



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: Discovery Elementary	School Year: 2018 - 2019
Principal: Julie DeGreeff	

Cadre Director: Estella Eckhardt

School Mission: The mission of Discovery Elementary School is to provide a safe and nurturing environment that enhances learning and ensures the highest quality of education. We inspire all students to achieve social and academic excellence.

School Vision: The vision of Discovery Elementary School is to provide a quality education through state-of-the art technology.

SEL Leadership Team	School Role
Name: Valerie R. Harley-Gardner	SEL Liaison
Name: Julie DeGreeff	Principal
Name: Raylene Thomas	Assistant Principal
Name: Danyelle deVarona	Primary Reading Coach
Name: Chapperra Morrison	Intermediate Reading Coach
Name: LaTonya Ford	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. Sanford Harmony
2. LEAPS

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.

A. Identify and manage one’s emotions and behavior.	Strategies: Students can identify their emotions, name emotions that are felt by characters in stories and also share feelings through talking, speaking, writing or drawing.
B. Recognize personal qualities and external supports.	Strategies: Students can identify things that they do well, identify reliable adults where they can seek help and identify the values that have been instilled in them to help them make good choices.
C. Demonstrate skills related to achieving personal and academic goals.	Strategies: Teachers assist students in setting personal academic goals and making good behavior choices.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

A: Recognize the feelings and perspectives of others.	Strategies: Students are taught to recognize that others may interpret situations differently than they do and that others may feel differently than you do about the same situation.
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B: Recognize individual and group similarities and differences.	Strategies: Students are taught to recognize that all people share similar needs. Teachers also model how students help each other.
C: Use communication and social skills to interact effectively with others.	Strategies: Students are taught to explain/express to others how an action made them feel.
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	Strategies: Students are taught to work to minimize conflict, think an issue through before taking any possible inappropriate action and to talk it out and apologize when necessary.
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: Students are taught to identify and follow school-wide and classroom rules. Students are taught to recognize appropriate and inappropriate touching/conversations with others. Students are taught to respect and recognize the boundaries of others, by keeping their hands, feet and other objects to themselves.
B: Apply decision- making skills to deal responsibly with daily academic and social situations.	Strategies: Students are able to identify reliable sources of adult help and to think through issues and apply the best option.
C. Contribute to the well-being of one’s school and community.	Strategies: Students are taught to contribute and support the community when possible, volunteer for classroom tasks and to participate to the well-being of the class and the larger school community.
How does your school-wide policy and practices support the social emotional learning of students?	
Discovery Elementary School promotes a positive school climate, where our students are supported, engaged and recognized. Students are held to high academic and behavioral expectations and feel a sense of belonging because they are connected to adults, with whom they develop supportive and trusting relationships. In this climate of inclusivity, students feel safe, secure and readily able to engage with their peers.	



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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
Review all components of the SEL Action Plan	SEL Liaison	SEL Department	Sign-In Agenda	03-01-2019
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
Evaluate Behavior Referral Data	Assistant Principal ESE Specialist	Behavior Dashboard in BASIS 3.0	Data Chats	At the end of each Quarterly Marking period
Evaluate Academic Data	Principal Reading Coaches	Reading & Math schoolwide checkpoint data GR 1 – 5.	Data Chats	At the end of each Quarterly Marking period