



**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 Hollywood Elementary	School Year: 2018 - 2019
Principal: Lina Palacios	
Cadre Director: Sandra Shipman	
School Mission: The mission of West Hollywood Elementary School is to provide the opportunity and means for all students to achieve their maximum academic potential and develop social and life skills necessary to become engaged global citizens.	
School Vision: The vision of West Hollywood Elementary School is to build a school community that will foster leadership, life long learners, college and career success, dynamic communicators, responsible and aware global citizens that adapt to our ever-changing world!	
SEL Leadership Team, School Role	
Name: Laurie Seperson, SEL Liaison Name: Pamela Zelaya, 1 st Grade Teacher Name: Ivonne Rosales, Gifted Teacher	
Name: Jennifer Clinch, Assistant Principal Name: Ashley Glass, 3 rd Grade Teacher	
Name: Rosemarie Campo, Parent/Community Representative Name: Jennifer Wisnoski, 4 th Grade Teacher	
Name: Lillian Abreu Myers, 5 th Grade Teacher Name: Mark Myers, Mathematics Coach	
Name: Ivet Alonso, BTU Representative Name: Alyssa Ricke, Literacy Coach	
Name: Christina Zamudio, Kindergarten Teacher Name: Jenny Cordero, ESE Specialist	
School Wide SEL Implementation	
Review of Current SEL Program: What SEL program(s) currently exist in your school?	



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1. Family Nights
2. Community Meetings (Community Circles)
3. Hispanic Unity Parenting Classes, Latino in Actions Mentorship
4. SEL Harmony Kit

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.

<p>A. Identify and manage one's emotions and behavior.</p>	<p>Strategies: Teachers read "What If Everybody Did That!" by Ellen Javernick and create a 3-column chart that reviews the action, negative effect and positive effect the character's emotions and behavior had on others.</p>
<p>B. Recognize personal qualities and external supports.</p>	<p>Strategies: Teachers view growth mindset videos in the School Wide Positive Behavior Plan and create goals about peace, what to improve upon for the year, and what we do when we make a mistake. They also discuss how who can support them to accomplish their goals.</p>
<p>C. Demonstrate skills related to achieving personal and academic goals.</p>	<p>Strategies: Teachers view growth mindset videos in the School Wide Positive Behavior Plan and create goals about peace, what to improve upon for the year, and what we do when we make a mistake. They also discuss how who can support them to accomplish their goals.</p>



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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: Teachers read “What If?” from the Talking Tree Series and will conduct activities that address being aware of your actions, changing your behavior, and how to make responsible decisions. Students will also create charts that compare and contrast how decisions effect various groups (Self, friends, families, and community).

B: Recognize individual and group similarities and differences.

Strategies: Teachers read “What If?” from the Talking Tree Series and will conduct activities that address being aware of your actions, changing your behavior, and how to make responsible decisions. Students will also create charts that compare and contrast how decisions effect various groups (Self, friends, families, and community). Teachers will also read “We Live Here, Too!” by Nancy Loewen and will create posters (Kindergarten to Second Grade) and recipe cards (grades third through fifth) about rules and responsibilities students should follow to he a good citizens in the classroom, in our community and world.

C: Use communication and social skills to interact effectively with others.

Strategies: Teachers read “My Mouth is a Volcano” by Julia Cook, “Tell the Truth” by Judy Sierra, “Liar, Liar, Pants on Fire” by Diane DeGroat, “The Boy Who Cried Bigfoot!” by Scott Magoon, “Lying Up a Storm” by Julia Cook, “This is not My Hat” by Jon Klassen, and Howard B. Wigglebottom and the Monkey on His Back” by Harward Binkow. The students will create various artifacts that demonstrate effective communication and social skills on how to interact appropriately with others.

D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Strategies: The teachers will read books or share a digital version about self-control: “It’s Hard to Be Five,” by Jaime Lee Cutis, “What Were You Thinking” by Bryan Smith, “Interrupting Chicken” by David



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	<p>Ezra Stein, "If You Are Angry and You Know It" by Cecily Kaiser, "David Gets in Trouble" & "No, David" by David Shannon, "When Sophie Gets Angry" by Molly Bang, "I Just Don't Like the Sound of No" by Julia Cook and "Lacey Walker, Non-Stop Talker" by Christianne C. Jones. The students will participate in activities that demonstrate an ability to prevent, manage and resolve conflicts in a constructive manner.</p>
<p>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p>	
<p>A: Consider ethical, safety, and societal factors in making decisions.</p>	<p>Strategies: The teacher will read "The Skin You Live In" by Michael Tyler and "The Name Jar." The students will participate in activities that address how others treated the characters due to their societal differences. They will also view books titled "The Little Scarecrow Boy" by Margaret Brown and "Fly, Eagle, Fly: An African Tale" by Christopher Gregorowski. The students will participate in activities that address personal best and making decisions.</p>
<p>B: Apply decision- making skills to deal responsibly with daily academic and social situations.</p>	<p>Strategies: The teacher will read "The Skin You Live In" by Michael Tyler and "The Name Jar." The students will participate in activities that address how others treated the characters due to their societal differences. They will also view books titled "The Little Scarecrow Boy" by Margaret Brown and "Fly, Eagle, Fly: An African Tale" by Christopher Gregorowski. The students will participate in activities that address personal best and making decisions.</p>
<p>C. Contribute to the well-being of one's school and community.</p>	<p>Strategies: The teacher will read "Kindness Counts" by Bryan Smith and "The Jelly Donut Difference" by Maria Dismody. The students will discuss kindness and what they could do to contribute to their community. Students will write letters to nursing home, sharpen pencils for peers, give a compliment, play with someone new and so forth.</p>



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

Each month targets a quality that West Hollywood Elementary wants the student to develop as life long learners and citizens. It is tied to literature that teachers either read or show a video of the book. The students learn the quality through various activities.

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
Guidance will attend a training and share best practices with faculty and staff.	Laurie Seperson	Artifacts from her training	Agenda Sign-in Sheet	November 2018
Assistant Principal will attend a training and share best practices with faculty and staff.	Jennifer Clinch	Artifacts from her training	Agenda Sign-in Sheet	November 2018

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
October 19, 2018	Mrs. Clinch	Artifacts of the Lesson	Agenda Sign-in Sheet	October 19, 2018
January 8, 2019	Mrs. Clinch	Artifacts of the Lesson	Agenda Sign-in Sheet	January 8, 2019
March 22, 2019	Mrs. Clinch	Artifacts of the Lesson	Agenda Sign-in Sheet	March 22, 2019
May 25, 2018	Mrs. Clinch	Artifacts of the Lesson	Agenda Sign-in Sheet	May 25, 2018