



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>	
School: Coral Springs Pk-8	School Year: 2019
Principal: Vonda Oliver	
Cadre Director: Dr. David Hall	
School Mission: <i>The Equity mission of Coral Springs Pre-K – 8 is to provide equity in all aspects of our school culture and instruction by working to ensure all of our students and families can feel safe, included, and empowered regardless of race, ethnicity, national origin, religion, sexual orientation, gender identity, physical disability, or socio economic status.</i>	
School Vision: <i>Our vision is to create a school culture that not only acknowledge diversity in all its forms, but celebrates it so all students feel a sense of inclusion and community within the learning environment while also being provided a fair opportunity to achieve success with rigorous curricula.</i>	
SEL Leadership Team	School Role
Name: Asha Hanchard – Parent educator for SEL Strategies	SEL Liaison Jasmine Hicks
Name: Kimberly Cole-Incorporate SEL through reading, and provide SEL strategies to middle school teachers	
Name: Shannon Oliver-Model and mentor new teachers to incorporate SEL strategies	
Name: Colton Griffith-Organize Multi-cultural Events	
Name: Susanna Livingston- Incorporate Social Emotional learning in literacy through assessments and lessons	



## School Wide SEL Implementation

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

1. Kid Of Character
2. Peer Counseling
3. Bear Buddies
- 4.

### 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.**

<b>A. Identify and manage one’s emotions and behavior.</b>	<b>Strategies: Think about it Chair, use Literature to identify with emotions, ask students how did the characters feel</b>
<b>B. Recognize personal qualities and external supports.</b>	<b>Strategies: Kid of Character, Class Roles and Responsibilities, Open-ended questions</b>
<b>C. Demonstrate skills related to achieving personal and academic goals.</b>	<b>Strategies: Class Dojo, Treasure Box, Earning points in the classroom, Goal-setting through Naviance, Class Procedures and transitions,</b>



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	During a lesson talk about how to motivate yourself when you need to. Short-term classroom goals, routinely work with students to establish and maintain class projects.
<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: Examine Literature and discuss different perspectives, discuss expectations in demands in different settings.</b>
<b>B: Recognize individual and group similarities and differences.</b>	<b>Strategies: Courageous Conversation (Middle School), Multi-cultural Night, Mix it Up day, Field Day, Model Respect and enthusiasm for learning diversity</b>
<b>C: Use communication and social skills to interact effectively with others.</b>	<b>Strategies: Learning Centers, structured recess, model communication skills</b>
<b>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b>	<b>Strategies: Think it about it chair, cool out zone, Go Noodle, Belly Breathing</b>
<b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>	
<b>A: Consider ethical, safety, and societal factors in making decisions.</b>	<b>Strategies: Class Roles, safety patrol program,</b>



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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: Bear bucks( reward system that promotes prosocial behavior through school dollars where student can purchase items from the school store).</b></p>
<p><b>C. Contribute to the well-being of one’s school and community.</b></p>	<p><b>Strategies: Classroom teacher will lead discussions about who students can reach out to when they need help or advice. Work with other teachers and administrators to create a sense of responsibility among adults in the school to be available to help students, during first Tuesday of each Month. The administration will host activities, model, and discuss how SEL is incorporated into the classroom.</b></p>

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

School wide policy and practices support social emotional learning through a reward system for positive social interactions between students and teachers.

**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- PLC	Leadership Team	School Data for behavior	Sign-in Sheet	May 2019
Reading Molly's Pilgrim	Leadership Team	Movie and Book	Sign-sheet	November 2018



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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>
Reduced behavior referrals by 10%	Ms. Brown	Basis, literature Book, Trade	DMS System	May 2019
Decrease of RTI referrals	Mrs. Dowling	Resource Teacher Pullouts, Intervention data,	RTI meetings	May 2019