



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: Morrow Elementary	School Year: 2018-2019
Principal: Laurel Crowle	

Cadre Director: Jacquelyn Haywood

School Mission:
 Morrow Elementary School is committed to educating all students and fostering life-long learners.

School Vision:
 At Morrow Elementary School we are united to empower all learners to become proficient readers, providing them with tools for College and Career Readiness.

SEL Leadership Team	School Role
Name: MyDuyen Mindy Nguyen	SEL Liaison
Name: Christopher Brightman	Assistant Principal
Name: Tamilla Mason	Literacy Coach
Name: Ava Tucker	Math Coach
Name: Althea Hunt	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. Sanford Harmony 2. Be the 1 3. Sandy Hook Promise (Start with Hello) 4. Class Meetings that Matter 	
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: This is done with morning meeting or similar meetings to reflect student's emotions and set a positive tone for the rest of the day.
B. Recognize personal qualities and external supports.	Strategies: Through class meetings, students can see the support with each other. They are able to respect each other's personal qualities.



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<p>C. Demonstrate skills related to achieving personal and academic goals.</p>	<p>Strategies: Student and teachers work on goal setting with in the classroom environment. They use their agenda to stay goal oriented and on task with their homework.</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: In our SEL programs, student share their feelings and are aware of their peer's feelings when collaborating in the morning meetings.</p>
<p>B: Recognize individual and group similarities and differences.</p>	<p>Strategies: Through sharing in their morning meetings (or throughout the day) students are able to relate to each other in similarities and differences.</p>
<p>C: Use communication and social skills to interact effectively with others.</p>	<p>Strategies: The SEL program focuses on social interaction and respecting one another. They communicate this through peer sharing and whole share.</p>
<p>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>Strategies: The programs include "Be the 1, Sanford Harmony, Meetings That Matter, and the Sandy Hook Program. By utilizing these programs and incorporating them in the classroom, student conflicts will decrease as they get to know each other. It also allows them to build relationships within the classroom.</p>



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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: SEL programs will allow students to self-reflect and improve on their decision making by learning from each other and communicate better.
B: Apply decision- making skills to deal responsibly with daily academic and social situations.	Strategies: Using morning meetings will set the tone for the day and help them will responsible decision making with their academic and personal social choices.
C. Contribute to the well-being of one’s school and community.	Strategies: We will target the standard through organized social events throughout the school year. This will take place through student participation in clubs, school-sponsored events, and family nights. Students will be able to make a difference in their participation in building relationship and making the school and community more positive.
How does your school-wide policy and practices support the social emotional learning of students?	
Our school wide policy and practices support the social emotional learning of our students by empowering them with communication skills and encouraging them to be life-long learners in all aspect of life. It gives them the tools and skills to be able to be successful in their class, school, and community.	
SEL Professional Development: How will school leadership educate administrators, faculty, and staff on the continuous implementation of SEL?	



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Action	Responsible Person	Resources	Evidence of Completion	Completion Date
Staff Trainings: Meetings That Matter, Sanford Harmony, Be the 1, Sandy Hook Program	Nguyen/Watson	Books and Online resources	Staff sign in sheet	Ongoing
Online Resources	Teacher/Nguyen	Broward Prevention website	Teacher follow up	Ongoing
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
We will monitor behavior data in Discipline Matrix System (DMS) to see if behavior referrals are decreasing. An indicator of success is a decrease in behavior referrals.	Brightman/Nguyen	Behavior data reports from DMS	Data Reports	Ongoing
We will monitor Math and Reading Diagnostics/ Assessments to track student academic	Mason/Tucker	BAS, iReady, School City Formatives	Data Reports	Ongoing



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progress. An indicator of success is growth in student achievement data.				
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