



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: Pembroke Lakes Elementary	School Year: 2018-2019
Principal: Marsha Wagner	
Cadre Director: Dr. David Hall	
School Mission:	
<p>The mission of Pembroke Lakes Elementary is to create a collaborative and critical-thinking environment, driven by technology and communication, in order to prepare our students for success in tomorrow's world.</p>	
School Vision:	
<p>Providing a quality education that empowers students today, with the necessary tools to communicate and collaborate effectively in order to solve problems and become successful lifelong learners</p>	
SEL Leadership Team	School Role
Name: Rose Fultz	SEL Liaison
Name: Lacresha Cooper	Assistant Principal
Name: Lori McLaughlin	Literacy Coach



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Name: Trace Jones	ESE Specialist
Name: Lazara Hernandez	Team Leader
Name: Nadia Peshimam	Team Leader
Name: Katrina Fossella	Team Leader
Name: Lisa Siedle	Team Leader
Name: Jacqueline Bedit	Team Leader
Name: Brenna McAteer	Team Leader
Name: Britini O'Connell	Team Leader
School Wide SEL Implementation	
Review of Current SEL Program: What SEL program(s) currently exist in your school?	
<ol style="list-style-type: none"> 1. Sandy Hook Promise 2. Leaps 3. Sanford Harmony 4. 	
Broward SEL Standards Instructional Implementation	
<i>Identify the strategies that your school will use to align with Broward County Schools Social and Emotional Learning Goals.</i>	



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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:

- Class Dojo
- Quick Check Ins – completed by teacher or counselor; student is provided time to process area of concern if needed and reinforce expectations.
- Tier 2: Leaps lessons
- Pelican Pride Passes – Awarded when students exemplify school wide expectations
- Pelican Bucks – Awarded when students exemplify classroom expectations

B. Recognize personal qualities and external supports.

Strategies:

- **Kids of Character Student of the Month Lessons/Awards provided in the classroom and school wide through morning announcements**
- **Pembroke Pines Student of the Month**
- **Administrative Positive Referrals**

C. Demonstrate skills related to achieving personal and academic goals.

Strategies:

- **Student data chats and student conferences**



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- Students are given and utilize agendas
- Project based learning will be completed across grade levels. (i.e. Science Fair)
- Tier 2: targeted students will participate in small group to address goal setting

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 Discussion Cards will be utilized weekly in classrooms

B: Recognize individual and group similarities and differences.

Strategies:

- Diversity Literature and lessons will occur through Media
- Start With Hello Ice Breakers modeled and practiced monthly

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

Strategies:

- Students create Microsoft Sways
- Teachers facilitate student-led discussions

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

Strategies:

- Peer Mediation



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- Community Norms

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:**
- Project based learning

B: Apply decision- making skills to deal responsibly with daily academic and social situations.

- Strategies:**
- Students will be provided with the opportunities for “productive struggle”, allowing students time to work on a problem independently or in small groups before bringing the topic to a larger discussion.

C. Contribute to the well-being of one’s school and community.

- Strategies:**
- Harvest Drive – Students are provided the opportunity to help those in need in their community.
 - Give Change to Make Change
 - Pelican Pride Passes

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

Students are supported in an educational environment that provides tools and technology to collaborate and communicate which in turn empowers them to become critical thinkers, problem solvers and lifelong learners.



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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
SEL Resource Training	Rose Fultz Team Leaders	Sandford Harmony Kits Leaps PBIS World	Sign In Sheet PLC	End of the Year
SEL Brainshark	All Instructional Staff	District Brainshark	Certificate	September 28, 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
Grade Level Data Chats	Teachers Leadership Team	i-Ready data, Referral data	Data Chat Form	End of Year
Review referral data	SEL Team	BASIS	Interventions implemented as needed	End of Year
Review attendance data	SEL Team	BASIS	Interventions implemented as needed	End of Year