



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: Deerfield Beach Elementary School	School Year: 2018-2019
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Principal: Mr. Drew Gerlach	
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Cadre Director: Mr. Mark Narkier

School Mission: Deerfield Beach Elementary School is committed to inspiring, connecting, and challenging all students to reach their highest potential.

School Vision: At Deerfield Beach Elementary School, we are committed to our students, families, and Deerfield Beach community by inspiring, creating, and fostering lifelong, respectful learners and leaders in a warm and welcoming environment that is safe, secure, and includes multi-sensory, hands-on, and innovative approaches to meet all learners.

SEL Leadership Team	School Role
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Name: Jessica Panchoo	SEL Liaison
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Name: Mr. Drew Gerlach	Principal
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Name: Dr. Latonya Cooper	Assistant Principal
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Name: Julie Gull	ESE Specialist
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Name: Amanda Soeder	SAC co-chair
School Wide SEL Implementation	
Review of Current SEL Program: What SEL program(s) currently exist in your school?	
<ol style="list-style-type: none"> 1. Positive Behavior Program (P2) 2. Riding the Waves 3. Variety of diverse programs 4. RISE/SOAR 	
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: Develop self-awareness and self-management skills to achieve school and life success.	
A. Identify and manage one's emotions and behavior.	Strategies: Champ's Behavior Management Program (whole school) & Positive Behavior Clip-Up Chart (Classrooms)
B. Recognize personal qualities and external supports.	Strategies: STAR student positive behavior program



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<p>C. Demonstrate skills related to achieving personal and academic goals.</p>	<p>Strategies: Implement P2 (school-wide Positive Behavior Plan) for personal goals and quarterly Honor Roll as well as Principal/Assistant Principal challenge for academic 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: Our guidance counselor pushes into all classrooms throughout the year to teach lessons on feelings/perspectives of others as a TIER 1 strategy. As a TIER 2 strategy, we provide our students with the opportunities to express how they feel and how they can support others in a safe environment in our Lunch Bunch guidance groups as well as our RISE and SOAR groups.</p>
<p>B: Recognize individual and group similarities and differences.</p>	<p>Strategies: We are building a school-wide cultural knowledge to promote respect, sensitivity, and understanding for our school's diverse population. We implement a monthly cultural recognition curriculum where students can learn and participate in activities of different cultures, including social gatherings, music, art, and foods.</p>
<p>C: Use communication and social skills to interact effectively with others.</p>	<p>Strategies: Our daily morning announcements that are student-led provides students the skills to communicate everyday information to all students as well as celebrates positive behaviors. Also, our</p>



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	monthly P2 events host all students with different activities created to increase positive social interactions.
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	Strategies: Students are given the opportunity to complete a “Think Sheet” to help resolve any issues that they might come in contact with and then discuss their response with each other with an adult present as the mediator.
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 also are given the opportunities to role-play all school-wide safety procedures to make decisions effectively.
B: Apply decision- making skills to deal responsibly with daily academic and social situations.	Strategies: Teachers utilize CHAMPS with students to provide them structured expectations that are reinforced with a variety of verbal and nonverbal signals to help increase responsibility in daily academic and social situations and settings.
C. Contribute to the well-being of one’s school and community.	Strategies: Students promote Deerfield Beach Elementary School by speaking positive and kind words to all community members, athlete coaches, and other people around them. Students are



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	explicitly taught these qualities through our positive behavior plan – classroom meetings and small groups.
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How does your school-wide policy and practices support the social emotional learning of students?

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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
Continuous update our positive behavior plan	Jessica Panchoo	DPI websites	10/18/2018	5/31/2019
SEL Brainsharks	Jessica Panchoo	DPI Brainshark	02/28/2019	02/28/2019

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



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Quarterly Review of Discipline Referrals	Dr. Cooper	DMS (Basis 3.0)	Quarterly results	5/31/2019
Quarterly Review of student academic growth - School City Results	Administration and Academic Coaches	School City	Quarterly results	5/31/2019