



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: Atlantic Technical College & Technical High School	School Year: 2018-19
Principal: Mr. Robert Crawford, Jr. Intern Principal: Ms. Vicky LaPorte	

Cadre Director: Dr. Carletha Shaw-Rolle

School Mission:

The mission of Atlantic Technical College and Technical High School is 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:

The vision of Atlantic Technical College and Technical High School is to change the lives of people from all backgrounds through innovative education.

SEL Leadership Team	School Role
Name: Teresa Skiles	SEL Liaison/504 Liaison
Name: Cheryl Fidlow	Guidance Director
Name: Vicky LaPorte	Intern Principal
Name: Vedra Roker	Literacy Coach
Name: Kimberly Jackson	School Guidance Counselor
Name: Debbie Evangelista	ESE Specialist
Name: Laura Talavera	General Education Teacher



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School Wide SEL Implementation	
Review of Current SEL Program: What SEL program(s) currently exist in your school?	
1. The Leaps Program 2. The EverFi K-12 Program	
Broward SEL Standards Instructional Implementation	
<i>Identify the strategies that your school will use to align with Broward County Schools Social and Emotional Learning Goals.</i>	
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: Teachers are aware of the need for students to develop emotional literacy but need the knowledge and skills to instruct students. PD will be provided.
B. Recognize personal qualities and external supports.	Strategies: Provide some specific feedback and direct students to ask for support from others by applying various research-based SEL strategies and techniques some of the time.
C. Demonstrate skills related to achieving personal and academic goals.	Strategies: Model and guide students to control students' attention and interpersonal conflict.



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Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.	
A: Recognize the feelings and perspectives of others.	Strategies: Refer students in need to seek assistance in obtaining help and support from sources outside of the classroom.
B: Recognize individual and group similarities and differences.	Strategies: Understand diversity and different points of view but need to consistently guide students to be empathetic and provide a classroom culture reflective of the importance of always respecting others.
C: Use communication and social skills to interact effectively with others.	Strategies: Use some communication and social skills to interact with others in a positive manner.
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	Strategies: Assist students with leadership skills by being a positive leader who can model how to handle social pressures.



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Goal 3: <i>Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</i>	
A: Consider ethical, safety, and societal factors in making decisions.	Strategies: Use various research-based approaches to help students make wise decisions.
B: Apply decision- making skills to deal responsibly with daily academic and social situations.	Strategies: Take students through a problem-solving process so they will understand how to make wise decisions.
C. Contribute to the well-being of one's school and community.	Strategies: Show students how to problem-solve and be accountable for behaviors. Apply some problem-solving skills for academic and social situations.
How does your school-wide policy and practices support the social emotional learning of students?	
<p>School-wide, ATC has created a team for the long-term implementation of SEL. This team has a plan with goals, and an action plan to work towards achieving them. To support SEL, there are several CASEL recommended, interrelated activities to use. They are best organized into cycles with frequent checks and we understand that it will most likely require more than the current school-year to bring to fruition. Factors such as the history and present status of SEL-related programming, staff knowledge of SEL, school climate, sociodemographic factors, leadership style and history, and current mandates and priorities, as well as the school's capacities, will determine the timing and sequencing of these activities.</p> <p>Activity 1: Build a school infrastructure that can support SEL. Activity 2: Assess how well-coordinated your school's SEL programs are. Activity 3: Assess your school's culture and climate. Activity 4: Articulate shared values, themes, and essential life habits. Activity 5: Provide consistent and ongoing opportunities for students to practice SEL skills. Activity 6: Improve faculty readiness to teach SEL. Activity 7: Connect to those who are walking the walk.</p>	



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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
During PLC's, bring in guest speakers to educate staff on implementing practices.	SEL Liaison/SEL Team	EverFi guest speaker(s)	Sign In Roster	10/19/18
During PLC's, staff members will view videos on strategies to support students in their social-emotional growth.	SEL Liaison/SEL Team	https://www.browardprevention.org/instructional-strategies/social-emotional-learning/	PLC Calendar & Sign In Roster	05/15/2019
During PLC's, staff members will be encouraged and trained on utilizing the LEAP's Program for SEL resources	SEL Liaison/SEL Team	District-Provided online LEAPS Program.	PLC Calendar & Sign In Roster	05/15/2019

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
Staff members will utilize training methods and resources with students.	SEL Liaison/SEL Team	Resources provided by speaker.	Student Product	Ongoing
Staff members will view the video(s) and create artifacts for classrooms/common areas.	SEL Liaison/SEL Team	Instructional videos provided by Broward School District Office of Diversity and Prevention	Artifacts for Classrooms & Common Areas	Ongoing
Staff members will utilize the available resources provided on the LEAPS website with students.	SEL Liaison/SEL Team	District-Provided online LEAPS Program.	Student Product	Ongoing