



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: Gator Run Elementary	School Year: 2018-2019
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Principal: Keith Peters	
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Cadre Director: Sandra Shipman

School Mission:
 Gator Run Elementary School will provide our students with a creative, safe and secure learning climate, which promotes confidence and success through inquiry and exploration.

School Vision: The vision at Gator Run Elementary School is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of honesty, loyalty, perseverance, and compassion. Students will have success for today and be prepared for tomorrow

SEL Leadership Team	School Role
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Name: Lindsay Weinstock-Counselor	SEL Liaison Jackie Grasinger- Counselor
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Name: Angela Davis- Teacher	
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Name: Shairin Brown- Administrator	
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Name: Ashley Saba- Administrator	
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Name: Keith Peters – Administrator

School Wide SEL Implementation

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

1. Comprehensive School Counseling and Guidance Program
2. Yoga and Maker Space Special
3. Inner Explorer
4. Kindness Club
5. Jump Start Your Day Morning Announcements
6. Peer Mentoring Program
7. Character Education Lessons
8. Zones of Regulation
9. Qwunder- Program that teaches social skills and problem solving through interactive videos.

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.

A. Identify and manage one's emotions and behavior.

Strategies: Students use Inner Explorer program each morning in their classes. Small group counseling using Zones of Regulation is offered to students who need to reinforce or strengthen skills.



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B. Recognize personal qualities and external supports.	Strategies: All students are introduced to the Guidance Counselor as a trusted individual in the school that students can go to for support as a Tier 1 strategy.
C. Demonstrate skills related to achieving personal and academic goals.	Strategies: Weekly morning announcement segments highlight student's individuality by giving them the opportunity to share their cultural background. Students are also given the opportunity to come and share a book that they are reading with school.
Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.	
A: Recognize the feelings and perspectives of others.	Strategies: Monthly classroom guidance lessons in all grade levels. Teachers reading books to students about various feelings and backgrounds of characters.
B: Recognize individual and group similarities and differences.	Strategies: Morning announcement segment "Who Are You?" where students share their culture with others.
C: Use communication and social skills to interact effectively with others.	Strategies: Morning announcements where all students are given the opportunity to share and interact with each other daily as a Tier



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	1 strategy. Peer mentoring program for 1 st -5 th grade students as a Tier 2 strategy. Tier 3 supports in the form of small group counseling services are offered to students to help reinforce and strengthen social and communication skills.
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	Strategies: Monthly “Coffee Talk” segment on morning announcements where students are presented with a social problem where they need to write about how they would solve it.
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: All parents are given the annual customer survey each year. Other Tiers of supports are through the use of parent organizations such as the School Advisory Council, School Advisory Forum and PTA.
B: Apply decision- making skills to deal responsibly with daily academic and social situations.	Strategies: the Guidance Counseling program’s monthly classroom guidance lessons in all k-5 classrooms, small group sessions and individual conflict mediation meetings.
C. Contribute to the well-being of one’s school and community.	Strategies: Student organizations such as safety patrol, student council and student ambassadors contribute to the well-being of



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	<p>one's school. Through service projects such as, Trick or Treat for UNICEF, Harvest Drive and our Toy Drive to contribute to the well-being of our community.</p>
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How does your school-wide policy and practices support the social emotional learning of students?

By educating the whole child through a comprehensive school counseling and guidance program, inner explorer, student organizations and morning announcements, students are immersed in social emotional learning each and every day through a multi-tiered approach.

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
Present SEL to stakeholders	Jackie Grasinger	School Counseling and Guidance Department	SAC minutes	9/26/18
SEL Brainshark	Jackie Grasinger	SEL Department	Certificates	8/31/18

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
Review behavior referral data	Shairin Brown and Ashley Saba	BASIS	SIP Plan	05/19
Data Chats	Shairin Brown and Ashley Saba	BAS, BSA, FSA and classroom grades.		Quarterly