



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: ENDEAVOUR PRIMARY LEARNING CENTER

School Year: 2018-2019

Principal: Denise Lawrence

Cadre Director: Mark Narkier

School Mission: We, the faculty and staff of Endeavour Primary Learning Center, have a commitment to excellence. We believe that with the corporation of students, parents, teachers, staff, administration, and community, we are able to meet the needs of the whole child, allowing them to reach his/her academic potential and be prepared to meet the challenges of a culturally diverse and rapidly changing society.

School Vision: Our vision is to ensure that all students are proficient in academic areas so that they will be able to succeed in the future.

SEL Leadership Team

School Role

Name: Lydia Knighton

SEL Liaison

Name: Denise Lawrence

Principal

Name: Kimberly Greer

Assistant Principal

Name: Joleen Steadman

Literacy Coach



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Name: Pastora Glenn		ESE Specialist
Name: Sebrina Marshall		Math Coach
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. Start With Hello Program 2. Sanford Harmony 3. LEAPS 		
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?		
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: Based on the Social and Emotional Guidebook, teachers will write the day's agenda on the board. Students feel safer when knowing what to expect. LEAPS	
B. Recognize personal qualities and external supports.	Strategies: Bases on the Social and Emotional Guidebook, teachers will encourage students to use support services (counseling, psychologist, social worker...) throughout the year recognizing the office hours. Guidance Counselor classroom group sessions are evident on a weekly basis.	



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<p>C. Demonstrate skills related to achieving personal and academic goals.</p>	<p>Strategies: Teacher will use the District’s Character Education Program and have students identify three character strengths as their goals for the year. The school’s daily morning televised announcements also reviews the monthly character.</p>
<p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p>	
<p>A: Recognize the feelings and perspectives of others.</p>	<p>Strategies: Students will attend Humanity Project assembly that shows that all students are valuable.</p>
<p>B: Recognize individual and group similarities and differences.</p>	<p>Strategies: Students will participate in the NED: Kindness Adventure assembly</p>
<p>C: Use communication and social skills to interact effectively with others.</p>	<p>Strategies: Start With Hello Program</p>
<p>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>Strategies: Teachers mediate with students and School Counselor share conflict mediation skills during classroom lessons. Peer mentoring (Astro Pals) also support students in constructive ways.</p>
<p>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p>	
<p>A: Consider ethical, safety, and societal factors in making decisions.</p>	<p>Strategies: District and Schoolwide Safety Procedures shared with students by administration and teachers.</p>



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B: Apply decision- making skills to deal responsibly with daily academic and social situations.	Strategies: Teachers apply Procedures, expectations, rewards/consequences in the classrooms.
C. Contribute to the well-being of one’s school and community.	Strategies: School-wide Positive Behavior Plan

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

School-wide Positive Behavior Plan includes components focused on SEL Standards. This plan is reviewed with each grade level during the first week of the school year and is highlighted quarterly.

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
Teacher and Support Staff Orientation	School Counselor	SEL Teacher Brainshark	SEL Certificates	Ongoing
Administration, faculty & Staff Professional Development	Trained Staff	Sanford Harmony Kit	Sign in Sheets	Ongoing

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



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Action	Responsible Person	Resources	Evidence of Completion	Completion Date
Monthly Behavior Referral Review	Assistant Principal	BASIS	BASIS Data Sheet	Ongoing
Faculty and Staff Feedback	Support Staff	RtI	BASIS	Ongoing