



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: C. Robert Markham Elementary

School Year: 2018-2019

Principal: Shedrick Dukes

Cadre Director: Jacquelyn Haywood

School Mission:

**Robert C. Markham Elementary School ensures that each student receives the highest quality education through our collective commitment to a comprehensive system of education and support to ensure each student develops academically and socially.**

School Vision:

**Positively impacting today's students to maximize their potential, while creating a brighter future.**

**SEL Leadership Team**

**School Role**

Name: Lori Bardwell

SEL Liaison

Name: Erica Levine

Assistant Principal

Name: Courtney Jones

Campus Monitor

Name: Jamie Moore

ESE Specialist



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Name: Lori Bardwell

**School Wide SEL Implementation**

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

1. Sanford Harmony
2. Sandy Hook Promise
3. Terrific Kid

**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.**

<p><b>A. Identify and manage one's emotions and behavior.</b></p>	<p>Strategies: Daily News, Mindset Monday</p>
<p><b>B. Recognize personal qualities and external supports.</b></p>	<p>Strategies: Recognizing what type of learner I am. Buddy-Up Meet Up/ Finding Commonalities.</p>



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<p>C. Demonstrate skills related to achieving personal and academic goals.</p>	<p>Strategies: Terrific Kid- Demonstrating positive character traits. Showing examples of good citizenship.</p>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p>	
<p>A: Recognize the feelings and perspectives of others.</p>	<p>Strategies: 1. Start With Hello 2. Wear Have Your Shoes Been 3. Hello My Name Is 4. Conversation Cards</p>
<p>B: Recognize individual and group similarities and differences.</p>	<p>Strategies: Sanford Harmony- Buddy Venn Diagrams classroom lessons for 1-3 daily. Conversation Cards.</p>
<p>C: Use communication and social skills to interact effectively with others.</p>	<p>Strategies: Sanford Harmony-Buddy Up/Meet . Conversation Cards</p>
<p>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>Strategies: CHAMPS Quarterly Lessons plans for K-5 addressing bullying and reporting.</p>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p>	
<p>A: Consider ethical, safety, and societal factors in making decisions.</p>	<p>Strategies: Sanford Harmony- Problem Solving Skills, addressing 1-3 with daily classroom lessons.</p>



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<b>B: Apply decision- making skills to deal responsibly with daily academic and social situations.</b>	<b>Strategies: Sandford Harmony (The Rainforest)-Decision Making and Problem Solving Lessons. Addresses grades 1-3.</b>
<b>C. Contribute to the well-being of one’s school and community.</b>	<b>Strategies: Learning to work collaboratively-Participating in Pair/Share activities, Buddy-Up. Conversation Cards.</b>

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

Character Traits, Terrific Kids. Maximizing our student’s potential in academics and citizenship, by recognizing those students demonstrating the character traits and by recognizing those Terrific Kids demonstrating good citizenship by following anti-bullying, paying back, being “buddy’s” to each other and new students to our school. Teaching and preparing our students to be positive future leaders.

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

<b>Action</b>	<b>Responsible Person</b>	<b>Resources</b>	<b>Evidence of Completion</b>	<b>Completion Date</b>
Brainshark SEL Training	All Staff	Computer/Sandford Harmony Kits	Certificate Completion	10/26/18



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Behavior	Administration, Staff, Guidance, Teachers	TIFV, Incentive program, school store, reward system, daily behavior chart	Increase in overall behavior, decrease in referrals	11/6/18
<b>Quarterly Review of Behavior and Academic Data: How will school leadership measure the impact of SEL. What are the indicators of success?</b>				
<b>Action</b>	<b>Responsible Person</b>	<b>Resources</b>	<b>Evidence of Completion</b>	<b>Completion Date</b>
Attendance viewing BASIS	All Staff	BASIS system/ITM	Increase in daily attendance	End of school year
Cafeteria Behavior-Daily Monitoring	Paras, Administration, Guidance, Cafeteria Staff	School Store, Incentive program	Voice levels decreased, increase in cleanliness	11/30/18
Referrals	Guidance/Teacher	Treasure Box, positive behavior charts, reward system	Reduction in referrals	End of School year
Academic	Teachers	Small groups, classroom assessments, tiered lessons	Increase on overall class performance	End of school year
RTI	ESE Specialist, Teachers, Guidance, Paraprofessionals	Intervention programs, pull-in, pull-out, small groups	Increase in behavior/test scores	End of School year



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