



Broward County Public Schools  
 School Wide Social and Emotional Learning  
 2018-19 Action Plan



Leadership	
<b>Complete the school based information below.</b>	
<b>Develop a school infrastructure that will support SEL.</b>	
<b>School:</b> Coral Springs Middle School	<b>School Year:</b> 2018-2019
<b>Principal:</b> Sara La Rosa	
<b>Cadre Director:</b> Christine Semisch	
<b>School Mission:</b> The mission of Coral Springs Middle School is to provide innovative, challenging educational experiences which will enable all students to acquire skills needed to become successful life-long learners.	
<b>School Vision:</b> Coral Springs Middle School will re-imagine the middle school experience to foster individualized educational growth.	
SEL Leadership Team	School Role
<b>Name</b> Kelli Nelson	<b>SEL Liaison</b>
<b>Name:</b> Lisa Farris	<b>SEL Elective Leader/Team Member</b>
<b>Name:</b> Sara La Rosa	<b>Principal</b>
<b>Name:</b> Donna DeStefano	<b>SEL Team Member</b>
<b>Team members who went to the initial training:</b> Kelli Nelson, Lisa Farris, Tameka Smith, Dillon Dombkowski, Lisa O'brien, Erin Henningson, Cindy Lambidis	



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<b>Review of Current SEL Program: What SEL program(s) currently exist in your school?</b>	
<ol style="list-style-type: none"> <li>1. Conscious Discipline</li> <li>2. Second Steps (Entry Level-Just starting to implement)</li> <li>3. Character Education</li> <li>4. Start with Hello</li> <li>5. Positive Behavior Intervention System (PBIS)</li> </ol>	
<b>Broward SEL Standards Instructional Implementation</b>	
<i>Identify the strategies that your school will use to align with Broward County Schools Social and Emotional Learning Goals.</i>	
<b>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?</b>	
<b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b>	
<b>A. Identify and manage one’s emotions and behavior.</b>	<b>Strategies: CSMS will work to demonstrate how teacher’s should use social emotional learning in the classroom and within their own reactions to students, parents and staff before fully implementing the concept with our students.</b>
<b>B. Recognize personal qualities and external supports.</b>	<b>Strategies: CSMS will help teachers to identify their own personal qualities, areas of strength and weakness in order for them to know and understand their own strengths and weaknesses and identify trigger points and how to avoid them.</b>
<b>C. Demonstrate skills related to achieving personal and academic goals.</b>	<b>Strategies: By working with the staff to understand their own areas of strength and weakness, staff will be able to work on skills they feel necessary for students to achieve and feel welcome in school. Staff will be able to practice the skills taught in the monthly S.E.L meetings in the school day.</b>



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<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: By taking time to examine our own feelings and perspectives, staff will be more able to recognize the feelings and perspectives of others when in a variety of situations.</b>
<b>B: Recognize individual and group similarities and differences.</b>	<b>Strategies: By working through the Second Step Lessons, this topic will be touched on through the grade level lessons.</b>
<b>C: Use communication and social skills to interact effectively with others.</b>	<b>Strategies: By working through the Second Step Lessons, this topic will be touched on through the grade level lessons.</b>
<b>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b>	<b>Strategies: By working through the grade level Second Step Lessons, this topic will be touched on.</b>
<b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>	
<b>A: Consider ethical, safety, and societal factors in making decisions.</b>	<b>Strategies: By working through the grade level Second Step Lessons, this topic will be touched on.</b>
<b>B: Apply decision- making skills to deal responsibly with daily academic and social situations.</b>	<b>Strategies: By working through the Second Step Lessons, this topic will be touched on. When this is not enough, the students will work with a counselor to help work through the decision making process.</b>
<b>C. Contribute to the well-being of one’s school and community.</b>	<b>Strategies: Through individual teacher initiated group activities within the classrooms, students will work towards a mindset of community instead of a “Me-Centered” mindset.</b>



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

Coral Springs Middle School aligns the Positive Behavior Interventions System (PBIS) with Social Emotional Learning (SEL) by coordinating team and group activities when students choose positive behaviors for daily academic and social choices. Along with PBIS, we have introduced “Start with Hello” to all students and staff while modeling appropriate behavior to help all students feel part of the CSMS community and how to interact positively with one another.

**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
As an SEL school, we will attend the SEL cadre meetings and bring back important information to the staff	Sara La Rosa, Kelli Nelson and Lisa Farris	TDA's,	Attendance at the meetings	May 2019
At least one time per month, the SEL committee will design and give in-service training to the staff for teacher understanding and classroom implementation	Kelli Nelson, Lisa Farris, and Donna Destefano, (those who attended training can/will also be involved)	Four day workshop on Conscious Discipline, Conscious Discipline books, Conscious Discipline resources online, cadre meetings and SEL Liaison meetings	Sign-in sheets at meetings	May 2019



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<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>
Review 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade behavior data	Argent/SAC Team	BASIS	SAC Minutes	May 2019
Review 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade academic down list	Grade level Counselors	Pinnacle/BASIS	SAC Minutes	May 2019