



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> Deerfield Beach High	<b>School Year:</b> 2018-2019
<b>Principal:</b> Jon Marlow	
<b>Cadre Director:</b> Alan Strauss	
<b>School Mission:</b> The mission of Deerfield Beach High School is to provide our students the best education in a safe and positive environment, conducive to their social, emotional, and academic growth	
<b>School Vision:</b> Deerfield Beach High School will implement a positive transition program to educate all students, empowering them to succeed academically and personally through planned, supportive, student-centered team instruction while cultivating a nurturing, safe and diverse environment.	
SEL Leadership Team	School Role
<b>Name:</b> Ken May	<b>Asst Princ. / SEL Liaison</b>
<b>Name:</b> Gwen Smith	<b>Assistant Principal</b>
<b>Name:</b> Josh Philpart	<b>ESOL Coordinator</b>
<b>Name:</b> Jondria Thompson	<b>Freshman Academy Coordinator</b>



Name: Shantel Moxie Social Worker

Name: Charlotte Jackson Literacy Coach

**School Wide SEL Implementation**

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

1. PASL – Personalization for Academic and Social Learning
2. MTL – Mentoring Tomorrows Leaders
3. IWF – Investing in the Women of the Future
4. YMCA/21<sup>st</sup> Century afterschool 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:**

- **Social Worker counseling – short term**
  - \* Social skills building;
  - \* communication and problem solving skills building;
  - \* conflict resolution; interpersonal skills; coping skills training
- **Family Counseling – long term - Involving parent meetings in their homes and community settings are also involved. The sessions are 12-26**



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	<ul style="list-style-type: none"> <li>* Psycho Education</li> <li>* Affect Modulation</li> <li>* Cognitive coping skills</li> <li>* Relaxation techniques</li> <li>• Peer Counseling / Leadership             <ul style="list-style-type: none"> <li>* Open discussions</li> <li>* Student Mentors</li> <li>* Conflict resolution / Bullying prevention</li> </ul> </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>• YMCA – after school program where students are able to get tutoring for subjects they are struggling in.</li> <li>• Upward Bound – Students who are in impact zones or where neither parent holds a bachelor degree; Participants succeed in pre-college performances and ultimately in higher education pursuits.</li> <li>• College Tour – College preparatory program for first generation college students with a GPA of 2.5-2.7, funded by Jim and Jan Moran Foundation and serviced by the Urban League of Broward County.</li> </ul>
<p><b>C. Demonstrate skills related to achieving personal and academic goals.</b></p>	<p><b>Strategies:</b></p> <p>* 3-6-9 Plan – where the teachers meet with their students every 3 weeks to go over grades, attendance, and behavior.</p>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p>	
<p><b>A: Recognize the feelings and perspectives of others.</b></p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Leadership Class</li> </ul>



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	<ul style="list-style-type: none"> <li>• Peer counseling</li> <li>• UTAP – Urban Teachers Academy Program</li> </ul>
<b>B: Recognize individual and group similarities and differences.</b>	<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Student Government</li> <li>• ESE mentoring Program</li> <li>• Best Buddies</li> </ul>
<b>C: Use communication and social skills to interact effectively with others.</b>	<b>Strategies: Extra Curricular activities</b> <ul style="list-style-type: none"> <li>• GSA</li> <li>• First Priority</li> <li>• Fellowship of Christian Athletes</li> <li>• Gaming club</li> </ul>
<b>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b>	<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Peer Counseling</li> <li>• Debate</li> </ul>
<b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>	
<b>A: Consider ethical, safety, and societal factors in making decisions.</b>	<b>Strategies:</b> <ul style="list-style-type: none"> <li>• SEL Assemblies</li> <li>• Invite BSO talks</li> </ul>
<b>B: Apply decision- making skills to deal responsibly with daily academic and social situations.</b>	<b>Strategies:</b> <ul style="list-style-type: none"> <li>• ROTC/Leadership</li> <li>• Athletics Department</li> <li>• School Counseling office / counselors available</li> </ul>
<b>C. Contribute to the well-being of one’s school and</b>	<b>Strategies: Service projects</b>



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community.	<ul style="list-style-type: none"> <li>• Exchange Club</li> <li>• Key Club</li> <li>• Recycling Club</li> <li>• Coffee/Breakfast Club</li> </ul>
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**How does your school-wide policy and practices support the social emotional learning of students?**

- Deerfield Beach High helps develop a vision that prioritizes academics and extra curricular activities to educate all students, empowering them to succeed.
- Deerfield Beach High through curriculum gives us resources and needs assessments to provide our students the best education in a safe, positive, and diverse environment.
- Latinos in action and Multi Culture clubs assists in improving school climate and culture.

**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
PSD	SEL TEAM	SEL Curriculum	Attendance Sheets	June 2019
Wired Wednesdays	SEL TEAM	SEL Curriculum	Attendance Sheets	June 2019
Personalization	SEL TEAM	Pinnacle / Activities	Quarterly Data Chats	June 2019

**Quarterly Review of Behavior and Academic Data: How will school leadership measure the impact of SEL. What are the**



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<b>indicators of success?</b>				
<b>Action</b>	<b>Responsible Person</b>	<b>Resources</b>	<b>Evidence of Completion</b>	<b>Completion Date</b>
Monitor Referrals	Admin	BASIS	Decrease of Referrals	June 2019
Monitor Quarterly Grades	Admin	DWH/BASIS	Increase Graduation Rate	June 2019
Monitor Attendance	Admin / Social worker	BASIS	Increase in school attendance	June 2019