



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



Leadership	
<b>Complete the school based information below.</b>	
<b><i>Develop a school infrastructure that will support SEL.</i></b>	
<b>School: Village Elementary</b>	<b>School Year: 2018-2019</b>
<b>Principal: Ms. Wanda E. Haynes</b>	
<b>Cadre Director: Dr. Angela Fulton</b>	
<b>School Mission:</b> The Village Elementary Community encourages high expectations of academic excellence and lifelong learning by motivating scholars to become responsible citizens.	
<b>School Vision: To deliver the highest quality educational experience to produce global citizens through engaging teaching methods and a passionate climate and culture.</b>	
SEL Leadership Team	School Role
<b>Name: Veronica Crichlow</b>	<b>SEL Liaison/School Counselor</b>
<b>Name: Sheldon Jordan</b>	<b>Equity Liaison/Math Coach</b>
<b>Name: Sophia Roberson</b>	<b>ESE Specialist</b>
<b>Name: Shakuanda Holt</b>	<b>School Psychologist</b>
<b>Name: Ms. Murphy</b>	<b>Media Clerk</b>
<b>Name: Marc Larose</b>	<b>Assistant Principal</b>



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**School Wide SEL Implementation**

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

1. Sanford-Harmony Curriculum
2. Sandy Hook Promise
3. Lauren's Kids
4. PBIS (Elements of)
5. InnerExplorer

**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:**

InnerExplorer—Daily Mindfulness Class Practices  
 Morning Meetings  
 Zones of Regulation-modified

**B. Recognize personal qualities and external supports.**

**Strategies:**

Sandy Hook Promise activities—My Shoe Story, Positive Post-its  
 Sanford-Harmony Curriculum  
 Art2Soul (Group run by School Psychologist), Peer Counseling Program, Pawsitive Links (Peer Mentoring)--TIER 2  
 Listener's Program, Village (Adult to Scholar) Mentoring Program—TIER 3  
 House Meetings



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<p><b>C. Demonstrate skills related to achieving personal and academic goals.</b></p>	<p><b>Strategies:</b>          Kids of Character Classroom Lessons and Awards for Scholar of the Month          Panther Positive Proclamations on daily announcements, acknowledging student SEL/academic successes          Honor Roll student participation will increase by 5% by June 2019.</p>
<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p>	
<p><b>A: Recognize the feelings and perspectives of others.</b></p>	<p><b>Strategies:</b>          Think Before You Post—Limit Communications          Sandy Hook Promise activities—Would You Rather          Sanford Harmony--Meetup/Buddy Up          Sanford Harmony—Quick Connections Cards          Morning Meetings          Accountable Talk          Panther Pawsitive Philosophies</p>
<p><b>B: Recognize individual and group similarities and differences.</b></p>	<p><b>Strategies:</b>          Sanford Harmony--Meetup/Buddy Up          Sanford Harmony—Quick Connections Cards          Morning Meetings</p>
<p><b>C: Use communication and social skills to interact effectively with others.</b></p>	<p><b>Strategies:</b>          Think Before You Post—Limit Communications          Accountable Talk          Morning Meetings          Grade-level Townhalls          Sanford Harmony--Meetup/Buddy Up          Sanford Harmony—Quick Connections Cards</p>



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	Panther Pawsitive Philosophies House Meetings
<b>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b>	<b>Strategies:</b> Morning Meetings Accountable Talk Think Before You Post—Limit Communications Sanford Harmony—Quick Connections Cards Panther Pawsitive Philosophies
<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> Sanford Harmony--Meetup/Buddy Up Sanford Harmony—Quick Connections Cards Morning Meetings Accountable Talk Think Before You Post—Limit Communications
<b>B: Apply decision- making skills to deal responsibly with daily academic and social situations.</b>	<b>Strategies:</b> Accountable Talk Sanford Harmony—Quick Connections Cards Panther Pawsitive Philosophies
<b>C. Contribute to the well-being of one’s school and community.</b>	<b>Strategies:</b> Panther Pawsitive Philosophies Think Before You Post—Limit Communications Grade-level Townhalls House Meetings Student volunteer opportunities to help teachers, staff Student volunteer opportunities to tutor, mentor, peer buddies



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

Creating a welcoming environment that engages families and parents. Using effective communication such as weekly parent and staff newsletters, the REMIND app and ClassDojo to foster positive relationships. Building partnerships with community members to support student success. Celebratory events such as Student of the Month, using the Kids of Character monthly characteristic and daily Principal-led Panther Pawsitive Proclamations for SEL and academic success; student-led daily informational announcements about monthly awareness events.

**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
Culturally Responsive Classroom	K.Starks/ Wanda E. Haynes			10/19/2018
Sanford Harmony PD	District Staff	MyLearning Plan	Staff completion of training via MyLearning Plan	02/01/2019
Trauma Sensitive/Informed Classroom	N. Busjit-Bhalai/ V.Crichlow		Pre/Post Assessments; teacher tweaked groupings/classroom layout or plan to implement 2 strategies in classroom	01/07/2019; followup in Feb/March 2019
Growth Mindset PD	Wanda E. Haynes			08/08/18

**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
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Analysis of BASIS referrals and SEL activities: how do activities/lessons completed impact disciplinary referrals	M. Larose	Lists of completed activities by teacher/grade from Ms. Crichlow; BASIS/DataWarehouse reports for discipline, etc	Reported in Panther Press Posted in Cafeteria for students to see	11/06/2018; 01/31/2019; 04/01/19; 06/15/19
Analysis of SEL activities and counseling interventions: how do completed activities/lessons impact counseling interventions	V. Crichlow	Lists of completed activities by teacher/grade from Ms. Crichlow; BASIS/DataWarehouse reports for discipline, etc	Reported in Panther Press Posted in Cafeteria for students to see	11/06/2018; 01/31/2019; 04/01/19; 06/15/19
Analysis of SEL activities on community's mindset	SEL Leadership Team	Pre and Posts from community stakeholders	Reported in Panther Press Posted in Cafeteria for students to see	11/06/2018; 01/31/2019; 04/01/19; 06/15/19