



Leadership

Complete the school-based information below.

Develop a school infrastructure that will support SEL.

School: Park Lakes Elementary

School Year: 2018 -2019

Principal: Rhonda Parris

Cadre Director: Dr. Fulton

School Mission:

The mission of Park Lakes Elementary School is to create classrooms infused with technology and inquiry based opportunities. Through these opportunities, students will collaborate and learn to be effective communicators through research-based learning.

School Vision:

The vision of Park Lakes Elementary School is to provide a quality education through collaboration with all stakeholders that will increase student achievement.

SEL Leadership Team

School Role

Name: Leslie Campbell

SEL Liaison

Name: Brianna Harris

1st Gr. Teacher

Name: Flo George

1st Gr. Teacher

Name: Lenny Mojica

Social Worker



Name: Ms. Dyson

School Psychologist

School Wide SEL Implementation

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

1. Leaps
2. Sanford Harmony
3. Bilbo-Therapy
4. Kid of Character - Publix magazine and videos from Prevention department

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.

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| <p>A. Identify and manage one's emotions and behavior.</p> | <p>Strategies: The lesson are taught in the classroom by teachers and guidance counselor using LEAPS, Character Traits and biblio-therapy resources which address each SEL standard. EX: resources: Big Red Lollipop. The lesson focused on how to self-management when you do not agree in a situation. Students make connections with the character, book discussion with peers and final expression on a school</p> |
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| | <p>counselor created graphic organizer and students respond to the question sharing their personal feeling.</p> <p>LEAPS, Sanford Harmony</p> |
| <p>B. Recognize personal qualities and external supports.</p> | <p>Strategies: The resource used was "I LIKE ME", The Way I FEEL, My Cold PLUM Lemon Pie, Bluesy Mood – The book was read and students created their own book using colors to describe the different moods they feel daily.</p> |
| <p>C. Demonstrate skills related to achieving personal and academic goals.</p> | <p>Strategies: The students create their own list of goals and the class brainstorm together strategies and good practices that aid in meeting personal and academic goals. Included in the lesson his how their personal goals depend on their academic success.</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: The lesson is taught by way of Equity. The students read Here I AM and Yo -Yes. The students will understand how it feels to be in a new place and not understand the language or the world around you. How few words are needed to make a friend and how respecting difference is necessary?</p> |



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| <p>B: Recognize individual and group similarities and differences.</p> | <p>Strategies: The students will complete a graphic organizer comparing Yo-Yes and Here I Am. Using the morning announcements daily to demonstrate similarities and differences and how we work together.</p> |
| <p>C: Use communication and social skills to interact effectively with others.</p> | <p>Strategies: The resources needed are Here I Am and Yo Yes How do we welcome a new student to our school? Students responded on index cards and illustrated their answers.</p> |
| <p>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p> | <p>Strategies: The students will participate in role-play to demonstrate how to settle conflict.</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: Park Lakes students will view the anti-bullying video and participate in the district programs: Red Ribbon Week, No Name Calling and S.A.V.E (Students Against Violence Everywhere) 3rd- 5th</p> |
| <p>B: Apply decision-making skills to deal responsibly with daily academic and social situations.</p> | <p>Strategies: The resources used are Wings, Say Something and A Chair for my Mother. Sanford Harmony program</p> |



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| <p>C. Contribute to the well-being of one's school and community.</p> | <p>S.A.V.E. the Promise – School wide – Promoting safety and inclusion</p> <p>MTL- Mentoring Tomorrows Learners for students in grades 3rd- 5th Focusing</p> <p>P.I.N.K. Positive Influence Nurtures Knowledge- 4th and 5th Grade</p> <p>Girls- Focusing on Social skills, community services and school climate</p> <p>Students participate in mentoring groups, which focus on personal academic and behavioral goals. Peer mentor and mentee support after schools.</p> <p>Students create safe school climates by participating in Anti-bullying awareness, PEACE week, No Name Calling etc.</p> <p>Collaborate with the City of Lauderdale Lakes, Waste Management, and Home Depot to create "Green Projects and an annual Earth Day which students in grade K-5, the community and school partners are invited to participate in.</p> |
| <p>How does your school-wide policy and practices support the social emotional learning of students?</p> <p>The students are taught each SEL and character standard in the classroom by the teachers, and school counselor etc. The school-wide policy has SEL competencies embedded in its expectation for students.</p> <p>The school wide policy has a positive reward as well as a consequence for poor choices that lead to administration.</p> | |



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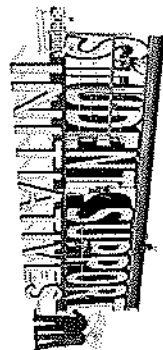


SEL Professional Development: How will school leadership educate administrators, faculty, and staff on the continuous implementation of SEL?

| Action | Responsible Person | Resources | Evidence of Completion | Completion Date |
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| The teachers will be trained in SEL lessons and best practices during the family meetings held by the principal. | L. Campbell, | Biblio-therapy library, Social Emotional Learning resources, Kid of Character Publix Magazine, Save the Promise, | The students will create and activity taught by teacher or counselor. | 10/31/2018 |
| SEL training offer bi-monthly Aligning with SEL standards | L. Campbell | Biblio-therapy library, Social Emotional Learning resources, Kid of Character Publix Magazine, Save the Promise, | The students will create and activity taught by teacher or counselor. | April 2019 |
| SEL Training - Understanding the WHY and Power of Social Emotional Learning | L.Campbell | SEL standards | Sign Sheets Application in the classroom displayed though | January 17, 2019 |



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| | | | student work. | |
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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 |
| A decrease of off task behavior and an increase in classroom participation. | Joe Hilton | Biblio-therapy library, Social Emotional Learning resources, Kid of Character Publix Magazine, Save the Promise, | Student work | 06/06/2019 |
| Less students are removed from class | Joe Hilton | Brief Counseling with Social Emotional Learning lessons for support | Number of referrals decreased by 20% | 06/06/2019 |
| Increase academic performance on "AR" | Joe Hilton- Leslie Campbell | Accelerated Reader | Students score 85% or above on selected books SEL focus related to their need | Bi-weekly reports |