



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: Silver Palms Elementary	School Year: 2018-2019
Principal: Irina Shearer	

Cadre Director: Dr. David Hall

School Mission: Silver Palms Elementary is a diverse and inclusive school community, committed to academic excellence and integrity. We provide instruction in a caring, safe and healthy learning environment, responsive to each student, in collaboration with families and the community.

School Vision: All students will achieve academic excellence in education in a safe, secure, and caring learning environment.

SEL Leadership Team	School Role
Name: Glennis Simmonds	SEL Liaison/School Counselor
Name: Irina Shearer	Principal
Name: Shannon Arias	Assistant Principal
Name: Polett Williams	Literacy Coach/ESOL
Name: Janette Peralta	ESE Specialist



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School Wide SEL Implementation

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

1. Kids of Character
2. Sanford Harmony
3. Peer Counseling Mentoring Program
4. Book Buddies
5. Morning Meetings
6. Character Education
7. School-wide Announcements on the Morning Announcements
8. TeachKind Share the World (K-2)

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?
 Silver Palms explicitly integrates standards through data driven school wide, group, and individual initiatives 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: School-wide announcements on morning announcements, Sanford Harmony classroom lessons, Conflict mediation during peer counseling meetings, TeachKind (K-2)

B. Recognize personal qualities and external supports.

Strategies: School-wide announcements on morning announcements, Sanford Harmony classroom lessons, Model and



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	<p>teach District Character Traits, Promote Parental & Community Involvement, TeachKind (K-2)</p>
<p>C. Demonstrate skills related to achieving personal and academic goals.</p>	<p>Strategies: Publicly recognize and reward individual students and classes on the morning announcements who demonstrate skills related to achieving personal and academic goals, Accelerated Reader & Cafeteria Incentives, Honor Roll, Honor Society, Kid of Character Awards Ceremony & honor them on morning announcements</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: Recognize and reward feelings and perspectives of others in Character Education, Conflict mediation, Book Buddies, and Sanford Harmony's Diversity and Inclusion classroom lessons</p>
<p>B: Recognize individual and group similarities and differences.</p>	<p>Strategies: Recognize and reward individual and group similarities and differences in Peer Counseling Mentoring Program, Multicultural Education, and through Sanford Harmony's Diversity and Inclusion classroom lessons</p>
<p>C: Use communication and social skills to interact effectively with others.</p>	<p>Strategies: Promote communication and social skills to interact effectively with others in District Character Education, Book Buddies, Peer Counseling Mentoring Program, and through Sanford Harmony's Diversity and Inclusion classroom lessons</p>
<p>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>Strategies: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways through School-wide morning announcements, Conflict Mediation, Peer Counseling Mentoring Program, and Sanford Harmony classroom lessons</p>



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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: Safety & Security parent & student workshop, Sanford Harmony classroom lessons, Character Education within the classroom, & School-wide morning announcements
B: Apply decision- making skills to deal responsibly with daily academic and social situations.	Strategies: Safety & Security parent & student workshop, Sanford Harmony classroom lessons, & Character Education within the classroom, & School-wide morning announcements
C. Contribute to the well-being of one’s school and community.	Strategies: Contribute to the well-being of one’s school and community through community service projects, Book Buddies, Peer Counseling Mentoring Program, through Sanford Harmony’s Diversity and Inclusion classroom lessons, & Character Education classroom lessons

How does your school-wide policy and practices support the social emotional learning of students? Dolphin Bay Elementary supports the social emotional learning of students by embedding it into school wide initiatives, clubs, and activities.

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
Professional Development/ Faculty Meeting	SEL Leadership Team	Sanford Harmony & District Character Trait Training	Sign-in Sheet	District Planning Days



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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
School leadership will collect BASIS behavior data and analyze for negative behaviors and location of behaviors. Reduction in referrals will indicate success. The leadership team will also track i-Ready and BAS data for students receiving referrals. Tier two and three interventions will be implemented as needed. Increase in student academic data will indicate success.	SEL Leadership Team	BASIS	Report	Quarterly