



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.

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| School: Forest Hills Elementary | School Year: 2018-2019 |
| Principal: Barbara Rothman | |

Cadre Director: Sandra Shipman

School Mission: Forest Hills Elementary School staff, parents, and community are dedicated to the intellectual, personal, social, and physical growth of our students. Our highly qualified staff recognizes the value of professional development in order to rigorously challenge students. Our teaching practices are both reflective and responsive to the needs of our students. Through diversified experiences, our students discover their potential, become college and career ready, and succeed in a safe and caring environment.

School Vision: The vision of Forest Hills Elementary school is to prepare and motivate students for a rapidly changing world by instilling critical thinking skills, a global perspective, and respect for core values of honesty, perseverance, and compassion towards others.

| SEL Leadership Team | School Role |
|------------------------------|---------------------------------|
| Name: Derrick L. Huff | Assistant Principal/SEL Liaison |
| Name: Barbara Rothman | Principal |
| Name: Mary Ann Sforza | Instructional Coach |
| Name: Cara Aiello | Guidance Counselor |
| Name: Kelly Hickman | E.S.E. Specialist |



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School Wide SEL Implementation

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

1. School Guidance Counselor teaches relationship skills through class guidance lessons.
2. Beginning and mid-year behavioral assemblies focus on self-management and responsible decision making.
3. Classroom teachers teach self-awareness through student journaling activities and grade specific guidance lessons and conflict mediation.
4. Classroom teachers teach social-awareness through stretching and breathing exercises after long periods of sitting, or as students need to refocus. Class guidance lessons help students learn to have compassion for our school's diverse population.

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.

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| A. Identify and manage one's emotions and behavior. | The school uses Power of 3 as a school wide tier 1 to help students identify and manage one's emotions/behavior. Power of 3 focuses on: 1. Taking care of self 2. Taking care of others 3. Taking care of the environment. |
| B. Recognize personal qualities and external supports. | The school recognizes student achievement in this area by acknowledging Power of 3 qualities. Students receive a certificate and administrative praise. |



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| C. Demonstrate skills related to achieving personal and academic goals. | Strategies: data-driven decision making and reflective practices of both students and teachers. |
| Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships. | |
| A: Recognize the feelings and perspectives of others. | Students are helped to recognize the feelings and perspectives of others through various strategies including peer mediation and social opportunities through clubs . We also have a club that focuses on students with special needs (i.e. PAWS). |
| B: Recognize individual and group similarities and differences. | Diversity awareness is highlighted during our PAWS as well as monthly heritage/cultural awareness. |
| C: Use communication and social skills to interact effectively with others. | Positive relationships with the students occurs on a daily basis by being visible and available. We use the school's closed circuit station to promote and highlight positive actions. For parents, the school uses social media to communicate. |
| D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. | The guidance counselor visits classrooms on a regular basis and covers topics including preventing, managing, and resolving interpersonal conflicts in constructive ways. When needed, the guidance counselor provides specific sessions for students as well. |



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| 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. | The school makes decisions regarding ethics, safety, and societal factors during a collaborative team meeting. |
| B: Apply decision-making skills to deal responsibly with daily academic and social situations. | The guidance counselor assists students with making appropriate decision-making when needed. In addition, the guidance counselor also provides strategies to teachers for their "toolbox". Response to Intervention meetings are also used to tailor specific strategies for students. |
| C. Contribute to the well-being of one's school and community. | The staff contributes to the well-being of one's school and community by holding PTO, SAC, and SAF meetings that help us discuss issues as well as focus on the positive. In addition, we have parental involvement opportunities that include Donuts for Dads, Muffins with Moms, parent educational nights, etc. |
| How does your school-wide policy and practices support the social emotional learning of students? | |
| This year our theme embraces "kindness." Through kind acts our students have more positive attitudes toward self and others. Our students are encouraged to look on the bright side of negative situations. This helps reduce aggression as well as emotional distress among students and allows students to have a laser focus on academics. The school measures the effectiveness of these objectives by monitoring the amount of referrals and the specific infractions of the referrals. The school's staff then monitors these items and analyzes whether or not there has been a decline. | |



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| SEL Professional Development: How will school leadership educate administrators, faculty, and staff on the continuous implementation of SEL? | | | | |
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| Action | Responsible Person | Resources | Evidence of Completion | Completion Date |
| Continuously revisiting the school-wide positive behavior plan | Derrick Huff | Last year's plan Referral data Response to Intervention Tier information | Data | March 2019 |
| Ongoing Staff Trainings | Barbara Rothman | Professional Development offered by the district | Professional Learning Communities/ In Service Records | June 2019 |
| 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 |
| Review student referral data | Derrick Huff | Discipline Matrix | Quarterly Referral Data | June 2019 |
| Code Purple (i.e. behavior code) | Derrick Huff | Code Log-Book | Code Log-Book | June 2019 |