



**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: Watkins Elementary School	School Year: 2018-2019
Principal: Lori A. Mendez	
Cadre Director: Jacquelyn Haywood	
School Mission: The mission of Watkins Elementary is to create an environment where students and staff exceed the academic expectations set to meet their maximum potential.	
School Vision: Watkins is committed to all students, faculty and staff to reach their maximum potential as they become College and Career ready.	
SEL Leadership Team	School Role
Name: Molliette Bonhomme	School Counselor SEL Liaison
Name: Shereen Reynolds	Assistant Principal
Name:	
Name:	
Name:	
School Wide SEL Implementation	



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

1. LEAPS
2. Stanford Harmony
3. Character Trait
4. Sandy Hook

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 will check in on students feeling in the morning.</p>
<p>B. Recognize personal qualities and external supports.</p>	<p>Strategies: Assessments on students learning style or personality will be given. Students can speak to the school counselor for support. We encourage the students with growth mindset teachings.</p>
<p>C. Demonstrate skills related to achieving personal and academic goals.</p>	<p>Strategies: Students are given ROAR points when they are demonstrating respectful behavior. Students are given the opportunity to learn different character traits and to win awards for them. Students are allowed panther bucks when they increase their levels on I- Ready assessments. Students are able to see their academic</p>



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	progress on a daily basis.
Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.	
A: Recognize the feelings and perspectives of others.	Strategies: Sanford harmony will be implemented to help facilitate class discussions about feelings and perspectives of others.
B: Recognize individual and group similarities and differences.	Strategies: Students are placed in groups and given a topic from Stanford Harmony to learn about each other. Cards consist of probing questions that evokes conversations about their similarities and differences.
C: Use communication and social skills to interact effectively with others.	Strategies: Students are placed in small groups to learn how to work with their peers who have different and similar social skills. Students are taught to use their words throughout a school day by their teachers and staff members.
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	Strategies: Students are taught conflict resolution through classroom lessons from Sanford harmony and character trait lessons.
Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and	



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community contexts.	
A: Consider ethical, safety, and societal factors in making decisions.	Strategies: Students are taught to keep their hands and feet to themselves. They are given instructions on how to conduct themselves in the classroom, hallway, and cafeteria. We also have safety patrols to monitor the hallway and to peer teach safety.
B: Apply decision- making skills to deal responsibly with daily academic and social situations.	Strategies: Teachers will implement LEADS, Stanford Harmony to teach decision making and social skills. They will have activities that teaches responsibility.
C. Contribute to the well-being of one’s school and community.	Strategies: Students participate in Career da and class roles.
How does your school-wide policy and practices support the social emotional learning of students?	
Our school wide policy and practices supports the social emotional learning of our student by encouraging them to meet their maximum potential. We teach them to respect themselves and others, while showing kindness. We teach them to own their choices, have positive attitudes and to be responsible. Our school wide activities such as peace week, red ribbon week, anti-bulling week, and career day are all geared towards social emotional learning.	



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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
Classroom Lessons- PD	Ms. Bonhomme	Stanford Harmony	Sign in Sheets	May 2019
Informational Practices	Mrs. Reynolds	SEL Brian Shark	Sign in Sheets	October 19, 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
Understanding Intervention	Ms. Bonhomme	RTI/BASIS	Track the use of interventions used during the RTI process.	May 2019
Positive Interventions	Ms. Reynolds	HERO	Increase in the students participating in the HERO celebrations	Ongoing until May 2019
Disciplinary	Mrs. Reynolds	Referrals	Decrease in number of referrals	Ongoing until May 2019