



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: Parkside Elementary (3631)	School Year: 2018-2019
Principal: Laneia Hall	
Cadre Director: Ken King	
School Mission: Our mission is to organize our school around students and the work that they are expected and encouraged to do, the quality of the work provided to students so that they learn and achieve at the highest standards, and to base every decision that we make on the improvement of teaching and learning.	
School Vision: At Parkside, all students will grow into kind, cooperative, and respectful citizens by learning strategies for working together, resolving conflict, and managing emotions.	
SEL Leadership Team	School Role
Name: Margie Engle	SEL Liaison
Name: Laneia Hall	Principal
Name: Mark Andriesse	Assistant Principal
Name: Lakay Wilkerson	SAC Chair/ Literacy Coach



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Name: Marie Ritchie	Autism Coach
Name: Chelsea Halpern	Kindergarten Teacher
Name: Georgina Sutton	First Grade Teacher
Name: Dana Conti	Second Grade Teacher
Name: Zulyene Izquierdo	Third Grade Teacher
Name: Melissa Mason	Fourth Grade Teacher
Name: Danielle Stauffer	Fifth Grade Teacher
Name: Amy Conlin	ESE Specialist
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. LEAPS- SEL for Schools 2. Emotional Management/Classroom Guidance 3. Listener Program 4. Peer Mentoring 5. Start with Hello (Sandy Hook Promise) 6. Share the World 7. Thumbody 	



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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: <i>Develop self-awareness and self-management skills to achieve school and life success.</i>	
A. Identify and manage one's emotions and behavior.	Strategies: <ol style="list-style-type: none"> 1. LEAPS Classroom Lessons- <i>Self-Control and Confidence, Emotions and Actions, Anger and Emotional Management, School Rules.</i> 2. Students develop class rules democratically, 3. Guidance- Whole class lessons on emotional management where students learn strategies such as stopping to think, breathing methods, and "I" messages, 4. Schoolwide expectations-<i>Manage Yourself</i>
B. Recognize personal qualities and external supports.	Strategies: <ol style="list-style-type: none"> 1. LEAPS Classroom Lessons- <i>Self-Control and Confidence, School Rules.</i> 2. Teachers and students set individual academic and behavior goals, 3. Classroom behavior plans, 4. Listener Program, 5. Kids of Character/Student of the Month, 6. Guidance- <i>Emotional Management</i>



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	<p>7. Schoolwide expectations- Always Do Your Best</p>
<p>C. Demonstrate skills related to achieving personal and academic goals.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. LEAPS Classroom Lessons- <i>Self-Control and Confidence, Managing Time and Attention.</i> 2. Regular student teacher meetings focused on goal setting, 3. Student recognition/rewards for attendance, uniforms, and honor roll, 4. Guidance- Emotional Management, 5. Schoolwide Expectations- Always Do your Best
<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> <ol style="list-style-type: none"> 1. LEAPS Classroom Lessons- <i>Friends and Classmates, Friends.</i> 2. Student recognition for “caught being kind”, 3. Guidance- Whole class lessons on “I” messages, problem solving, Growth mindset, empathy and kindness,. 4. Share the World (building empathy through learning about nature), 5. Schoolwide Expectations- Respect the rights and property of others
<p>B: Recognize individual and group similarities and differences.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. LEAPS Classroom Lessons- <i>Respecting Myself and Others, Respecting Self and Others.</i>



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	<ol style="list-style-type: none"> 2. Book Buddies, 3. Student of the Month, 4. Guidance- Tolerance and Acceptance, 5. Share the World, 6. Schoolwide expectations- Cooperate with others
<p>C: Use communication and social skills to interact effectively with others.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. LEAPS Classroom Lessons- <i>Friends and Classmates, Friends.</i> 2. Peace Week, 3. Guidance- Social Skills groups, 4. Start with Hello (Sandy Hook Promise), 5. Schoolwide expectations- Cooperate with others
<p>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. LEAPS Classroom Lessons- <i>Emotions and Actions, Decisions and Consequences.</i> 2. Listener Program, 3. Guidance- Thumbody, Problem solving 4. Peer Mentoring, 5. Schoolwide expectations: Try to Resolve Conflict
<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:</p> <ol style="list-style-type: none"> 1. LEAPS Classroom Lessons- <i>Making Good Decisions, Decisions and Consequences.</i>



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	<ol style="list-style-type: none"> 2. Guidance- Whole class lessons in problem solving, 3. Share the World, 4. Schoolwide Expectations- Respect the Rights and Property of Others
<p>B: Apply decision- making skills to deal responsibly with daily academic and social situations.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. LEAPS Classroom Lessons- <i>Making Good Decisions, Decisions and Consequences.</i> 2. Guidance- Social Skills groups, problem solving groups 3. Peer Mentoring, 4. Schoolwide Expectations- Manage Yourself
<p>C. Contribute to the well-being of one’s school and community.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. LEAPS Classroom Lessons- <i>Respecting Myself and Others, School Rules.</i> 2. Harvest Drive, 3. Donations to Volunteer Services of Coral Springs, 4. Red Ribbon Week, 5. Guidance- Problem solving and social skills groups 6. Share the World, 7. Schoolwide Expectations- Cooperate with others

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

Teachers and administration recognize students throughout the year for their personal accomplishments, good behavior, and participation in school (attendance, uniforms, etc.). Teachers develop classroom cultures of kindness and cooperation through explicit teaching of expected behavior and positive reinforcement. Our students learn strategies for



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managing behavior and social skills through guidance classroom lessons, positive behavior expectations, and collaboratively developed class expectations. In addition, high quality books that focus on building character and overcoming adversity are a key part of the curriculum.

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
Share district resources, SEL Standards with staff and families.	Laneia Hall, Mark Andriesse, Lakay Wilkerson	SEL (Social Emotional Learning) Standards, LEAPS Lessons	Sign In Sheets	05/22/2019
Project based learning Training and implementation (Student cooperation, kindness theme)	Laneia Hall, Randy Bitton, Sheree Schulson	Ongoing PBL (Project Based Learning) Training for staff	Sign In Sheets	05/22/2019

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
Behavior Team Meetings	Mark Andriesse	LEAPS, BASIS Behavior Dashboard (district	Sign In Sheets, Reduction in	05/22/2019



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		database for student behavior and academic data), PBIS World (Positive Behavior Intervention System-intervention resources)	Behavior referrals/incidents.	
Student Growth in Language Arts and Math as a result of improved student behavior, LEAPS lessons, and targeted interventions for struggling students.	Laneia Hall, Mark Andriesse, Richelle Gordon, Lakay Wilkerson	iReady, BAS (Benchmark Assessment System- for reading)	Student growth as evidenced by quarterly review of iReady and BAS (Benchmark Assessment System) results.	05/22/2019