



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.***

<b>School:</b> Plantation Park ES	<b>School Year: 2018-2019</b>
<b>Principal:</b> Julie Gittelman	
<b>Cadre Director:</b> Estella Eckhardt	
<b>School Mission:</b> As the PPE community, we strive to provide a safe environment that fosters 21 <sup>st</sup> Century lifelong learners.	
<b>School Vision:</b> Our vision is to promote an academic foundation that includes technology and life skills for future success. Students will develop critical thinking skills and achieve their highest potential as 21 <sup>st</sup> Century lifelong learners.	

SEL Leadership Team	School Role
<b>Name:</b> Julie Gittelman	Principal
<b>Name:</b> Ingrid Osgood	Intern Principal
<b>Name:</b> Mardi Dilks	Literacy Coach
<b>Name:</b> Nicole Fimiano	ESE Specialist
<b>Name:</b> Michelle Rogers	5 <sup>th</sup> Grade Team Leader
<b>SEL Liaison</b> Carolyn Miles	Certified School Counselor

## School Wide SEL Implementation



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Review of Current SEL Program: What SEL program(s) currently exist in your school?	
<b>1. TRIBES</b> <b>2. 7 Mindsets to Live Your Ultimate Life</b>	
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>	
<p>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?</p> <p>Our teachers use Tribes which includes school-wide behavior agreements, a daily pledge, and inclusion activities. We greet our students at doorways and hallways and use check-in systems. We participate in Special Weeks like Peace Week, Red Ribbon Week, Anti-Bullying Week, and more. Every classroom and office is equipped with an SEL bucket full of tools to encourage SEL skills. We also believe in the power of the peer and have re-instituted Reading Buddies where grade levels are matched up (primary with intermediate) and children from both grades read to each other as often as the teachers can coordinate. We have various mentoring programs including adults and older students from the feeder high school.</p>	
<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> "Peace Place Pail" SEL bucket in every classroom. Bucket contains recommended tools for self-management and self-regulation. Classroom and Specials Teachers have a space in their classrooms and have procedures for kids to use their buckets. Counselor introduced tools and purpose of the bucket in Beginning of the Year lesson.
<b>B. Recognize personal qualities and external supports.</b>	<b>Strategies:</b> Kid of Character recognition is celebrated in class and with school on morning announcements. Teachers have the option



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	to have their class vote on the student who best demonstrates the character trait or choose the student themselves. Counselor supplies quotes, recommended readings, and quick activities that the teacher can do in class to teach the trait. They include a sentence or two about why the student was chosen, and parents are invited to watch their students receive their reward on the morning announcements. Their grade level picture is then displayed for the following month on the Counselor's bulletin board. Student Council Representatives remind classes about the trait of the month.
C. Demonstrate skills related to achieving personal and academic goals.	Strategies: 7 Mindsets to Live Your Ultimate Life have given us an add-on to our character traits and Tribes Agreements. Each month, a grade level team owns a mindset, presents it to the staff, and develops activities that can be done in class. Activities have been from the Tribes book, aligned with Growth Mindset, and we have also shown short, relevant video clips. Student Council representatives are helping to spread the word and remind classes of the Mindset of the Month and to contribute to a bulletin board.
<b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b>	
A: Recognize the feelings and perspectives of others.	Strategies: Sandy Hook Promise Start with Hello Promise week was inaugurated and adopted this year. Counselor taught classroom lessons by using supplied Powerpoint to grades 2-5. Counselor also used a similar lesson about inclusion for 1 <sup>st</sup> graders as requested by the teachers. All of PPE participated in "Say Hey Day" and "No One Eats Alone Day." Teachers use icebreakers throughout the year to allow their students to get to know each other better. Counselor



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	encourages these activities during short weeks and Early Release Days. Teachers also pair up with other grade levels to facilitate “Reading Buddies” where students take turns reading to each other to promote confidence, inclusion, and peer mentoring relationships.
<b>B: Recognize individual and group similarities and differences.</b>	Strategies: Students work in cooperative groups daily in classrooms. They are matched up for various reasons.
<b>C: Use communication and social skills to interact effectively with others.</b>	Strategies: Tribes Learning Communities remind and reinforce our Tribes Agreements. We use our Tribes Training and resource book to lead community circles and connect with each other.
<b>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b>	Strategies: Conflict resolution is often offered in class and with the School Counselor. Mutual Respect is one of our agreements, so it is easy to reference it when teaching students how to properly communicate. Select 5 <sup>th</sup> Graders will be trained as Peer Mediators to assist with Conflict Resolution in lower grade levels.
<b><i>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</i></b>	
<b>A: Consider ethical, safety, and societal factors in making decisions.</b>	Strategies: Monique Burr Foundation’s Child Safety Matters Lesson 1 was taught in Pre-K-5 <sup>th</sup> grades and Lesson 2 will be taught in Semester 2. The program is based on 5 safety rules and addresses what abuse looks like. Digital safety is included.
<b>B: Apply decision- making skills to deal responsibly with daily academic and social situations.</b>	Strategies: BCPS has provided an anti-bullying brainshark and our students view it with the School Counselor annually. We followed the Be the 1 curriculum and played a game (based on grade level) to



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	show what we know. Our STEM teacher will also teach Digital Citizenship throughout the year.
<b>C. Contribute to the well-being of one's school and community.</b>	<b>Strategies:</b> Tribes Learning Communities remind and reinforce our Tribes Agreements. Students are given opportunities to give appreciations to each other and members of the community not limited to our partners in education and special speakers like Military Veterans and current service members.

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

We are fortunate to have a small school. Our students are not only known by their teachers, but at least 1 other staff member as well. We greet our students at the door and hallway at every intersection. Our staff is relatively fixed and many of them have been at our school for decades. We know our kids, we know their families, and we have high expectations for both academic and social growth. From our ESPs to our Principal, our children have someone they can go to when they need something.

**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
SEL Brainshark	Teachers	SEL Brainshark supplied by BCPS	Certificates	Sept. 28, 2018
SEL Committee Meetings	Carolyn Miles	District resources and school-wide plans	Teacher Feedback	June 4, 2019



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<b>Quarterly Review of Behavior and Academic Data: <i>How will school leadership measure the impact of SEL. What are the indicators of success? Indicators of success are the increase in academic progress based on quarterly PMP criteria and a decrease in discipline referrals based on behavior intervention implemented by teacher and CPST members.</i></b>				
<b>Action</b>	<b>Responsible Person</b>	<b>Resources</b>	<b>Evidence of Completion</b>	<b>Completion Date</b>
Use BASIS to view, monitor, and assess academic referrals and interventions	CPST and Teachers	Case managers will work with teachers to monitor academic interventions with fidelity and will help to connect teachers to appropriate materials and meet with CPST and parents as necessary	Monthly data reviews	June 4, 2019
Use BASIS to view, monitor, and assess behavior referrals and interventions	CPST	CPST will use BASIS to keep track of children with individual behavior plans, discipline referrals, and program follow-ups.	Monthly data reviews and as needed	June 4, 2019
Participation in the Principal's Reading Challenge – student who meet their Scholastic Reading Challenge (SRC)	Classroom teachers are responsible for encouraging students to take quizzes and allowing time for it,	SRC online program and classroom libraries	Students track their goals with teachers' assistance	March 2019



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goal get to participate in a special event in March. Historically, 75% of the school participates in this event and this year we want to see 85% of students in attendance.	Literacy Coach promotes reading monthly with prizes, Principal makes final push before the event			
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