



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: Parkway Middle School	School Year: 2018-2019
Principal: Brad Mattair	

Cadre Director: Dr. Jermaine Fleming

School Mission: Our philosophy at Parkway Middle School of the Arts is to promote and provide education with a holistic approach to learning. It is our mission to focus on the development of every child's "intellectual, emotional, social, physical, artistic, creative and spiritual potential." We put great emphasis on educating the whole child while tapping into the talents, skills and interests of individuals. Our Performing Arts Magnet Program and Gifted Academy (3-8) attract students from all areas of Broward County. We serve children who represent a variety of socioeconomic, cultural and ethnic backgrounds; thus, building a truly diverse educational environment.

School Vision: The vision of Parkway Middle School is to be educational innovators in Science, Technology, Engineering, Arts and Mathematics. The instructional departments will provide a rigorous, structured curriculum in a flexible learning environment that will motivate students to become self-regulated teachers of their own learning. A heavy emphasis is placed on coaching and guiding every member of Parkway Middle School in the belief that each individual has great potential, value and gifts which directly contribute to our school community and its success. "One Team, One School, One Family"

SEL Leadership Team	School Role
Name: Christine Centrone/Mia Terrazas	SEL Admin./SEL Liaison
Name: Carolyn SanTangelo/L. Shaw-Gary/S Williams	Teacher
Name: Monique Foster	Guidance Counselor
Name: Brinta Pharisien/Antashia Brown/L. Dixon/Y. Garcia	Teachers



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School Wide SEL Implementation

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

1. Positively Parkway – Schoolwide Morning/Afternoon Announcements “Positive Quote of the Week”
2. Mindful Monday Program
3. Peer Counseling Program
4. After-school programs (YMCA-21st Century)

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: Goal Setting & Self Reflection in SEL Pilot Classrooms: Students will set and monitor their progress toward the achievement of personal and academic goals and express their emotions appropriately in a wide range of situations. SEL Videos in SEL Pilot Classrooms: Mindful Monday Activities & Student Reflection - Students are provided skills and strategies to enable them to process complex emotions. Exercising Conscious Discipline Modules in CDAT Pilot Classrooms: Students will receive lessons to assist them with managing stress, controlling impulses, and to persevere in overcoming obstacles in a wide range of situations.</p>
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	<p>Identify, Designate and Introduce Student “Safe Places/Zones in select teacher’s CDAT Pilot Classrooms. Identify, Designate and Introduce Staff “Safe Places/Zones on the School Campus.</p>
<p>B. Recognize personal qualities and external supports.</p>	<p>Strategies: Personal Inventory Checks, such as, the Schoolwide Behavior Improvement Form Recognition and Celebration of our Kids of Character Taco “Bout It Tuesdays – Provides students with an opportunity for face to face engagement with Support Staff to discuss any issues they may be experiencing and to promote social emotional wellness.</p>
<p>C. Demonstrate skills related to achieving personal and academic goals.</p>	<p>Strategies: Teachers will administer the Second Step Online Modules and Lessons during Early Release Days (5 times per the academic year). Students will set personal and academic goals monitoring progress toward the achievement of these goals.</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: Staff will serve as role models to coach students in recognizing the feelings and perspectives of others. Students will create and display posters and positive messages across the school campus. Students will practice showing empathy, taking others perspective into consideration and recognizing and mobilizing diverse and available supports.</p>



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B: Recognize individual and group similarities and differences.	Strategies: Staff will serve as role models to coach students in recognizing individual and group similarities and differences. Students will create and display posters and positive messages across the school campus. Students will practice knowing how to be a good team player and a leader.
C: Use communication and social skills to interact effectively with others.	Strategies: Staff will serve as role models to coach students in recognizing communication and social skills to interact effectively with others. Students will create and rehearse Professional Learning Environment Greetings such as “Say Hello” Campaign. Students will practice clear communication, accurate listening and cooperation skills.
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	Strategies: Staff will serve as role models to coach students in demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. Peer Counselor Training and Mediation Training will be ongoing. Students will practice nonviolent and constructive conflict resolution and peer mediation. SEL CDAT Teachers/Classes will create PSA(s) to be communicated schoolwide.



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Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

<p>A: Consider ethical, safety, and societal factors in making decisions.</p>	<p>Strategies: Student Leadership Council will be established to brainstorm solutions to address safety, ethical and societal factors. Solutions will then be presented to staff and Administration so that their voices and ideas are recognized for future action.</p>
<p>B: Apply decision- making skills to deal responsibly with daily academic and social situations.</p>	<p>Strategies: Teachers and staff will model thinking aloud to demonstrate appropriate decision-making and critical thinking skills. Students will practice establishing and maintaining healthy and rewarding relationships based on cooperation.</p>
<p>C. Contribute to the well-being of one’s school and community.</p>	<p>Strategies: Student groups and staff will be recognized by administration for contributions that impact the school and community. This will provide motivation to the continuation of contributions to the well-being of the school and community. Students will practice applying positive decision-making skills in academic and social situations.</p>

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

The SEL program at Parkway Middle through instruction and support provides students with opportunities to practice and apply an integrated set of cognitive, affective and behavioral skills. Social emotional learning allows students to implement skills, reflect on learning and monitor their progress. Parkway is working to create a learning environment characterized by trust and respectful relationships with Administration, teachers, parents, students and the community. There will be ongoing monitoring and evaluation of the implementation of SEL for the 2018-19 school year for continuous improvement.



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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
Conduct bi-weekly professional learning communities (PLCs) related to school-wide SEL strategies with the select CDAT Pilot Teachers.	SEL Liaison/SEL Administrator	Conscious Discipline Book SEL/CDAT Team Sub Cadre Meetings	PLC Sign Ins, Agendas, Minutes, MyLearning Plan completion	June 2019
SEL/CDAT Team Sub Cadre Meeting	SEL Liaison/SEL Administrator	Conscious Discipline Book	Sub Cadre Sign In	June 2019
Mindful Staff Group Meetings and Discussions	Carolyn SanTangelo - Teacher	Mindfulness Course Information and Videos	Student Surveys and Interview Responses	June 2019
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
Reduction in RTi referrals related to discipline/behavior	SEL Liaison/SEL Administrator/SPBP Team	DMS Discipline Database	Decrease in percentages	October 2018 January 2019 April 2019 June 2019



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Bullying and Discipline Grade Level Assemblies	Administration and Ms. Brookes-George	Lauderhill Police Dept. Power points Guest Speakers	Photographs	June 2019
Collection and analysis of SEL Behavior Improvement Forms	Teachers/SEL Liaison/SEL Administrator/SPBP Team	SEL Behavior Improvement Forms	Quarterly Report	June 2019