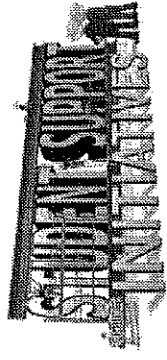
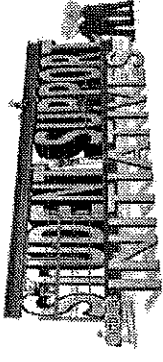




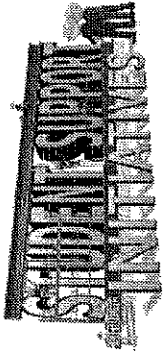
Broward County Public Schools
 School Wide Social and Emotional Learning
 2018-19 Action Plan



Leadership	
Complete the school based information below.	
Develop a school infrastructure that will support SEL.	
School: Meadowbrook Elementary	School Year: 2018-2019
Principal: Mr. Whaley	
Cadre Director:	
School Mission:	
School Vision:	
SEL Leadership Team	
Name: Marina Frankovitz	SEL Liaison
Name: Jennifer Liberatore	Literacy Coach
Name: Gonzalo Duque	Teacher
Name: Aleshia Coleman	Assistant Principal
Name: Mark Milliar	Math Coach



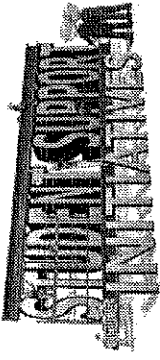
School Wide SEL Implementation	
Review of Current SEL Program: What SEL program(s) currently exist in your school?	
<ol style="list-style-type: none"> 1. Fill a Bucket 2. Start with Hello 3. Be the One 4. 	
Broward SEL Standards Instructional Implementation	
<i>Identify the strategies that your school 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: Classroom Tier 1, Small group Tier 2, Individual Tier 3
B. Recognize personal qualities and external supports.	Strategies: Individual, Small group, Classroom
C. Demonstrate skills related to achieving personal and academic goals.	Strategies: Classroom, Small group, Individual as needed
Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive	



relationships.	
A: Recognize the feelings and perspectives of others.	Strategies: Large group, classroom, small group
B: Recognize individual and group similarities and differences.	Strategies: Classroom, Small group, Individual
C: Use communication and social skills to interact effectively with others.	Strategies: Small group, classroom, Individual
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	Strategies: Small group, Individual
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: Whole school
B: Apply decision-making skills to deal responsibly with daily academic and social situations.	Strategies: Classroom, Small group, Individual
C. Contribute to the well-being of one's school and community.	Strategies: Whole School community. Start with Hello / Sandyhook
How does your school-wide policy and practices support the social emotional learning of students?	



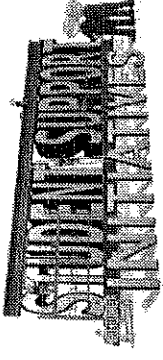
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SEL Professional Development: How will school leadership educate administrators, faculty, and staff on the continuous implementation of SEL?				
Action	Responsible Person	Resources	Evidence of Completion	Completion Date
Staff meeting	Counselor	Be a bucket filler	Each classroom has a bucket & notes.	September 15, 2018
Whole school	Counselor	Start with hello/Sandyhook	Whole school presentation	October 9, 2018
Whole school	Counselor	Meadowbrook behavior and safety	Assembly	August 31, 2018
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
Classroom attendance monitoring: Whole school	Counselor / teacher	Sup. R Runcie 24/7 attendance symposium	Decrease chronic student absenteeism	Ongoing to June 1, 2019



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State & District assessment	Counselor / teacher	State & District Assessments	Increase score on grade level	June 1, 2019
Administration Honor Roll	Teacher	Student Performance	Increase in Bronze, Silver and Gold medal awards	June 1, 2019