



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: Cypress Elementary	School Year: 2018-2019
Principal: Vanessa Schnur	

Cadre Director: Mark Narkier

School Mission: The mission of Cypress Elementary is to address the social and emotional needs of all students in a safe and supportive environment in which students are encouraged to maximize their academic and social potential. In collaboration with teachers, parents, and community resources students will be equipped with social and emotional learning skills which will foster a desire for continuous learning.

School Vision: Cypress Elementary School is committed to providing students with social and emotional skills and strategies needed to become responsible and productive citizens of the community who are college and career ready and able to meet the demands of a diverse ever-changing society.

SEL Leadership Team	School Role
Name: Jenelle Gordon	SEL Liaison
Name: Claudine Dunbar-Creary	Assistant Principal
Name: Janette Delgado	Media Clerk
Name: Kimberlia Patrick	Science Coach
Name: Regine Tertulien	Teacher



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Name: Sophia Cook	Teacher
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. Sandy Hook Promise Start with Hello 2. Sanford Harmony 	
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: <i>Develop self-awareness and self-management skills to achieve school and life success.</i>	
A. Identify and manage one's emotions and behavior.	Strategies: Students are encouraged to express their emotions using feelings cards, journaling, drawing, behavior thinking maps, or student conferences with teacher or counselor.
B. Recognize personal qualities and external supports.	Strategies: Teachers will infuse character education lessons into the curriculum using a variety of resources including; distance learning, diversity and prevention materials, and online resources. Monthly Kids of Character recognition events for students who exhibit outstanding character traits. Students will also identify community helpers in the school and their personal lives as resources of support.



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<p>C. Demonstrate skills related to achieving personal and academic goals.</p>	<p>Strategies: Students are taught how to develop their goals through modeling and practice. Goals will be posted and monitored in class on a regular basis.</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: Sanford Harmony Quick Connection Cards, role-playing, therapeutic games, and literature are used to teach students how to develop and express empathy in social situations.</p>
<p>B: Recognize individual and group similarities and differences.</p>	<p>Strategies: Utilize lessons from the Sanford Harmony and Start with Hello programs.</p>
<p>C: Use communication and social skills to interact effectively with others.</p>	<p>Strategies: Role-playing, board games, morning meetings, and classroom lessons will provide students with opportunities to communicate effectively with their peers. As well as participation in the prevention weeks throughout the school year.</p>
<p>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>Strategies: Students will engage in role-playing with peers or puppets, use quick connection cards, and participate in conflict mediation as needed.</p>



<p>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p>	
<p>A: Consider ethical, safety, and societal factors in making decisions.</p>	<p>Strategies: Red Ribbon Week activities and lessons from the Sanford Harmony and Start with Hello programs. Also, student participation in I'm Thumbbody, Home Alone, and Kidsafe presentations.</p>
<p>B: Apply decision- making skills to deal responsibly with daily academic and social situations.</p>	<p>Strategies: Utilize behavior thinking maps to provide students with opportunity to reflect on their decisions. Also, monthly recognition events for students who have made positive choices and engaged in prosocial behavior.</p>
<p>C. Contribute to the well-being of one's school and community.</p>	<p>Strategies: Utilize quick connection cards, morning meetings, and student greeters to foster sense of belongingness to the school community. Participation in activities throughout Peace Week, Start with Hello Week, No Name Calling Week, and Anti-Bullying Week.</p>
<p>How does your school-wide policy and practices support the social emotional learning of students?</p>	



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Our school-wide policies and practices support the social emotional learning needs of students by creating a welcoming and supportive school environment. We employ morning student greeters in every classroom and in different areas of the school to greet their peers to cultivate a sense of community and connectedness. Our procedures and use of the Sanford Harmony and Start with Hello Programs will encourage self-awareness, social awareness, relationship skills, self-management, and responsible decision making of all students. In addition to presentations and classroom guidance lessons, our students are taught the schoolwide expectations to help foster prosocial behavior during their specials area classes every quarter which are also reinforced by classroom teachers.

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
SEL clinics for faculty and staff.	SEL Team	Sanford Harmony Program Start with Hello Program	Pre and Post Surveys	December 2018
Grade level team meetings to share SEL resources.	SEL Team	Sanford Harmony Program, Start with Hello Program, Therapeutic Board Games and activities.	Sign-in Sheets	February 2019

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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Quarterly review of students in Rtl process.	Rtl Team	BASIS	Students progression through Rtl process.	June 2019
Quarterly review of discipline referrals.	Discipline Committee	BASIS	Referrals for support services or behavior Rtl as needed.	June 2019
Quarterly review of students with chronic absences.	BTIP Liasion, Social Worker, School Counselor, and Attendance Clerk	BASIS and BTIP Reports	Social worker referrals, BTIP reports and meetings.	May 2019