



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: West Broward High School	School Year: 2018-2019
Principal: Brad Fatout	
Cadre Director: Alan Strauss	
School Mission: Promote integrity, respect, and dignity by creating lifelong learners in a safe and trusting environment.	
School Vision: Building a spirit of collaboration and pride. To grow a community of self-reliant young adults who will explore and challenge their individual talents for future success.	
SEL Leadership Team	School Role
Name: Wendy Mola	SEL Liaison
Name: Lazaro Porto	PASL and 9th Grade School Counselor
Name: Gloria Basulto Arencibia	Behavior Specialist
Name: Linda Friedman	School Social Worker



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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 and Social emotional Learning (PASL)
2. HOPE/Sunshine club focusing on building relationships and suicide prevention.
3. National Honor Society Mentorship during personalization hour for 9th graders.
4. Social Emotional Learning Professional Development for teachers.

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: "Start with Hello" presentations for all grade levels, PASL Conversations regarding Value-based v. Emotional-based Decision Making, Open door/open listening practices among all student support staff members.
B. Recognize personal qualities and external supports.	Strategies: The persons identified for students to make connections, regarding SEL support for social/emotional skills, WBH uses our Grade Level APs, Principal, School Counselors, SSW, School Psychologist, District Foster Care personnel, YES Team, Family Counselor, Bully Liaison, SEL Liaison, Foster Liaison, and our SROs.
C. Demonstrate skills related to achieving personal and academic goals.	Strategies: Students completing their semester courses with ≥ 2.0 in core curriculum classes; Attendance at After School Tutoring increases; ELL Language Enrichment Camp; Participation in active use of online resources such as Naviance, Khan Academy, and Canvas use.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

A: Recognize the feelings and	Strategies: Active Listener strategies, as shared by the LISTEN curriculum for our
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perspectives of others.	10 th -12 th Grade Students; PASL Pause practices among our 9 th Grade Students.
B: Recognize individual and group similarities and differences.	Strategies: Mentorship programs aligned to the students they work with; Debate works with MS debate students; NHS works with tutoring of underclassmen in same subject areas of strength/growth; Music Ensemble building capacity with MS music students; Bobcats Got Your BAC: Grade Level Class Officers/Senators working as WBH Ambassadors to newly enrolled students; HOPE/Sunshine Club; GSA; Best Buddies
C: Use communication and social skills to interact effectively with others.	Strategies: Administrative Staff, SSW, School Counselors, SSW, Family Counselor, and Instructional/Classroom Staff
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	Strategies: Individual/Small Group Mediation, See Something/Say Something; Open door/open listeners among student support staff (counselors, support facilitators, SSW, Classroom teachers, administrative staff, office staff)
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 the THINK process to help students recognize responsible social interactions, including social media use, before interacting or posting an unkind or untrue remark about a person because they are upset. T—is it true, H—is it helpful, I—is it inspiring, N—is it necessary, K—is it kind.
B: Apply decision- making skills to deal responsibly with daily academic and social situations.	Strategies: Students learn about and make SMART goals. Students then keep track of their progress at the end of each quarter. Goals can be related to the 5 competencies, academics, personal concerns, and thoughts. Students will complete learn about SMART goals through personalization hour.
C. Contribute to the well-being of one’s school and community.	Strategies: Student to student mentorship through our established clubs: Latinos in Action (LIA), HOPE/ Sunshine Club, National Honor Society through 9 th grade personalization hour.
How does your school-wide policy and practices support the social emotional learning of students?	



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Our school mission and vision supports the social emotional learning of students.

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
Social Emotional Learning Professional Development	Wendy Mola	https://ideas.classdojo.com/b/growth-mindset - for purposeful recognition of Points of Contact in PASL Personalization Classes PASL Initiative: District support materials and shared best practices	Mindfulness and Meditation practices in PSDs with focus on effective SEL practices/strategies.	Monthly PSD Sessions
Infusion of SEL Skills and concepts into personalization areas to meet academic goals.	Staff Development Committee SEL Team	PASL Initiative: District support materials and shared best practices SSW, SEL Liaison, PASL support materials, Family Counselor, School Counselors	Increase in skills exhibited through building relationships that results in fewer DMS consequences and interventions documented	Monitored Quarterly

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
Quarterly "F" Letters home to 9 th Grade Students	PASL/9 th Grade AP and School Counselor	Pinnacle Media Specialist/Pinnacle Liaison	Records of Quarterly Letters kept in 9 th Grade Center	Quarterly
Review of RtI cases and/or referrals: Academic and/or Behavioral	RtI Team: AP, School Counselor, Behavior Specialist, SSW, Additional Support Persons as needed	BASIS RtI protocols	BASIS	Ongoing