



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: Dave Thomas Education Center	School Year: 2018
Principal: Tracy Lockhart-Talley	
Cadre Director: DR. Carletha Shaw-Rolle	
School Mission: Our mission is to provide a relevant, rigorous curriculum in a safe and conducive learning environment. As well as, empower each student with lifelong skills and academic strategies that prepare them for college or careers in a global society.	
School Vision: Our vision is to Stimulate, Motivate, Educate, and Graduate our students!	
SEL Leadership Team	School Role
Name: Andaiye Pierre	SEL Liaison
Name: John Wells	Family counselor
Name: Padrica Hardy	Teacher behavior support
Name: Synithia Crawford	Assistant principal
Name: Tracy Lockhart-Talley	Principal



School Wide SEL Implementation

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

1. Services provided by school social worker and family counselor
2. Anger management for individuals and groups
3. Middle school dating matters program
4. One on one and group counseling as needed

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:

Within individual sessions, students are taught coping skills, such as deep breathing, walking away, anger management, and conflict mediation/ resolution.

B. Recognize personal qualities and external supports.

Strategies:

Students are referred to agencies such as: Chrysalis, Henderson behavioral health, two in one, and Lutheran health services.



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<p>C. Demonstrate skills related to achieving personal and academic goals.</p>	<p>Strategies: Students is aware of their emotions, they know the available resources to seek the help needed, they become resourceful, knowledgeable and accountable for their academic success.</p>
<p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p>	
<p>A: Recognize the feelings and perspectives of others.</p>	<p>Strategies: Anti-bullying campaigns, conflict mediation, small group discussions about relationship building, and the start with hello campaign.</p>
<p>B: Recognize individual and group similarities and differences.</p>	<p>Strategies: Through GSA, human relations council, crime watch, blood drive, and other activities students become aware of the diverse populations that exist within the cultures of the school.</p>
<p>C: Use communication and social skills to interact effectively with others.</p>	<p>Strategies: Peer building, character building education, etiquette workshop, LEAPS curriculum, women of tomorrow, and recognizing the perspective of others.</p>
<p>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>Strategies: Positive affirmation of self, CARES mentoring, coping skills through GSA, and positive group theme.</p>
<p>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and</p>	



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community contexts.

A: Consider ethical, safety, and societal factors in making decisions.

Strategies:
 Instill in students the idea of high expectations for their behavior in community involvement such as SAC meetings, academic fairs, parent conferences, open house, and any other specialized program that involves outside attendance.

B: Apply decision- making skills to deal responsibly with daily academic and social situations.

Strategies:
 Role playing to teach students how to interact appropriately in diverse situations, quarterly behavioral expectations assembly, and school wide behavioral expectations posted throughout the school.

C. Contribute to the well-being of one’s school and community.

Strategies:
 Teaching the importance of coming to school everyday and on time, being respectful and following rules, and showing a positive attitude as these behaviors will translate to everyday life.

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

Due to the at-risk population that we serve it is imperative that we have the positions of social worker, family counselor, and behavior specialist in addition to our guidance counselors to address the various social and emotional needs of our students.



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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
Cultural responsive teaching training	Keisha	Equity and attainment department	Sign in sheets	January 11, 2018
Providing the importance of seeking assistance from staff experts	Andaiye Pierre, John Wells, Sandi Oscar	Link with outside services	On going	On going
Time on the agenda during early release and professional study day meetings	Andaiye Pierre, John Wells, Sandi Oscar	Scheduling on the agenda	Agenda, sign in sheets	On going
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
Evaluate social and emotional referrals	Andaiye Pierre	BASIS, paper referrals	daily	On going
Quarterly progress reports	Guidance	File maker pro reports	quarterly	On going
IEP's	Sandi Oscar	Easy IEP	daily	On going