



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> Annabel C. Perry PreK-8	<b>School Year:</b> 2018/2019
<b>Principal:</b> Thomas Correll	

**Cadre Director:** Dr. Hall

**School Mission:**

The mission of Annabel C. Perry PreK-8 is to create "A Culture of Caring" in a safe and nurturing environment by being open-minded about other cultures, showing compassion toward others, and reflecting on individual behaviors to promote internationally-minded people.

**School Vision:**

The vision of Annabel C. Perry PreK-8 is to develop internationally minded students, through inquiry-based learning and a curriculum that fosters cultural awareness.

<b>SEL Leadership Team</b>	<b>School Role</b>
<b>Name:</b> Berwick Augustin	<b>SEL Liaison:</b> Berwick Augustin
<b>Name:</b> Teisha Parchment	
<b>Name:</b> Genevieve Leydig (Assistant Principal, Elementary)	
<b>Name:</b> Jennifer O'Neal (Assistant Principal, Middle School)	



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**Name:** Thomas Correll (Principal)

### School Wide SEL Implementation

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

1. Sanford Harmony
2. Leaps
3. Start with Hello
4. Riding the Waves

### 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:**

**(Primary)** Student are taught how to:

1. Identify one's likes and dislikes, needs and wants, strengths and challenges.
2. Demonstrate control of impulsive behavior using the choose, act and reflect International Baccalaureate (IB) cycle.

**(Intermediate)** Students:

1. Apply strategies to manage stress and to motivate successful performance.



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<b>B. Recognize personal qualities and external supports.</b>	<b>Strategies:</b> Students analyze how making use of school and community supports and opportunities can contribute to school and life success through mentor teacher as support. Students do daily check in/out as they visit different classes/electives daily.
<b>C. Demonstrate skills related to achieving personal and academic goals.</b>	<b>Strategies:</b> Students -describe the steps in setting and working toward goal achievement through conferencing with a teacher/support staff <u>and</u> monitor progress on achieving a short- term personal goal. <b>They also use IB's learning approach skill to do self-management</b> to monitor their personal and academic success. -Set a short- term goal and make a plan for achieving it <u>and</u> analyze why one achieved or did not achieve a goal.
<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>	<b>Strategies:</b> Elementary students use the <b>Learner Profile</b> of being open-minded by listening to and recognizing that others may experience situations differently from oneself. Middle school students use the <b>Learner Profile</b> to predict others' feelings and perspectives in a variety of situations.
<b>B: Recognize individual and group similarities and differences.</b>	<b>Strategies: Elementary:</b> Using IB <b>reflection journals and hands-on lesson activities</b> , students describe the ways that people are similar and different and identify differences among and contributions of various social and cultural groups. They also use the IB approaches to learning social skills to demonstrate how to work effectively with those who are different from oneself. <b>Middle school</b> participate in Behavior assemblies where they listen to explanations of how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. They also watch a Brainshark video that provides scenarios of acceptable and unacceptable behaviors and their consequences.



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<p><b>C: Use communication and social skills to interact effectively with others.</b></p>	<p><b>Strategies: Elementary and Middle:</b> Students demonstrate appropriate social and classroom behavior by creating <b>Essential Agreements</b> as a class. This way students have a buy-in of classroom expectations since they developed them. <b>This is part of IB's classroom elements.</b></p>
<p><b>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b></p>	<p><b>Strategies: Primary students identify and apply</b> approaches to resolving conflicts constructively by <b>referring to the IB approaches to Learning Social Skills</b> in every classroom lesson. They are active participants in group assignments where each person has an identified role as they construct knowledge based on personal experiences and hypotheses of the environment.</p> <p><b>Middle school students</b> get opportunities to gain skill through lessons provided by the school's counselor. They practice defining unhealthy peer pressure and evaluate strategies for resisting it. They are assigned as peer counselors to other students/classes where they demonstrate the skills they are learning.</p>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p>	
<p><b>A: Consider ethical, safety, and societal factors in making decisions.</b></p>	<p><b>Strategies: Elementary Students</b> identify social norms and safety considerations that guide behavior during morning community circles. Students use these community circle time to also set goals for the upcoming day. Students who were caught making good decisions receive <b>an IB attitude tag</b> to wear that day.</p> <p>Middle school students evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions. They reflect on the <b>IB Learner Profile of being a thinker, demonstrating a caring attitude, balancing different aspects of their lives, and reflecting on the world and their own experience.</b></p>



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<p><b>B: Apply decision- making skills to deal responsibly with daily academic and social situations.</b></p>	<p><b>Strategies:</b> Elementary Students make positive choices when interacting with classmates. Each day, they use the <b>Learner Profile of reflection</b> as they go through the <u><b>Action Cycle to Choose-Act-Reflect on self.</b></u>  <b>Middle school students</b> evaluate strategies for resisting pressures to engage in unsafe or unethical activities by watching online lessons and having discussions during times with the physical health teacher.</p>
<p><b>C. Contribute to the well-being of one's school and community.</b></p>	<p><b>Strategies: Elementary students</b> Identify and perform roles that contribute to one's classroom and school community. Roles includes being a messenger, classroom helper, line leader/monitor etc.  <b>Middle school students</b> participate in <b>Problem Based Learning (PBL)</b> projects to identify the needs in the school and broader community. For example, some students identified safety as a need and took the responsibility of creating the <b>Safety Patrol System</b> where they monitor the school compound in the mornings and at dismissal and assist where needed.</p>
<p><b>How does your school-wide policy and practices support the social emotional learning of students?</b></p>	
<p>The policy at Annable C. Perry PreK-8 supports the education of the whole child through the reflective mindset of IB curriculum. Students are consistently viewing their educational pathways through a global lens and using various perspectives to work on their own individual growth mindset.</p>	
<p><b>SEL Professional Development: How will school leadership educate administrators, faculty, and staff on the continuous implementation of SEL?</b></p>	



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Action	Responsible Person	Resources	Evidence of Completion	Completion Date
IB Learner Profiles	J. Foster	IB Curriculum	Observation/artifacts	June 2019
Riding the Waves	D. Stock	Ride the Waves Curriculum	Observation/artifacts	June 2019
Start with Hello	T. Parchment	Start with Hello Curriculum	Observation/Artifacts	June 2019
<b>Quarterly Review of Behavior and Academic Data: <i>How will school leadership measure the impact of SEL. What are the indicators of success?</i></b>				
Action	Responsible Person	Resources	Evidence of Completion	Completion Date
Reduction of peer mediations	T. Parchment	Conflict Mediation	Data Monitoring	June 2019
Reduction of referrals	Administration		Data Monitoring	June 2019
Positive Behavior Intervention	Classroom Teachers	Reward System- Penguin Bucks	Data Monitoring	June 2019