



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: Coral Park Elem.

School Year: 2018-2019

Principal: Camille Pontillo

Cadre Director: Sandra Shipman

School Mission:

Coral Park Elementary provides a safe and compassionate learning community that challenges all students to achieve their optimum potential.

School Vision:

Compassion, Productivity, and Empowerment!

SEL Leadership Team

School Role

Name: Pierrette Theriault

Social and Emotional Learning (SEL) Liaison

Name: Hoanca Schneider

Reading Resource Teacher

Name: Caryl Panzarella

Autism Coach

Name: Yolanda Garcia

Teacher/Equity Liaison

Name: Camille Pontillo and Tangelia Williams-Daniel

Administration

School Wide SEL Implementation



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Review of Current SEL Program: What SEL program(s) currently exist in your school?	
<ol style="list-style-type: none"> 1. Start with hello 2. Play pal 3. Classroom Guidance 4. Bucket Filling Program 	
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: <i>Develop self-awareness and self-management skills to achieve school and life success.</i>	
A. Identify and manage one's emotions and behavior.	Strategies: Safe space areas, writing journals, student reflection verbal and/or written.
B. Recognize personal qualities and external supports.	Strategies: Kindness coupons, bucket fillers, and honor roll.
C. Demonstrate skills related to achieving personal and academic goals.	Strategies: Goal setting lessons, student-teacher conferences, and performance tasks.
Goal 2: <i>Use social-awareness and interpersonal skills to establish and maintain positive relationships.</i>	
A: Recognize the feelings and perspectives of others.	Strategies: Collaborative groups, classroom guidance, and fostering differently-abled versus disabled culture.



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<p>B: Recognize individual and group similarities and differences.</p>	<p>Strategies: Collaborative groups, classroom guidance, play pals.</p>
<p>C: Use communication and social skills to interact effectively with others.</p>	<p>Strategies: Collaborative groups, play pals, classroom guidance</p>
<p>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>Strategies: Go Noodle and classroom guidance lessons that encompass breathing techniques, mindfulness, compassion, empowerment tools, being a good friend, and finding peace.</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: Classroom guidance lessons using books and resources about understanding choices and consequences, Gang Resistance and drug Education (GRADE), Playpals, Safety Patrols.</p>
<p>B: Apply decision- making skills to deal responsibly with daily academic and social situations.</p>	<p>Strategies: Working with buddies/small groups, Playpals, and book buddies, implementation of the Social studies curriculum, and Gang Resistance and drug Education (GRADE).</p>
<p>C. Contribute to the well-being of one’s school and community.</p>	<p>Strategies:</p>



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	<p>Service learning projects such as Harvest drive, Jumprope for Heart, Lollipops and cards for veterans, volunteer appreciation celebrations.</p>
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How does your school-wide policy and practices support the social emotional learning of students?

Positive school-wide behavior plan encourages positive behavior and expectations and provides a safe learning environment.
 Classroom leveled chart for behavior.
 Educate parents in SEL strategies through school and district training events. In addition, when deemed necessary, we will recommend community resource programs, such as family counseling, to identified and solicit parents based on student/parent need

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
Social emotional learning competencies standards for SEL	Hoanca Schneider Pierrette Theriault	Collaborative for academic, social, and emotional learning (CASEL)	10/29/2018	10/29/2018
Start with Hello initiative	Pierrette Theriault	Bingo activity Hanging posters in the hallway	9/25/2018 10/5/2018	9/25/2018 10/5/2018
Instructional strategies that promote Social emotional learning (SEL)	Pierrette Theriault Hoanca Schneider	Collaborative for academic, social, and	10/12/2018	10/12/2018



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		emotional learning (CASEL)		
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
Monitor the number of discipline referrals.	Dr. Daniel	Discipline Matrix System (DMS)	Discipline Matrix System (DMS) reports	June of 2019
Monitor the data from I-Ready ELA and Math Diagnostic and Standards Mastery Assessments.	Suzanne Lombardo	I Ready	I- Ready assessment reports	June of 2019