



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.

School: Pioneer Middle School	School Year: 2018-2019
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Principal: Michael Consaul	
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Cadre Director: Dr. Jermaine Fleming

School Mission:
 Pioneer Middle School is committed to educating all students to reach their highest potential.

School Vision:
 Educating today's students to succeed in tomorrow's world.

SEL Leadership Team	School Role
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Name: Michael Consaul	SEL Liaison: Kimberly Tegeler
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Name: Suzanne Keneth	
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Name: Paul Baugh	
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Name: Kimberly Tegeler	
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Name: Valerie Santana	
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School Wide SEL Implementation	
Review of Current SEL Program: What SEL program(s) currently exist in your school?	
<ol style="list-style-type: none"> 1. Peer Counseling 2. Best Buddies 3. Peer Tutoring 4. 6th/8th Bridge Groups 	
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>	
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>We currently integrate SEL through our Peer Counseling program with various events and activities such as providing peer tutoring and mentoring as well as working with our SVE students with the Best Buddies program. Peer Counselors also engage in SEL activities by conducting monthly small group sessions with 6th graders.</p>	
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: Use SEL lessons to analyze factors that create stress and identify strategies that assist in alleviating stress.
B. Recognize personal qualities and external supports.	Strategies: Examine how personal choices affect daily lives and how choices can influence decision making.
C. Demonstrate skills related to achieving personal and academic goals.	Strategies: Students will set short-term (school year) goals and devise a plan for achieving them.



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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: Students will gain tools on how to identify and analyze feelings/behaviors and interpret how it may affect others.
B: Recognize individual and group similarities and differences.	Strategies: SEL lessons that incorporate techniques for understanding how individual, social, societal, and cultural differences can intensify vulnerability.
C: Use communication and social skills to interact effectively with others.	Strategies: Students and teachers will explore various ways to establish and maintain healthy relationships with others.
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	Strategies: Identify unhealthy peer pressure and identify various approaches for resisting it. Evaluate strategies for preventing and resolving interpersonal problems with the services provided within Guidance and Peer Counseling.
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: Implore students to incorporate all character education traits when making decisions.



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B: Apply decision- making skills to deal responsibly with daily academic and social situations.	Strategies: Analyze how decision-making skills aide in improving study habits and academic performance. Evaluate ways for resisting peer pressure to engage in unsafe activities.
C. Contribute to the well-being of one’s school and community.	Strategies: Self-monitor and evaluate personal participation in addressing the needs of the school and/or community.

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

Our school-wide policy and practices support the social emotional learning of our students as it infuses age appropriate SEL lessons and strategies though out the year.

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 Committee Meetings	SEL Liaison	DPI Sharepoint	Minutes from meetings	Ongoing
Distribution of SEL lessons	SEL Committee	Integration of SEL Lessons	Lessons in Canvas Module	Ongoing

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

Action	Responsible Person	Resources	Evidence of Completion	Completion Date
Implementation/ Monitoring survey	SEL Liaison	Canvas	Complete d Survey	Monthly