



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: Liberty Elementary School	School Year: 2018/2019
Principal: David Levine	
Cadre Director: Kenneth King	
School Mission: To prepare our students to become critical thinking problem-solvers who will compete in a global society by facilitating an engaging and challenging learning environment in which they work cooperatively to gain real world experiences through a rigorous curriculum including the application of science, technology, engineering and mathematics.	
School Vision: To educate today's students to succeed in tomorrow's world.	
SEL Leadership Team	School Role
Name: Victoria Deptel	SEL Liaison
Name: David Levine	Principal
Name: Donna Styles	Assistant Principal
Name: Carol Griffiths	School Psychologist
Name: Allison Shapanka	Teacher
Name: Kiana Anor	Student Rep
Name: Elizabeth Valentino	Support Staff



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School Wide SEL Implementation

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

1. Harmony
2. LEAPS
3. INSYNC
4. STARS

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 will 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">• Connect the idea that emotions drive behaviors.• Set the tone first thing in the morning.• Help students understand emotions in real time.• Check in all day long.• Designate a clam-down spot.• Build a word wall.
B. Recognize personal qualities and external supports.	Strategies: <ul style="list-style-type: none">• Make a poster that shows your likes and dislikes.• Identify what you want to be when you grow up.• Write a story about a time you needed help and how you found the help and the results.• Create a "get help" map (or list) of people who you can ask for help.• With a partner, the first student tells a story, the second asks clarifying questions.



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C: Demonstrate skills related to achieving personal and academic goals.	Strategies: <ul style="list-style-type: none"> • Set SMART goals (specific, measurable, achievable, relevant, time-bound) • Create a plan of action • Instill self-discipline • Mitigate distractions • Manage time
Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.	
A: Recognize the feelings and perspectives of others.	Strategies: <ul style="list-style-type: none"> • Modeling • Teaching point of view • Using literature to teach different perspectives • Active listening
B: Recognize individual and group similarities and differences.	Strategies: <ul style="list-style-type: none"> • Provide students with evidence that people who don't look or act like them are still people just like them. • Teach students about multicultural role models. • Craft the right environment for culturally responsive learning (e.g. use wall spaces to display posters depicting cultural groups in a non-stereotypical fashion) • Teach students to embrace their own culture and heritage
C: Use communication and social skills to interact effectively with others.	Strategies: <ul style="list-style-type: none"> • Reinforce active listening • Ask open-ended questions • Use tasks and activities that foster critical thinking • Use reflective learning opportunities



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D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	Strategies: <ul style="list-style-type: none"> • Identify the source of conflict • Listen to each person's perspective • Identify solutions • Mutual agreement
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"> • Stop and think • Analyze the situation • Determine facts • Develop options • Consider consequences • Evaluate and reflect
B: Apply decision-making skills to deal responsibly with daily academic and social situations.	Strategies: <ul style="list-style-type: none"> • Provide opportunities to make simple decisions (younger students) • Use literature and comment on decisions made by the characters • Model the steps for decision-making • Explicitly teach the steps of decision-making and provide practice (older students) • Build goal-setting and decision-making steps into assigned tasks • Involve students in decision-making (classroom rules) • Allow opportunities to evaluate options and make choices



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C. Contribute to the well-being of one's school and community.	Strategies: <ul style="list-style-type: none"> • Character education • Teaching students how to support one another's learning (peer feedback) • Modeling values and honoring diversity • Harvest Drive • Shop with a Cop
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How does your school-wide policy and practices support the social emotional learning of students?

School-wide policy of PBIS Liberty STARS. This program creates a positive learning environment which enhances students SEL!

SEL Professional Development: How will SEL leadership team educate administrators, faculty, and staff on the continuous implementation of SEL?

Action	Responsible Person	Resources	Evidence of Completion	Completion Date
Teacher training	Victoria Deptel	Sanford Harmony kits	Sign-In Sheet	May, 2019
Admin/staff review	David Levine	SEL resources	Sign-In Sheet	May, 2019

Quarterly Review of Behavior and Academic Data: How will SEL leadership team measure the impact of SEL. What are the



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indicators of success?				
Action	Responsible Person	Resources	Evidence of Completion	Completion Date
School-wide survey	Carol Griffiths	Online survey	Report	May, 2019
Chart behavior/academic data	Elizabeth Valentino	School database, district reports	Report	May, 2019