress for several weeks. Teach students to identify what is known about a lesson topic or objective and to identify what they need to know to understand the lesson objective, then how to set a goal to achieve that learning
- Define "perseverance" as a vocabulary word. During a lesson talk about how you motivate yourself when you need to

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

**A: Recognize the feelings and perspectives of others.**

**Strategies:**

- Initiate contact with others. Share ones' thoughts and feelings (appropriately). Express appreciation. Give and receive constructive feedback



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	<ul style="list-style-type: none"> <li>• Establish and maintain healthy and rewarding connections with individuals and groups. Offer and receive help</li> <li>• Contribute to the achievement of group goals</li> <li>• Recognize and respect boundaries. Take turns. Show fairness. Show forgiveness to others</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Teach lessons to develop social skills (e.g., how to meet someone new, how to start a conversation, how to keep it going, how to end it smoothly, etc.)</li> <li>• Teach lessons on social boundaries. Teach a lesson or lessons on how to resolve conflicts peacefully</li> <li>• Teach lessons on how to give and receive constructive feedback. Teach lessons on the importance of forgiveness</li> <li>• Read literature and discuss characters who learned to forgive. Teach lessons on how to offer help in a sensitive, appropriate way</li> <li>• Teach lessons on how to say thank you and receive help well</li> </ul>
<p><b>B: Recognize individual and group similarities and differences.</b></p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Understand that individual and group differences complement each other and make the world more interesting</li> <li>• Accept that people have different attitudes and values</li> <li>• Recognize that despite differences, all people have similar needs, feelings, and wants. Resist stereotypes. Promote the rights of all individuals</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Lead activities to demonstrate that everyone is different, has different thoughts and feelings, backgrounds, etc.</li> <li>• Lead activities to identify how we are all similar and how we may be different. Celebrate historic figures who resisted stereotypes or worked to promote justice and equality for all individuals</li> </ul>



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	<ul style="list-style-type: none"> <li>• Lead class projects, especially with older students (late elementary, middle, and high), to promote awareness of the rights of others. Include having students identify their own biases and discuss ways to change those perspectives of others who are different</li> <li>• Ask students to reflect (including in journals) on questions about the negative effects of stereotyping</li> <li>• Give them opportunities to discuss in pair shares. Organize and encourage student projects that explore different cultures and celebrate diversity</li> <li>• With older students (middle and high), in social studies and/or language arts, discuss and analyze the origins and negative effects of stereotyping and prejudice</li> <li>• In discussions and other activities, evaluate strategies for being respectful of others and opposing stereotyping and prejudice</li> </ul>
<p><b>C: Use communication and social skills to interact effectively with others.</b></p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Teach lessons on how to communicate effectively, verbally and nonverbally</li> <li>• Teach lessons on communication skills (such as listening, looking at the person, tone of voice). Teach lessons on effective listening</li> <li>• Teach students how to give feedback in specific situations that will help students improve their communication skills</li> <li>• Teach students how to formulate I-messages for sharing feelings</li> <li>• Teach lessons on giving compliments and praise (why you should and how to do it)</li> <li>• Give students opportunities to practice giving and receiving compliments and praise</li> </ul> <p><b>Activities:</b></p>



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	<ul style="list-style-type: none"> <li>• Thank students whenever they listen well and tell them specifically what they did well</li> <li>• Model and reinforce effective communication and relationship building</li> <li>• Establish class or morning meetings that give students the opportunity to interact with each other and practice speaking and listening skills</li> <li>• Use interactive teaching strategies such as cooperative learning and project-based learning to provide students with opportunities to develop and practice positive communication skills</li> </ul>
<p><b>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b></p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Follow a systematic approach to conflict resolution that achieves mutually satisfactory resolutions t by addressing the needs of all concerned</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Teach lessons on how to resolve conflicts</li> <li>• Conduct role plays with middle and high school students to allow students to practice resolving conflicts and negotiating peer pressure</li> <li>• Establish a conflict resolution process that is used school-wide any time there is a conflict.</li> <li>• Model good conflict resolution skills. Establish a school-wide peer mediation program in middle or high school to help students work through conflicts in a constructive way</li> <li>• Use collaborative work groups (e.g., cooperative learning projects or project based learning) to reinforces the importance of working together to solve problems and achieve goals</li> <li>• Give students authentic feedback for resolving conflicts peacefully</li> </ul>



