



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



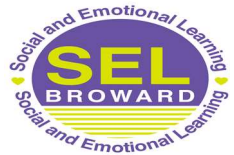
Leadership	
Complete the school based information below.	
Develop a school infrastructure that will support SEL.	
School: Chapel Trail Elementary	School Year: 2018-2019
Principal: Susan Suarez	
Cadre Director: Dr. David Hall	
School Mission: We inspired and empower confident and innovative 21 st Century learners.	
School Vision: Chapel Trail Elementary empowering tomorrow's leaders.	
SEL Leadership Team	School Role
Name: Geraldine Casanova	SEL Liaison & School Counselor
Name: Susan Suarez	Interim Principal
Name: Richard Schreidell	Assistant Principal
Name: Johanna Giunta	Reading Specialist
Name: Pat Rapplean	ESE Specialist
Name: Frances Blocker and Kimberly Reynolds	SAC and SAF Chair and Co-Chair



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Name: Beverly Hartley and Lourdes Smith	Kindergarten Team Leaders
Name: Marisela Lopez and Ashley Bernstein	First Grade Team Leaders
Name: Danette Craparotta and Patricia Gearhart	Second Grade Team Leaders
Name: Lourdes Carrillo	Third Grade Team Leaders
Name: Ivette Prevost and Marlene Warheit	Fourth Grade Team Leaders
Name: Roxana Gross and Vivian Munoz-Orth	Fifth Grade Team Leaders
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. Classroom Guidance Lessons on How to Fill Your Bucket, Torn Heart, and Manners 2. Kids of Kindness 3. Sandy Hook Promise 4. School wide expectations that are taught in every class: <u>C</u>ooperate at all times, <u>T</u>reat others with respect and <u>E</u>xceed expectations. 	
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>	
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.	



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<p>dent</p> <p>A. Identify and manage one's emotions and behavior.</p>	<p>Strategies:</p> <p>Tier 1: Champs Behavior Management. All teachers utilize a color system to monitor and understand students' behaviors and emotions. Teachers engage on an ongoing conversation regarding their students' behaviors. We have implemented safe zones for students for purposes of de-escalation.</p> <p><i>Tier 2: Specific students Identified will become familiar with and implement strategies from the Zones of Regulation program.</i></p> <p><i>Tier 3: Counseling services is available for ESE students whose IEP includes it.</i></p>
<p>B. Recognize personal qualities and external supports.</p>	<p>Strategies:</p> <p>Tier 1: We have monthly assemblies honoring various character traits (cooperation, responsibility, citizenship, kindness, respect, honesty, self-control and tolerance). Parents are invited to attend these monthly assemblies. School Counselor goes on morning announcements and explains each character trait and shows videos on the different character trait.</p> <p>We have Field Day events where students are recognized for their ability to work as a team.</p>



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	<p><i>Tier 2/3: A partnership with Chrysalis Health to provide wrap around support services for students and families who require intensive social and emotional assistance.</i></p>
<p>C. Demonstrate skills related to achieving personal and academic goals.</p>	<p>Strategies: Tier 1: We have quarterly honor roll assemblies to recognize students' academic achievement. Honor Roll consists of A's, B's and the BUG (Bringing Up Grades) award. The BUG award provides motivation to all students to be recognized for their personal and academic growth. We implemented the Accelerated Reader Program for all students to increase their reading levels.</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: Tier 1: Students participate in monthly mindful activities via morning announcements and school wide initiatives (Start With Hello, Peace Week, Red Ribbon Week, Anti-bullying Week, The Harvest Drive, The Toy Drive, Back to School Drive, Hurricane Relief Efforts). The entire CTE family is encouraged to participate in no one eats alone on the last Friday of every month. Students, faculty and staff "Say Hello" to each other by wearing our ID badges every day.</p>



