



Broward County Public Schools  
 School Wide Social and Emotional Learning  
 2018-19 Action Plan



| Leadership   |                        |
|--|------------------------|
| Complete the school based information below.   |                        |
| <i>Develop a school infrastructure that will support SEL.</i>  |                        |
| School: Sea Castle Elementary  | School Year: 2018-2019 |
| Principal: Rick Rodriguez  |                        |
| Cadre Director: Mr. Lozano   |                        |
| School Mission: We are Sea Castle! We work hard and put forth maximum effort. We believe everything is possible with P.R.I.D.E! Persevere with Respect, Integrity, and Discipline in Everything we do! |                        |
| School Vision: We at Sea Castle Elementary foster a Growth Mindset environment where all scholars achieve their BEST.  |                        |
| SEL Leadership Team  | School Role            |
| Name: Leila Lopez  | SEL Liaison            |
| Name: Denise Dopico- Lizano  | Assistant Principal    |
| Name: Clarissa Jones   | Equity Liaison         |
| Name: Stephanie Reyes  | Curriculum Coach       |
| Name: Stephanie Gonzalez   | Second Grade Teacher   |
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**School Wide SEL Implementation**

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

1. Sanford Harmony
2. Sandy Hook- PROMISE Club (Student Council)

**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:</b> <ul style="list-style-type: none"> <li>• Listen to children program (Listeners)</li> <li>• Safe space in the classroom and in the counselor’s office</li> </ul> |
| <b>B. Recognize personal qualities and external supports.</b>                  | <b>Strategies:</b> <ul style="list-style-type: none"> <li>• Growth mindset lessons/activities</li> </ul>   |
| <b>C. Demonstrate skills related to achieving personal and academic goals.</b> | <b>Strategies:</b> <ul style="list-style-type: none"> <li>• Growth mindset lessons/activities</li> </ul>   |

**Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.**

|  |  |
|--|--|
| <b>A: Recognize the feelings and perspectives of others.</b> | <b>Strategies:</b> <ul style="list-style-type: none"> <li>• Sandy Hook activities/ PROMISE Club</li> </ul> |
|--|--|



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|---|--|
|   | <ul style="list-style-type: none"> <li>• PLC Equity- discussion and activities</li> </ul>  |
| <b>B: Recognize individual and group similarities and differences.</b>  | <b>Strategies:</b> <ul style="list-style-type: none"> <li>• I'm Thumbody program (second grade)</li> <li>• Class meetings</li> </ul>                                   |
| <b>C: Use communication and social skills to interact effectively with others.</b>  | <b>Strategies:</b> <ul style="list-style-type: none"> <li>• Peer buddy</li> </ul>  |
| <b>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b>  | <b>Strategies:</b> <ul style="list-style-type: none"> <li>• Peace week activities</li> <li>• Bucket filler program</li> </ul>  |
| <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:</b> <ul style="list-style-type: none"> <li>• Behavior assemblies</li> <li>• Cafeteria behavior plan</li> </ul>  |
| <b>B: Apply decision- making skills to deal responsibly with daily academic and social situations.</b>  | <b>Strategies:</b> <ul style="list-style-type: none"> <li>• Class projects and group activities</li> <li>• Peer mentoring</li> </ul>                                   |
| <b>C. Contribute to the well-being of one's school and community.</b>   | <b>Strategies:</b> <ul style="list-style-type: none"> <li>• Character/SEL awards presented on morning announcements</li> <li>• Career day/career activities</li> </ul> |
| <b>How does your school-wide policy and practices support the social emotional learning of students?</b>  |  |
| <ul style="list-style-type: none"> <li>• School assemblies</li> <li>• Character education/ SEL competencies and standards</li> <li>• Bibliotherapy (individual, small-group, classroom guidance)</li> </ul> |  |



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- Title I Parent Nights (focusing on SEL, academic resources, community partners)

**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 |
|---------------------------|--------------------|-----------|------------------------|-----------------|
| TIF V Training            | District           | BCPS      | Sign-in sheet          | 11/6/18         |
| My Learning Plan Training | District           | BCPS      | Sign-in sheet          | 06/2019         |
|                           |                    |           |                        |                 |

**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 |
|---------------|---------------------|-------------|------------------------|-----------------|
| Attendance    | IMT                 | BASIS/TERMS | Data                   | 06/2019         |
| Referral Rate | Assistant Principal | BASIS       | Data                   | 06/2019         |
|               |                     |             |                        |                 |