Broward County Public Schools School Wide Social and Emotional Learning

2018-19 Action Plan

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| **Leadership** | |
| **Complete** **the** **school** **based** **information** **below.** | |
| ***Develop*** ***a*** ***school*** ***infrastructure*** ***that*** ***will*** ***support*** ***SEL.*** | |
| **School**: Pine Ridge Education Center | **School** **Year:** **2018-2019** |
| **Principal:** **Dr.** **Brown** |  |
| **Cadre** **Director:** | |
| **School** **Mission:** **It** **is** **the** **mission** **of** **Pine** **Ridge** **Education** **Center** **to** **provide** **a** **positive** **and** **nurturing** **learning** **environment** **for** **students** **who** **need** **a** **second** **chance.** **We** **believe** **that** **all** **students** **can** **learn** **if** **given** **the** **opportunity** **to** **succeed.** | |
| **School** **Vision:** The vision of Pine Ridge Education Center is aligned with the districts vision. “We are dedicated to educating today’s students and staff to succeed in tomorrow’s world. | |
| **SEL** **Leadership** **Team** **School** **Role** | |
| **Name:** Gerard Pericles **SEL** **Liaison** | |
| **Name:** Mrs. Zemira Thomas **Literacy** **Coach** | |
| **Name:** Mrs. Robin Davis **Math** **Coach** | |
| **Name:** Ms. Sabrina Smith **ESE** **Specialist** | |
| **Name:** Mrs. Tara Pasteur **Assistant** **Principal** | |

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| **School** **Wide** **SEL** **Implementation** | | | |
| **Review** **of** **Current** **SEL** **Program:** **What** **SEL** **program(s)** **currently** **exist** **in** **your** **school*?*** | | | |
| **1.** **Life** **Skills** **(LEAPS** **Curriculum)** **2.** **CHAMPS**  **3.** **All** **the** **Places** **We** **Will** **Go!** **4.** **Suite** **360** | | | |
| **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:**  Teach all students the coping skill of “taking a deep breath and counting to 10” |
| **B.** **Recognize** **personal** **qualities** **and** **external** **supports.** | **Strategies:**  Teach all students to ask to speak to a mentor, go to “clam down” area, and complete an “all about me” poster |
| **C.** **Demonstrate** **skills** **related** **to** **achieving** **personal** **and** **academic** **goals.** | **Strategies:**  Write down a goal list; allow opportunity for students to role-play |
| **Goal** **2:** ***Use*** ***social-awareness*** ***and*** ***interpersonal*** ***skills*** ***to*** ***establish*** ***and*** ***maintain*** ***positive*** ***relationships.*** | |

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| **A:** **Recognize** **the** **feelings** **and** **perspectives** **of** **others.** | **Strategies:**  Teach students to be attentive and respectful when others are communicating their feelings and to appropriately read facial ques. |
| **B:** **Recognize** **individual** **and** **group** **similarities** **and** **differences.** | **Strategies:**  Allow students to work in cooperative learning groups with various Social Emotional topics. |
| **C:** **Use** **communication** **and** **social** **skills** **to** **interact** **effectively** **with** **others.** | **Strategies:**  Adults will model behavior by verbally praising students when they do the correct thing, and verbally redirecting when they do not. |
| **D.** **Demonstrate** **an** **ability** **to** **prevent,** **manage,** **and** **resolve** **interpersonal** **conflicts** **in** **constructive** **ways.** | **Strategies:**  Adults will model behavior by verbally praising students when they do the correct thing, and verbally redirecting when they do not. |
| **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:**  Teach students about “real world”, applicable, and age-appropriate stories and current events. |
| **B:** **Apply** **decision-** **making** **skills** **to** **deal** **responsibly** **with** **daily** **academic** **and** **social**  **situations.** | **Strategies:**  Teachers will keep a daily log to monitor student’s academic and behavior and have “data chats” with students regularly.  progress |

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| **C.** **Contribute** **to** **the** **well-being** **of** **one’s** **school** **and** **community.** | | **Strategies:**  Allow students to assist with the construction of classroom norms and rules; community outreach | | | |
| **How** **does** **your** **school-wide** **policy** **and** **practices** **support** **the** **social** **emotional** **learning** **of** **students?** | | | | | | | |
| During our daily Life Skills class each teacher uses the LEAPS curriculum to teach student’s social emotional learning skills. These skills are then scaffolded throughout the day and communicated by every staff member. | | | | | | | |
| **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** | |
| Life Skills Implementation | | Mr. Pericles | | LEAP, All the Places We Will Go! | SEL Binder | June 2019 | |
| CHAMPS | | Mr. Pericles | | CHAMPS | Certificate of Completion | June 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** | |

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| 10% increase in student attendance | IMT | Attendance Report | 10% increase as compared to the quarter before | June 2019 |
| 10% decrease in student behavioral referrals | Behavior Specialist | DMS | 10% decrease as compared to the quarter before | June 2019 |
| Increase in academic Proficiency | Math/ Reading Coach | Basis | 5 point increase in content areas | June 2019 |

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