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- Give students support as needed when they are working out a conflict

**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:**

- Recognize and understand their obligation to engage in ethical, safe, and legal behaviors
- Identify and develop one's values to promote honesty, reliability, and accountability
- Consider ethical standards, safety concerns, and social norms as they impact decision-making
- Apply a shared norm of treating others as you would want to be treated to decision-making
- Make effective decisions and choices following a systematic process

**Activities:**

- Teach students a formula for making good decisions (e.g., stop, calm down, identify the problem, consider the alternatives, make a choice, try it out, re-evaluate)
- Give students problem scenarios (e.g., a friend asks you to let them copy your homework) and ask them to work in groups or pairs to decide what they would decide. Explicitly identify the steps for solving a problem
- Walk through the steps of problem-solving in response to hypothetical situations. Define responsibility and related terms (ethical, safe, values, honesty)





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	<ul style="list-style-type: none"> <li>• Discuss higher order values – impact on the environment, being a good citizen, ways to help the community or school</li> <li>• Read current events and discuss if the decisions made are ethical and evaluate against a clearly defined ethical criteria</li> </ul>
<p><b>B: Apply decision- making skills to deal responsibly with daily academic and social situations.</b></p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Establish and work toward the achievement of positive and realistic goals (both short- and long-term)</li> <li>• Over the course of several weeks, have students work on individual goal projects using goals they identify for themselves. Have them monitor and document their progress for several weeks</li> <li>• Teach students to identify what is known about a lesson topic or objective and to identify what they need to know to understand the lesson objective, then how to set a goal to achieve that learning</li> <li>• Define “perseverance” as a vocabulary word</li> </ul> <p><b>Activities (Academics)</b></p> <ul style="list-style-type: none"> <li>• Routinely develop and complete age-appropriate, short-term classroom goals</li> <li>• Routinely teach students how to use equipment and resources appropriately</li> <li>• Routinely provide authentic praise to students when you observe them managing themselves well (e.g., regulating their emotions by taking a breath, taking a break to think about a decision, etc.)</li> <li>• Routinely model and talk about your own goals. Routinely work with the class to establish and complete class projects</li> <li>• Students can also be taught to self-assess progress toward their learning goals, which is a powerful strategy that promotes academic growth</li> </ul>



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	<p><b>Activities (Social):</b></p> <ul style="list-style-type: none"> <li>• Put themselves in another’s shoes, see the other person’s point of view, and understand the other person’s thoughts and feelings and why they might feel that way</li> <li>• Accurately interpret situations cues that indicate how others feel</li> <li>• Teach an age-appropriate lesson on why it is important to identify how others feel and what to look for (facial cues, body language)</li> <li>• Show a picture and/or having students make facial expressions and identifying how others feel</li> <li>• Examine literature and take the perspective of characters or identifying feelings and thoughts</li> <li>• Define and discuss the word “empathy” with children in late elementary, middle, or high school</li> <li>• Group demonstration of same/different feelings (e.g., those who like the dentist stand on one side, those who don’t like the dentist stand on another side). Discuss the expectations and demands of different settings, e.g., how we dress and behave for school, places of worship, formal ceremonies, hanging out with friends.</li> </ul>
<p><b>C. Contribute to the well-being of one’s school and community.</b></p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Care about improving the school and community</li> <li>• Care about preserving the environment</li> <li>• Accept direction from authority</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Lead discussions about how students are helpful to others in their community</li> <li>• Work with students to organize a community service project</li> </ul>



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

Blanche High School supports school-wide through effective professional learning programs to build a safe learning environment for 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
Overview of SEL Plan for Staff	Administrators	SEL Action Plan	Staff Meeting	11/11/2018
Visit SEL Goals one (1) per Month	Administrators	SEL Action Plan	Email to teachers	05/29/2019

**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
	RTI Team	RTI Monthly Agendas		05/29/2019



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RTI Tier 1 & 2 Teacher Strategies & Student Data Form			RTI Agendas & Sign In Sheets	
Review Attendance Report & D & F List	Guidance	Attendance & Academic Reports	Email to staff	05/29/2019