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<p>B: Recognize individual and group similarities and differences.</p>	<p>Strategies: Tier 1: Bully Free Wednesday Students and staff members are encouraged to wear CTE bully free shirt every Wednesday. School Counselor provides positive messages via afternoon PA announcements.</p>
<p>C: Use communication and social skills to interact effectively with others.</p>	<p>Strategies: Tier 1: Classrooms SEL Lessons Teachers will register for their Leap License and have the ability to upload lessons. When Stanford Harmony arrives at the school, it will be implemented by all instructional staff.</p>
<p>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>Strategies: Tier 1: Bully Free Wednesday Students and staff members are encouraged to wear CTE bully free shirt every Wednesday. School Counselor provides positive messages via afternoon PA announcements. When Stanford Harmony arrives at the school, it will be implemented by all instructional staff.</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: Tier 1: Rapid Check In</p>



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	<p>Teachers ensure that they make that personal connection with their students at least once a week. They track it using their Rapid Check In checklist. They are able to check-in with each students' social and emotional needs at the beginning or end of the day.</p>
<p>B: Apply decision- making skills to deal responsibly with daily academic and social situations.</p>	<p>Strategies: Tier 1: We have quarterly honor roll assemblies to recognize students' academic achievement. Honor Roll consists of A's, B's and the BUG award. The BUG (Bringing Up Grades) award provides motivation to all students to be recognized for their personal and academic growth. We implemented the Accelerated Reader Program for all students to increase their reading levels.</p> <p>We have monthly assemblies honoring various character traits (cooperation, responsibility, citizenship, kindness, respect, honesty, self-control and tolerance). Parents are invited to attend the monthly assemblies. School Counselor goes on morning announcements and explains each character trait and shows videos on the different character trait.</p>
<p>C. Contribute to the well-being of one's school and community.</p>	<p>Strategies: Tier 1: Community building activities by establishing a teacher-student relationship. Each classroom assigned a classroom greeter to welcome students to the classrooms.</p>



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	<p>School Wide Mentoring Program All students are peered with another student from a different grade level. They meet on early release days. They support modeling by assisting their mentees in class centers. They provide appropriate social skills with play. They engage in class activities by reading social skills books. This results in meaningful relationships between the students.</p> <p><i>Tier 2/ 3</i> <i>Kids of Kindness is a club that consists of 5th grade students ready to serve their community and spread good will amongst their peers. These students are role models in their efforts to demonstrate leadership, generosity, making everyone feel included and empathy towards others. They get involved in their community by becoming a positive influence for other students (Trick or Treat for Unicef, making seniors feel valued at South West Focal Point, participating in the Harvest Drive, spear heading the Toy Drive, and Valentine goodies for Joe DiMaggio Children Hospital at the cancer unit). Club members raise awareness about social isolation and educates students and the community on how to prevent it.</i></p>
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How does your school-wide policy and practices support the social emotional learning of students?

Safe Zones at the School where students are able to de-escalate in a safe environment.

Students feel comfortable that administration and support staff have an open door policy to handle their social and emotional needs. When students receive consequences for this misbehavior, referrals are made to support students and families with their social/emotional skills that they are missing.



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Student of Month Character Assemblies

Field Day: Recognizing good character (ex: sportsmanship, most perseverance, etc.)

Family Science Night: The community comes together where centers are created by the different business partners (Sawgrass Recreational, Gravity Gym, West Broward High ROTC, etc.) Students and parents are able to experience the different centers and engage in meaningful activities as a family.

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 101 Instructional Brainshark	Each Instructional Staff Member	District Brainshark	Certificate of Completion	October 12, 2018
Leadership Meetings	Team Leaders, Administration, Support Staff	Standford Harmony	Teacher Implementation	Ongoing - June 2019
District Based Trainings for Teachers	Each Instructional Staff Member	District Based Training for Teachers on My Learning Plan	In Service Points	Completion of District Based Trainings

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
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Referrals	Administration	BASIS Referral System	Documented on Terms	Ongoing – June 2018
Attendance	Assistant Principal, BTIP Liaison, Social Worker, and Classroom Teachers	BASIS, Terms, and Pinnacle	Parent conferences with teachers, attendance letters, and meeting with parents and administration/social worker	Ongoing – June 2018
Data Chats	Administration and Reading Coach	Data Charts, District databases, curriculum	Data documentations	Ongoing – June 2018