



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: Palm Cove Elementary	School Year: 2018-2019
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Principal: Davida Johnson	
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Cadre Director: Dr. David Hall

School Mission: To promote student achievement and celebrate all stakeholders in a safe, family-oriented environment.

School Vision: "Teaming for Success"

SEL Leadership Team	School Role
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Name: Jennifer Alfred	SEL Liaison
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Name: Kimberly Charpentier	Literacy Coach
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Name: Michelle Alvarez	Assistant Principal
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Name: Davida Johnson	Principal
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Name: Elizabeth McNally	School Psychologist
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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. Kids of Character 2. Respectful Players Campaign 3. Jr. Leaders of the Cove 4. SWAG (Students with Academic Goals) 5. Morning Announcements and Safety Patrols 6. Student Feedback Box 7. "How I Decide" Mindfulness curriculum for Elementary 	
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: <ul style="list-style-type: none"> • RTI/MTSS problem solving process identifies individual plans for students struggling with managing emotions and behavior. • Kids of Character/ monthly character traits guide students in learning how to identify and manage emotions. • "How I Decide" mindfulness curriculum guides students in developing self-awareness of their emotions



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<p>B. Recognize personal qualities and external supports.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Kids of Character helps students recognize personal qualities through the teaching of monthly character trait focuses. • Jr. Leaders of the Cove help students recognize their personal qualities through the interview process and their roles as student leaders/mentors. • Respectful Players Campaign helps students recognize their personal qualities related to accountable talk, peer interaction, and what makes an upstanding citizen. • Morning Announcements help students recognize their personal qualities related to personal achievement.
<p>C. Demonstrate skills related to achieving personal and academic goals.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • SWAG: Students develop personal and academic goals and meet with teachers on a weekly basis to discuss their goals, action plan, and their progress. • “How I Decide” mindfulness curriculum supports students in setting and achieving goals.
<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:</p> <ul style="list-style-type: none"> • Jr. Leaders of the Cove helps students recognize the feelings and perspectives of others through their interactions as mentors.



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	<ul style="list-style-type: none"> • Respectful Players Campaign provides reminders throughout the school day to recognize others feelings and perspectives.
<p>B: Recognize individual and group similarities and differences.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Jr. Leaders of the Cove helps students recognize individual and group similarities and differences through their interactions as mentors. • Respectful Players Campaign provides reminders throughout the school day of individual and group similarities and differences.
<p>C: Use communication and social skills to interact effectively with others.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Jr. Leaders of the Cove teaches students about effective communication and social interaction with peers and adults. • Respectful Players Campaign encourages students to demonstrate effective communication and social skills. • School Safety Patrols learn effective communication and implementation of social skills as they interact with students around the campus. • Student Feedback box allows students to communicate with adults regularly.
<p>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Jr. Leaders of the Cove teaches students how to prevent, manage, and resolve conflicts constructively. • Respectful Players Campaign promotes the prevention, management, and resolution of conflicts.



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: <ul style="list-style-type: none"> • Kids of Character guides students in making ethical, safe decisions. • Anti-bullying and School Expectations assemblies teach students about the important of making ethical, safe decisions. • “How I Decide” mindfulness curriculum guides students in learning about decision-making.
B: Apply decision- making skills to deal responsibly with daily academic and social situations.	Strategies: <ul style="list-style-type: none"> • SWAG student weekly conferences with teacher helps students understand how to apply decision-making skills regarding academic and social situations. • “How I Decide” mindfulness curriculum guides students in learning about decision-making.
C. Contribute to the well-being of one’s school and community.	Strategies: <ul style="list-style-type: none"> • Jr. Leaders of the Cove promotes students being involved in carrying out the school’s goal and representing our school in the community. • Respectful Players Campaign and Kids of Character recognizes students for their contribution to the school and community.



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How does your school-wide policy and practices support the social emotional learning of students?				
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
Weekly Support Staff Meetings	Support Staff	SEL district trainings, Support Staff meetings, Grade level meetings	Agendas, meeting notes, sign-in, CARRES forms	May 2019
Monthly Faculty Meetings	Support Staff	District Materials	Agendas, meeting notes, sign-in, CARRES forms	May 2019
PLC's	Support Staff	District Materials	Agendas, meeting notes, sign-in, CARRES forms	May 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
Data Chats	Support Staff	Data Chat documents, student data, SWAG student folder examples	Agenda, minutes, sign-in	May 2019
Student Data Monitoring	Support Staff and Teachers	Review student and grade level data trends to monitor	Weekly Support Staff meeting	May 2019



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		achievement in weekly assessments and progress monitoring assessments such as BAS and iReady.	notes, Curriculum Talks forms from grade levels.	
RtI Meetings	MTSS/RtI Team	Student data (RtI)/ Basis	Schedules and RtI Basis records	May 2019
Behavior Dashboard monitoring	Support Staff	BASIS- Review discipline referrals as they relate to behaviors connected to SEL.	BASIS Records	May 2019