



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> Coral Glades High School	<b>School Year:</b> 2018-19
<b>Principal:</b> Steven Carruth	
<b>Cadre Director:</b> Michael Ramirez	
<p><b>School Mission:</b> The mission of Coral Glades High School is to foster students' social-emotional well-being by maintaining a supportive environment of equity, diversity and inclusion and creating educational opportunities, raising awareness, and providing strategies and tools to enhance our understanding and connections with all stakeholders in the school community while ensuring the academic success of our students.</p>	
<p><b>School Vision:</b> Coral Glades High School's vision is to provide students with a challenging and rigorous curriculum to meet the demands of the 21st century. Coral Glades is committed to excellence and inclusion in our school and surrounding community. To accomplish this goal, Coral Glades is committed to involving school personnel, community members, students, and their families as partners in an ongoing process of educational improvement. Coral Glades High maintains an environment of excellence, equity, and inclusion which fosters intellectual, social, physical, emotional, and ethical growth for all.</p>	
<b>SEL Leadership Team</b>	<b>School Role</b>
<b>Name:</b> Steven Carruth	<b>Principal</b>
<b>Name:</b> Paul Satty	<b>PASL Administrator</b>
<b>Name:</b> Michele Stein	<b>PASL Administrator</b>
<b>Name:</b> Ashley Exterkamp	<b>SEL Liaison</b>



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<b>Name:</b> Kelley Fisher	<b>SEL Liaison</b>
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<b>Name:</b> Toni Freeborn	<b>Equity Liaison</b>
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**School Wide SEL Implementation**

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

1. Personalization for Academic Social-Emotional Learning (PASL)
2. Start with Hello! & other equity initiatives
3. Peer Counseling – presentations to staff and students
4. Jaguars ROAR – Responsible Decision Making
5. Project-based learning

**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.**

<b>A. Identify and manage one's emotions and behavior.</b>	<b>Strategies:</b> Stop and Breathe techniques, Jaguars ROAR – Responsible Decision Making
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<b>B. Recognize personal qualities and external supports.</b>	<b>Strategies:</b> Equity liaison and team will hold assemblies for students and push into study hall classes to promote a culturally friendly work
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	and learning environment, embracing diversity and racial and gender equity.
<b>C. Demonstrate skills related to achieving personal and academic goals.</b>	<b>Strategies:</b> Study hall teachers will receive lessons about goal-setting strategies to share with students.
<b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b>	
<b>A: Recognize the feelings and perspectives of others.</b>	<b>Strategies:</b> Leadership classes will hold assemblies for students and pushing into study hall classes to promote a positive decision making and a positive atmosphere at CGHS.
<b>B: Recognize individual and group similarities and differences.</b>	<b>Strategies:</b> Leadership classes will hold assemblies for students and pushing into study hall classes to promote a positive decision making and a positive atmosphere at CGHS.
<b>C: Use communication and social skills to interact effectively with others.</b>	<b>Strategies:</b> Study hall teachers will receive lessons about appropriate use of social media. Teachers foster positive interpersonal relationships in project-based learning opportunities.
<b>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b>	<b>Strategies:</b> Teachers foster positive interpersonal relationships in project-based learning opportunities.



**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:** Equity liaison and team will hold assemblies for students and push into study hall classes to promote a culturally friendly work and learning environment, embracing diversity and racial and gender equity.

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

**Strategies:** Study hall teachers will receive lessons about goal-setting and time-management strategies to share with students.

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

**Strategies:** Coral Glades will enlist the help of leadership classes; such as, Peer Counseling, Student Government, JROTC, and DECA to do presentations in Personalization Periods to improve the climate and culture of our school.

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

At Coral Glades High School, teachers work take a “whole-child” approach to students. While standards and data drive our instruction, we recognize that students cannot learn if they are feeling unsafe or dealing with social or emotional concerns. Through the introduction of study halls, teachers now have more opportunity to get to know students and guide them toward the appropriate support services available on our campus.



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<b>SEL Professional Development: How will school leadership educate administrators, faculty, and staff on the continuous implementation of SEL?</b>				
<b>Action</b>	<b>Responsible Person</b>	<b>Resources</b>	<b>Evidence of Completion</b>	<b>Completion Date</b>
Professional Development – Equity, Positive Behavior Plan, and Positive Teacher-Student Interactions	Toni Freeborn, Ashley Exterkamp, Kelley Fisher, Kristina Wong, and Karissa Sutton	Positive Behavior Plan/Positive Behavior Interventions and Supports, Dave Burgess' <u>Teach like a Pirate</u>	Sign-in sheets	8/8/18-8/14/18
School-wide Jaguars ROAR Positive Behavior Expectations for responsible decision making	Kelley Fisher and Ashley Exterkamp	Positive Behavior Interventions and Supports	Sign-in sheets	Year-round
Leadership classes will hold assemblies and push into study hall classes to promote positive behavior choices and self-regulation.	Peer Counseling, SGA, JROTC, Latinos in Action, and DECA	Peer Counseling Mentoring and Equity resources as needed based on student surveys and reflections	Student reflections on Naviance	Year-round
<b>Quarterly Review of Behavior and Academic Data: How will school leadership measure the impact of SEL? What are the indicators of success?</b>				
<b>Action</b>	<b>Responsible Person</b>	<b>Resources</b>	<b>Evidence of Completion</b>	<b>Completion Date</b>
Analyze school-wide behavior data for reduction of behavior incidents and D-F report for reduction of failing grades	Kelley Fisher and Ashley Exterkamp	Data Warehouse	Analysis of behavior data	End of Quarter 2



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Analyze school-wide behavior data for reduction of behavior incidents and D-F report for reduction of failing grades	Kelley Fisher and Ashley Exterkamp	Data Warehouse	Analysis of behavior data	End of Quarter 3
Analyze school-wide behavior data for reduction of behavior incidents and D-F report for reduction of failing grades	Kelley Fisher and Ashley Exterkamp	Data Warehouse	Analysis of behavior data	End of Quarter 4