



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: Country Hills Elementary	School Year: 2018-2019
Principal: Nicole Ortega	

Cadre Director: Saemone Hollingsworth

School Mission: Our mission at Country Hills Elementary School is to provide a nurturing environment that encourages all students to reach their maximum potential through active participation in a developmentally appropriate and engaging learning process. In partnership with home and community, Country Hills will strive for excellence in education, while meeting the diverse needs of our students and fostering a lifelong love of learning.

School Vision: Our vision statement vividly describes our ideal environment and outcomes—a picture of the future we want to create. It inspires, energizes and provides a long-term view.

SEL Leadership Team	School Role
Name: Adanna Nelson	SEL Liaison
Name: Veronica Roberts: Assistant Principal	
Name: Christine Ross: District Support Counselor	
Name: Nancy John: Teacher and Start with Hello Club	
Name: Jann Greenberg: Teacher and Start with Hello Club Colleen Christy: Equity Liaison	



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School Wide SEL Implementation

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

1. Sandy Hook Promise (Start with Hello)
2. Listeners Program
3. CHAMPPS
4. Bucket Fillers

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: Provide students with small group, listeners program, individual counsel and or weekly check in.</p>
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<p>B. Recognize personal qualities and external supports.</p>	<p>Strategies: Communicate with parents/guardian and teachers.</p>
<p>C. Demonstrate skills related to achieving personal and academic goals.</p>	<p>Strategies: Students will be monitors and recognized for achieving 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: Students will utilize feeling/emotional map to recognize feelings and perspective of others.</p>
<p>B: Recognize individual and group similarities and differences.</p>	<p>Strategies: Students will be identified by teacher’s referrals and placed in appropriate group settings as well as on an individual level.</p>
<p>C: Use communication and social skills to interact effectively with others.</p>	<p>Strategies: Students will work in small groups, also gain the appropriate skills during classroom engagement and or during recess.</p>



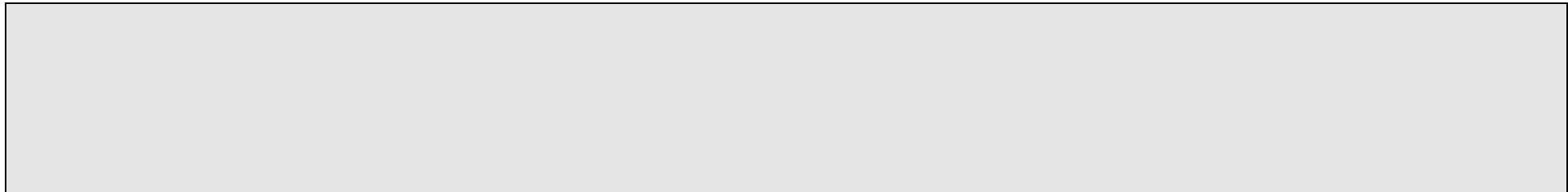
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<p>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>Strategies: Offer students the ability to have peer to peer mediation, have students meet with school counselor and communicate with teachers to resolve conflicts.</p>
<p>Goal 3: <i>Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</i></p>	
<p>A: Consider ethical, safety, and societal factors in making decisions.</p>	<p>Strategies: Students will be provided with classroom guidance, social and emotional skills within the classroom.</p>
<p>B: Apply decision- making skills to deal responsibly with daily academic and social situations.</p>	<p>Strategies: Students will be provided with interventions in the classroom as well as classroom guidance.</p>
<p>C. Contribute to the well-being of one’s school and community.</p>	<p>Strategies: Students will be provided with classroom guidance, social and emotional skills within the classroom.</p>
<p>How does your school-wide policy and practices support the social emotional learning of students?</p>	
<p>Country Hills Elementary school-wide policy and practices support the social emotional learning of students, by providing a safe space for students to express how they feel; providing students with the tools they require to become successful both on an academic, social and emotional level. Staff members are also educated in social and emotional learning to better assist students on a daily basis by provided the tools and interventions needed.</p>	



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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
Start with Hello Club	Mrs. John & Mrs. Greenberg	Sandy Hook Promise	Less students isolating them self	June 30, 2019
Character Traits	All Staff	Monthly videos and newsletters	Students will be able to model monthly character traits	At the end of each month
Bucket Fillers	All Staff	Bucket fillers card	Students will be rewarded for displaying random acts of kindness	At the end of each month

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
Review Behavioral Referrals	School Counselor	Individualized Behavior Plans	Less referrals	At the end of each quarter
Provide Interventions	Collaborate Problem Solving Team	Student growth	Students would make academic gains	At the end of each quarter



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Monthly Classroom Guidance	School Counselor	Classroom guided instructions	Pre and Post assessment	June 30, 2019
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