



Broward County Public Schools  
 School Wide Social and Emotional Learning  
 2018-19 Action Plan



Leadership	
<b>Complete the school based information below.</b>	
<b>Develop a school infrastructure that will support SEL.</b>	
<b>School:</b> Bayview Elementary School	<b>School Year:</b> 2018-2019
<b>Principal:</b> Tonya Frost	
<b>Cadre Director:</b> Dr. Mark Strauss	
<b>School Mission:</b> To inspire lifelong learners and compassionate, critical thinkers who are preparing to be leaders.	
<b>School Vision:</b> To educate today's students to become tomorrow's leaders.	
SEL Leadership Team	School Role
<b>Name:</b> Elana Cohen	SEL Liaison/Counselor
<b>Name:</b> Tonya Frost	Principal
<b>Name:</b> Christina Murphy	Assistant Principal
<b>Name:</b> Mary Stephens	Literacy Coach/SAC chair
<b>Name:</b> Chelsea Cantalupo, Ann Gagne, Sue Schendowich, Amanda Mickels, Debra Taylor, Stephanie Witt (K-5 Team Leaders)	



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**School Wide SEL Implementation**

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

1. Sandy Hook Promise and SAVE Promise Club
2. Sanford Harmony
- 3.
- 4.

**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><b>Strategies:</b> Classroom teachers emphasize character traits and SEL based lessons focusing on emotions through read-alouds and class discussions. Teachers implement Sanford Harmony activities.</p>
<p><b>B. Recognize personal qualities and external supports.</b></p>	<p><b>Strategies:</b> School-wide activities occur through Sandy Hook Promise focusing on inclusion and supportive community, and special rewards or recognitions highlighting students' individual strengths are presented.</p>
<p><b>C. Demonstrate skills related to achieving personal and academic goals.</b></p>	<p><b>Strategies:</b> Teachers implement goal setting and data chats with students and conferences with families. The Collaborative Problem Solving Team meetings are held as needed to identify progress on specific students' goals. School-wide reward system for</p>



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	Accelerated Reader, attendance, i-Ready, etc. are present.
<b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b>	
<b>A: Recognize the feelings and perspectives of others.</b>	<b>Strategies:</b> Classroom teachers emphasize character traits and SEL based lessons focusing on emotions and empathy through read-alouds and class discussions. Teachers implement Sanford Harmony activities.
<b>B: Recognize individual and group similarities and differences.</b>	<b>Strategies:</b> Teachers work on community building within the classroom and schoolwide. Classrooms buddy up with other grade levels. Teachers implement Sanford Harmony lessons.
<b>C: Use communication and social skills to interact effectively with others.</b>	<b>Strategies:</b> Teachers use a variety of whole group and small group collaboration and project based learning to nurture social skills and effective communication.
<b>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b>	<b>Strategies:</b> Teachers demonstrate and model accountable talk and respect within classroom discussions and learning experiences. Students are encouraged to problem solve and practice conflict resolution.
<b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>	
<b>A: Consider ethical, safety, and societal factors in making decisions.</b>	<b>Strategies:</b> Classes are taught the Start with Hello curriculum from the Sandy Hook Promise focusing on inclusion, connectivity, and community. We also utilize safety patrols as exemplar models of behavior and safety on campus.
<b>B: Apply decision- making skills to deal</b>	<b>Strategies:</b> Teachers demonstrate and model accountable talk and



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<p><b>responsibly with daily academic and social situations.</b></p>	<p>respect within classroom discussions and learning experiences. Students are encouraged to problem solve and practice conflict resolution by applying the lessons they have learned through Start with Hello and Sanford Harmony.</p>
<p><b>C. Contribute to the well-being of one's school and community.</b></p>	<p><b>Strategies:</b> We participate in various events and fundraisers to support different causes throughout the community, for example we raise awareness and money for SMA, Susan G. Komen Foundation, Jump Rope for Heart, harvest drive, etc. We also organize several family nights throughout the school year. Students are taught to respect each other and our school property.</p>

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

Through our mission statement and various school-wide practices, including the Sandy Hook Promise and Sanford Harmony, students are explicitly taught and encouraged to be compassionate, critical thinkers and leaders.

**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
All teachers will complete the SEL Brainshark	Elana Cohen	SEL Brainshark	Turn in certificate of completion	By October 31 <sup>st</sup> 2018
Start with Hello Training 2-5	Elana Cohen and classroom teachers	Start with Hello powerpoint	Sign-up chart and completed lesson	By October 15 <sup>th</sup> 2018
	Lavita Johnson-Spears	Sanford Harmony	On leadership	November 2 <sup>nd</sup>



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Sanford Harmony training for leadership team		Classroom Kits	agenda	
<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>
Data Chats	Administration and Support Staff	Data Cards, class lesson plans, and data from various assessments	Quarterly schedule	One per quarter Oct. 22-23
Collaborative Problem Solving Team meetings	Classroom teachers and support staff	Classroom data and records of child performance	Monthly schedules and outcome notes	Continuous, monthly until June 2019
Attendance monitoring	Lyda Lockett	BASIS and terms	Monthly awarded attendance banners	Continuous, monthly until June 2019