



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



| Leadership | |
|---|-------------------------------|
| Complete the school based information below. | |
| <i>Develop a school infrastructure that will support SEL.</i> | |
| School: Bright Horizons School | School Year: 2018-2019 |
| Principal: Ann Kowalski | |
| Cadre Director: Dr. Carleatha Shaw-Rolle | |
| School Mission: To guide and support all students as they advance their social emotional intelligence | |
| School Vision: All students will continue to advance their social emotional intelligence as appropriately identified in their Individual Educational Plan | |
| SEL Leadership Team | School Role |
| Name: Carol Levin | SEL Liaison |
| Name: Ann Kowalski | Principal |
| Name: Lori Naslund | ESE Specialist |
| Name: Angela Portal | Autism Coach |
| Name: Fabiola Munoz | Behavior Specialist |



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School Wide SEL Implementation

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

1. Every child has an Individual Education Plan (IEP)
2. Students with problematic, social/emotional/behavioral needs have Individual Behavior Plans

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.*

A. Identify and manage one's emotions and behavior.

Strategies:
Social Stories
Token Economy Systems

B. Recognize personal qualities and external supports.

Strategies:
Social Stories
CBI

C. Demonstrate skills related to achieving personal and academic goals.

Strategies:
Progress reports linked to the IEP



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| Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships. | |
| A: Recognize the feelings and perspectives of others. | Strategies: Social Stories Role Playing |
| B: Recognize individual and group similarities and differences. | Strategies: Language Activities |
| C: Use communication and social skills to interact effectively with others. | Strategies: Language Activities CBI |
| D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. | Strategies: Social Stories Role Playing |
| 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: CBI with coaching/mentoring |
| B: Apply decision- making skills to deal responsibly with daily academic and social situations. | Strategies: Social Stories Role Playing |



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| C. Contribute to the well-being of one's school and community. | Strategies: CBI |

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

Throughout each student's IEP, social emotional learning is infused into the academic and behavioral goals. Each student's needs are identified, targeted and monitored.

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 |
|---|---------------------------|------------------|------------------------------------|------------------------|
| Review of IEP process | ESE Specialist | N/A | Compliant IEPs | ongoing |
| Review of the school-wide behavioral plan | Behavior Specialists | N/A | Successful completion of inservice | Pre-planning |
| | | | | |

Quarterly Review of Behavior and Academic Data: How will school leadership measure the impact of SEL. What are the indicators of success?



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