



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:** Gulfstream Academy of Hallandale Beach K-8

**School Year:** 2018-2019

**Principal:** Robert Pappas

**Cadre Director:** David Hall

**School Mission:** Chase Perfection, Catch Excellence

**School Vision:**

Our mission is to empower students in mathematics, reading, writing, and science academically with critical thinking skills and problem-solving skills. We promote social, emotional and physical development through positive self-imagining and wise decision-making skills.

**SEL Leadership Team**

**School Role**

**Name:** Candy Boyce – Assistant Principal

**SEL Liaison:** Zaevista Arnold – Guidance Director

**Name:** Stacie Conner - Teacher

**Name:** Janice Stringer – Teacher

**Name:** Shirline Alexander – Behavior Specialist

**Name:** Laqueshia Brinson – Community Liaison



<b>School Wide SEL Implementation</b>	
<b>Review of Current SEL Program: What SEL program(s) currently exist in your school?</b>	
<ol style="list-style-type: none"> <li>1. Second Step</li> <li>2. Inspirational Thought of the Day (School wide and via Twitter)</li> <li>3. Memorial aftercare program</li> <li>4. Peer Counseling Program</li> </ol>	
<b>Broward SEL Standards Instructional Implementation</b>	
<i>Identify the strategies that your school will use to align with Broward County Schools Social and Emotional Learning Goals.</i>	
<b>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?</b>	
<b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b>	
<b>A. Identify and manage one's emotions and behavior.</b>	<p><b>Strategies:</b> Emotion journals – weekly basis: Monday check-in          Breathing techniques- ALL students will be taught 4 breathing techniques that can be used at any time they feel the need to self-regulate. Students will be taught how to implement the use of <b>STAR, Drain, Pretzel, and Balloon.</b></p> <p>Each classroom teacher will receive and post the 4 icons explaining each technique as a visual reminder for the students to use the self-regulation technique of deep breathing as needed. The icons will have the visual as well as instructions on how to do it.</p>



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	Safe space (students and adults) / Safe zone
<b>B. Recognize personal qualities and external supports.</b>	<b>Strategies:</b> Student of the month based on character traits and Second Step
<b>C. Demonstrate skills related to achieving personal and academic goals.</b>	<b>Strategies:</b> Student data chats, student planners, student academic conferences with counselors and teachers
<b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b>	
<b>A: Recognize the feelings and perspectives of others.</b>	<b>Strategies:</b> Start with Hello has been extended – students to create a Colt handshake to greet people in close proximity that is used school-wide. We also have a colt wave used for greetings at a distance and with non-verbal students.
<b>B: Recognize individual and group similarities and differences.</b>	<b>Strategies:</b> Hispanic Heritage Month, Black History Month, STAR initiative – <b>STop And Recognize</b> (class poster with student picture) Buddy program – Students helping students (Special Olympics)
<b>C: Use communication and social skills to interact effectively with others.</b>	<b>Strategies:</b> G.L.O.W. (girls leading our world) Hello-Communicating in hallways Colt handshake and wave
<b>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b>	<b>Strategies:</b> Conflict mediation training (peer counseling) School counselors for behavior support Safe zones (person) per grade level Prevention initiatives (TBD)



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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 patrol, SWPBP (school wide positive behavior plan)  
**C** – cooperation **O** – organization **L** – leadership **T** – trustworthy **S** – safety  
 “Building Blue Bridges” – partnership with police officers designed to build a more positive interaction with students in the community

**B: Apply decision- making skills to deal responsibly with daily academic and social situations.**

**Strategies:** LEAPS program to assist with behavior decisions  
 Brothers Building Brothers (B3) – positive adult male role models interacting with male youth

**C. Contribute to the well-being of one’s school and community.**

**Strategies:** Student of the month using Broward County character traits, Middle School Kindness Challenge used to demonstrate simple ways to show kindness in all situations, Food Drive, Student Support Services Family Night

**How does your school-wide policy and practices support the social emotional learning of students?**

Our school-wide policy and practices support the social emotional learning of students throughout the whole day in the whole school through building the whole child, family, and community. We have put together a comprehensive plan that will reach each student in various demographics to provide a safe, welcoming and respectful learning environment that is well-managed, supportive, and engaging.

**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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LGBTQ Awareness Training	ZaeVista Arnold	District Support	Sign-In sheets	6/4/18
Conscious Discipline Training	Janice Stringer / Stacey Conner	Conscious Discipline material	Sign-In sheets	6/4/18
Growth Mindset	Robert Pappas	Weekly Colt Connection	Newsletter	6/4/18
<b>Quarterly Review of Behavior and Academic Data: How will school leadership measure the impact of SEL. What are the indicators of success?</b>				
<b>Action</b>	<b>Responsible Person</b>	<b>Resources</b>	<b>Evidence of Completion</b>	<b>Completion Date</b>
Monitor discipline referrals	Administration	BASIS	Behavior Dashboard report	6/4/18
Monitor attendance plan	Guidance Team	BASIS	School Reports (DWH) and Pinnacle	6/4/18
MTSS/ RtI	Behavior Specialist	BASIS and Data Chats	BASIS Dashboard	6/4/18