



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: Orange Brook Elementary	School Year: 2018-2019
Principal: Mr. O'Neal	
Cadre Director: Ms. Shipman	
School Mission: Orange Brook is committed to provide a stimulating, interesting, diversified, and relevant curriculum designed to ensure that every child reaches their highest potential.	
School Vision: Orange Brook supports the District vision of educating today's students for tomorrow's world.	
SEL Leadership Team	School Role
Name: Devon O'Neal, Principal	
Name: Suzett Ledesma, Assistant Principal	
Name: Cindy Olstein, School Counselor- Social Emotional Learning Liaison	
Name:	
Name:	



School Wide SEL Implementation

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

1. Bucket Fillers
2. STAR Expectations
3. The 7 Habits of Happy Kids
4. My Big Life- Growth Mindset
5. Felicia the Flower with Feelings
6. I Care Cat
7. Fuzzy's Adventures
8. Simon's Hook/ Broken Heart
9. G.I.R.L.S. (Girls in Real Life Situations)
10. Sanford Harmony
11. Start with Hello
12. Teach Kind
13. Inner Explorer
14. Save Promise
15. Kings/Queens
16. I'm Thumbody
17. Listen To Children
18. Peace Rangers

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: Teachers implement morning/end-of-day meetings, Zones of Regulation strategies implemented in the classroom, safe zones in each classroom for emotion regulation, literature/projects used throughout grade levels to help students identify their own emotions, Sanford Harmony Collaboration activities and lessons, guidance lessons (STAR Expectations, Felicia Flower, Simon's Hook/Broken Heart, Inner Explorer, etc.) on identifying and regulating one's emotions grades k-5, individual counseling to address deficits and teach proactive strategies.</p>
<p>B. Recognize personal qualities and external supports.</p>	<p>Strategies: Teachers implement morning/end-of-day meetings, Zones of Regulation strategies implemented in the classroom, safe zones in each classroom for emotion regulation, literature/projects used throughout grade levels to help students identify personal qualities and support systems, Sanford Harmony Collaboration activities and lessons, guidance lessons (Bucket Fillers, STAR Expectations, etc.) on recognizing personal qualities, identifying support systems grades k-5, individual counseling to address deficits and teach proactive strategies.</p>
<p>C. Demonstrate skills related to achieving personal and academic goals.</p>	<p>Strategies: Teachers implement morning/end-of-day meetings, Zones of Regulation strategies implemented in the classroom, safe zones in each classroom for emotion regulation, literature/projects used throughout grade levels to help students identify persona/academic goals, Sanford Harmony Collaboration activities and lessons, guidance lessons (My Big Life, STAR Expectations, etc.) on setting goals and strategies on achieving them in grades k-5, individual counseling to address deficits and teach proactive strategies.</p>
<p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p>	



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<p>A: Recognize the feelings and perspectives of others.</p>	<p>Strategies: Teachers implement morning/end-of-day meetings, Zones of Regulation strategies implemented in the classroom, safe zones in each classroom for emotion regulation, literature/projects used throughout grade levels to help students identify feelings and perspectives of others, Sanford Harmony Collaboration activities and lessons, guidance lessons (Bucket Fillers, STAR Expectations, Felicia Flower, Simon’s Hook, etc.) on recognizing feelings of self and others in grades k-5, individual counseling to address deficits and teach proactive strategies.</p>
<p>B: Recognize individual and group similarities and differences.</p>	<p>Strategies: Teachers implement morning/end-of-day meetings, Zones of Regulation strategies implemented in the classroom, safe zones in each classroom for emotion regulation, literature/projects used throughout grade levels to help students recognize similarities and differences in individuals and groups, Sanford Harmony Collaboration activities and lessons, guidance lessons (Simon’s Hook, G.I.R.L.S., Bucket Fillers, STAR Expectations, etc.) on recognizing differences and similarities in individuals and groups in grades k-5, individual counseling to address deficits and teach proactive strategies.</p>
<p>C: Use communication and social skills to interact effectively with others.</p>	<p>Strategies: Teachers implement morning/end-of-day meetings, Zones of Regulation strategies implemented in the classroom, safe zones in each classroom for emotion regulation, literature/projects used throughout grade levels to help communication and social skills to effectively interact with peers and adults, Sanford Harmony Collaboration activities and lessons, guidance lessons (G.I.R.L.S., STAR Expectations, Bucket Fillers, Peace Rangers, I Care Cat, etc.) on using communication skills appropriately in grades k-5, individual counseling to address deficits and teach proactive strategies.</p>
<p>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>Strategies: Teachers implement morning/end-of-day meetings, Zones of Regulation strategies implemented in the classroom, safe zones in each classroom for emotion regulation, literature/projects used throughout grade levels to help manage conflict in a healthy and constructive manner, Sanford Harmony Collaboration activities and lessons, guidance lessons (G.I.R.L.S., Peace Rangers, STAR Expectations, I Care Cat, etc.) on</p>



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	interpersonal conflict mediation skills in grades k-5, individual counseling to address deficits and teach proactive strategies.
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: Teachers implement morning/end-of-day meetings, Zones of Regulation strategies implemented in the classroom, safe zones in each classroom for emotion regulation, literature/projects used throughout grade levels to help use decision-making skills in a healthy and constructive manner, Sanford Harmony Collaboration activities and lessons, guidance lessons (STAR Expectations, My Big Life, 7 Habits of Happy Kids, etc.) on decision-making skills in grades k-5, individual counseling to address deficits and teach proactive strategies.
B: Apply decision- making skills to deal responsibly with daily academic and social situations.	Strategies: Teachers implement morning/end-of-day meetings, Zones of Regulation strategies implemented in the classroom, safe zones in each classroom for emotion regulation, literature/projects used throughout grade levels to help apply decision-making skills in real-world situations, Sanford Harmony Collaboration activities and lessons, guidance lessons on decision-making skills and cause/effect relationships in grades k-5, individual counseling to address deficits and teach proactive strategies.
C. Contribute to the well-being of one’s school and community.	Strategies: Teachers implement morning/end-of-day meetings, Zones of Regulation strategies implemented in the classroom, safe zones in each classroom for emotion regulation, literature/projects used throughout grade levels to help students become productive members of their Orange Brook Elementary school community and their communities outside of school, Sanford Harmony Collaboration activities and lessons, guidance lessons (STAR Expectations, character education, I Care Cat, Peace Rangers, etc.) on citizenship skills in grades k-5, individual counseling to address deficits and teach proactive strategies.



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

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
Training on Social Emotional Learning programs	Cindy Olstein	See resource list from pg 2	Implementation of program documented in TERMS	June 4, 2019
Documentation in iObservation	Devon O'Neal Suzett Ledesma	iObservation tool	Completed observation with data marks reflecting Social Emotional Learning practices	June 4, 2019
TIF V Social Emotional Learning Trainings	All faculty	TIF V professional development	Participation in Social Emotional Learning trainings as evidenced by points awarded on	June 4, 2019



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			educator's in-service record.	
Quarterly Review of Behavior and Academic Data: <i>How will school leadership measure the impact of SEL. What are the indicators of success?</i>				
Action	Responsible Person	Resources	Evidence of Completion	Completion Date
Data Evaluation	Leadership team	Referrals for discipline, referrals for counselor	Meeting with students	June 4, 2019