



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



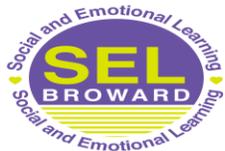
Leadership	
<b>Complete the school based information below.</b>	
<b>Develop a school infrastructure that will support SEL.</b>	
<b>School:</b> Lake Forest Elementary	<b>School Year:</b> 2018-2019
<b>Principal:</b> Sharon Boyd	
<b>Cadre Director:</b> Jacquelyn Haywood	
<b>School Mission:</b> "Our Mission is to provide a stimulating and challenging learning environment that meets the needs of all students and enables them to reach their maximum potential."	
<b>School Vision:</b> Change student thinking.	
SEL Leadership Team	School Role
<b>Name:</b> Carla Elliott	<b>SEL Liaison</b>
<b>Name:</b> Cristina Rodriguez	<b>Assistant Principal</b>
<b>Name:</b> Kimberly Lloyd	<b>ESE Specialist</b>
<b>Name:</b> Simone Sandoval	<b>Autism Coach</b>
<b>Name:</b> Lori Sparks	<b>Math Coach</b>



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<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. Sandy Hook Promise- Start with Hello (Tier-2: 2nd -5th grade)</li> <li>2. HERO (Tier-3-K-5)</li> <li>3. Latinos in Action High School Mentoring and Literacy Program (Tier 2: K-5)</li> <li>4. GOLeaps (PreK-5)</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>	<b>Strategies:</b> Positive Behavior Intervention Support World- Resource given to teachers that provides strategies and interventions to work with students based on student's behavior, actions.
<b>B. Recognize personal qualities and external supports.</b>	<b>Strategies:</b> Sun Sentinel Kids of Character- Each month, information is sent to teachers for classroom lessons and storybooks related to the monthly character trait. Students are



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	<p>recognized during a “Character Café” lunch on the stage if they are chosen for that character trait.</p> <p>Latinos in Action Mentor Program- Students from Nova High School volunteer from October to April by meeting 1:1 with a student to assist with enhancing reading skills and becoming a mentors.</p>
<p><b>C. Demonstrate skills related to achieving personal and academic goals.</b></p>	<p><b>Strategies:</b>          Sun Sentinel Kids of Character- Each month, information is sent to teachers for classroom lessons and storybooks related to the monthly character trait. Students are recognized during a “Character Café” lunch on the stage if they are chosen for that character trait.</p> <p>Data chats/Conferences with teachers- Teachers and students meet to discuss grades and progress in the class.</p> <p>Goal Setting Classroom Guidance Lessons (Tier 2)- Guidance counselor provides classroom lessons on goal setting and posts a bulletin board on goal setting at the beginning of the year.</p> <p>College Week- Students learn about college and careers through morning announcements, classroom guidance lessons and interactive bulletin boards.</p>



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<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>	<p><b>Strategies:</b>          Class Dojo- Empathy lessons and activities within the classrooms</p> <p>Classroom Guidance lessons on conflict resolution/anti-bullying prevention provided to all grade levels.</p> <p>Conflict mediation (Tier 3): As needed, Students will have mediations and conflict resolutions.</p>
<b>B: Recognize individual and group similarities and differences.</b>	<p><b>Strategies:</b>          Classroom Guidance lessons on conflict resolution/anti-bullying prevention provided to all grade levels.</p> <p>Sun Sentinel- Kids of Character Classroom Lessons- Classroom lessons given to students on Respect and Tolerance during the month that the character trait is recognized.</p>
<b>C: Use communication and social skills to interact effectively with others.</b>	<p><b>Strategies:</b>          Classroom Centers- Working on lessons with students within their class.</p>



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	<p>Listener Volunteers (Tier 3)- A volunteer comes weekly to meet with a student who may need extra support with Social Emotional concerns.</p> <p>The Sandy Hook Promise: Start with Hello- Ice Breakers used throughout the year teaching students how to start a conversation effectively with someone that they see without friends.</p> <p>Harvest/ Holiday Drives- Students participate in donating and receiving holiday items from their peers and families.</p>
<p><b>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b></p>	<p><b>Strategies:</b>          Anti-bullying classroom guidance lessons- provided to students in all grade levels. Students learn how to recognize and stand up to bullies. Students also learn how to walk away from tough situations and where they can go for assistance if needed.</p> <p>Anonymous Bully Reporting Box- Located in the front office for students to access and report bullying within the school.</p>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p>	



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<p><b>A: Consider ethical, safety, and societal factors in making decisions.</b></p>	<p><b>Strategies:</b> Child Safety Matters (K-5) – Classroom Lessons provided to students for safety and prevention strategies</p> <p>Safety Patrols (5th grade)- Promote kindness, safety and citizenship throughout the school. Assist with morning arrivals.</p>
<p><b>B: Apply decision- making skills to deal responsibly with daily academic and social situations.</b></p>	<p><b>Strategies:</b> Career Day- Volunteers come to the school to discuss career options for all students. Students learn about different career options and what education is required for potential careers. Students then apply their academic and social goals with the career choices explored during Career Day.</p> <p>Classroom and guidance lessons- Teachers and school counselor will use classroom activities such as career projects, goal setting lessons, etc, to help them match their interests and abilities with jobs and careers as well as what they need to do to prepare themselves starting from elementary school to achieve that.</p>



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<p><b>C. Contribute to the well-being of one’s school and community.</b></p>	<p><b>Strategies:</b>          Class Jobs- Teachers assign students with different classroom jobs throughout the school year.</p> <p>Red Ribbon Week- Students learn and understand the importance of self-care, being drug free and bully free through lessons and school wide activities.</p> <p>Breast Cancer Awareness- Students are allowed to wear PINK to school in support of breast cancer awareness.</p>
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**How does your school-wide policy and practices support the social emotional learning of students?**

Red Ribbon Week- Students learn and understand the importance of self-care, being drug free and bully free through lessons and school wide activities.

Career Day- Volunteers come to the school to discuss career options for all students. Students learn about different career options and what education is required for potential careers.

Parent Nights- Involvement of parents and the community in our student’s education through topics and activities planned for families.

“Character Café”-Kids of Character – Students are represented monthly for a character trait when chosen by their peers and teachers.



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Harvest/ Holiday Drives/Giving Tree- Students participate in donating and receiving holiday items from their peers and families.

Sandy Hook Promise: Start with Hello Week- Observed in September and promoted throughout the school year. Each Friday is observed as “No One Eats Alone Day” to include students who may not have a friend at lunch.

Peace Week- Observed each year in September to promote peace throughout the school.

**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
Brainshark- SEL Training	SEL Liaison	District SEL Brainshark Training	Certification	Ongoing
SEL-Staff Development	SEL Liaison	Staff Development provided on different activities, lessons and resources provided for Social Emotional Learning such as Class Dojo, Positive Behavior Intervention Support World, Kids of Character Ongoing lessons, and GOLEaps. Trauma on the Brain PD by Dr. Charline Gresick.	GoLeaps teacher accounts, Sign in sheets, KOC certificates	Ongoing



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<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>
Attendance	SEL Leadership Team	BASIS	Decrease in absences.	Ongoing
Discipline Referrals	SEL Leadership Team	BASIS	Declining referral numbers during the 2018-2019 school year.	Ongoing
RTI	RTI Team	Basis	Team review of data	Ongoing