



**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: Crystal Lake Middle School

School Year: 2018-2019

Principal: Sabine Phillips

Cadre Director: Jermaine Fleming

School Mission:

The mission of Crystal Lake Middle, a dual magnet and S.T.E.M. school, is to provide a relevant, rigorous, standards-based education for all our students to become productive members of a 21st century, global society.

School Vision:

Crystal Lake Middle School will ensure that all teachers have the essential tools and support to establish and maintain a highly effective learning environment.

SEL Leadership Team

School Role

Name: Cassandra Blume

SEL Liaison

SEL Committee (Names): Cindi Ancona, Annie Davis, Janet King, Kimberly Foster, Vicki Russ, Janice Bradley, Alexia Hamilton

SEL Committee (Names continued): Michelle Case, Alexandra Pinder, Tyrell Dozier, Jessica Coker, Ambar Mila, and Sonia Cochran

Name:



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|--|---|
| Name: | |
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| 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. Conscious Discipline 2. Second Step 3. 4. | |
| Broward SEL Standards Instructional Implementation | |
| 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: Teach explicit lessons using Second Step and practice a universal approach using Conscious Discipline to teach composure and breathing techniques. |
| B. Recognize personal qualities and external supports. | Strategies: Teach explicit lessons using Second Step and practice Conscious Discipline. |
| C. Demonstrate skills related to achieving personal and academic goals. | Strategies: Teach explicit lessons using Second Step and practice Conscious Discipline. |



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| Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships. | |
| A: Recognize the feelings and perspectives of others. | Strategies: Teach explicit lessons using Second Step and practice Conscious Discipline. |
| B: Recognize individual and group similarities and differences. | Strategies: Teach explicit lessons using Second Step and practice Conscious Discipline. |
| C: Use communication and social skills to interact effectively with others. | Strategies: Teach explicit lessons using Second Step and practice Conscious Discipline. |
| D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. | Strategies: Teach explicit lessons using Second Step and practice Conscious Discipline. |
| 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: Teach explicit lessons using Second Step and practice Conscious Discipline. |
| B: Apply decision- making skills to deal responsibly with daily academic and social situations. | Strategies: Teach explicit lessons using Second Step and practice Conscious Discipline. |
| C. Contribute to the well-being of one’s school and community. | Strategies: Teach explicit lessons using Second Step and practice Conscious Discipline. |



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

Crystal Lake is using Conscious Discipline to transform the school's culture into a supportive learning environment and school family. This is a three-year process. The first year focuses on staff development and building capacity so that all staff understand the principles and main components of Conscious Discipline. A more conscious staff provides better role models for students of healthy social and emotional skills.

The school's slogan this year is P.A.W.S., which is an acronym for Participate responsibly, Act kindly, Work hard, and Show respect. This encompasses the desired outcomes expected for the students at Crystal Lake. In addition, students receive explicit social and emotional lessons at appropriate grade levels using Second Step. Second Step is a research-based program aligned with the five-core social emotional competencies of CASEL.

Crystal Lake is using CHAMPS to standardize classroom management. The stability and standardization of classroom management creates a better learning environment for students and staff by being recognizable, consistent throughout classrooms, and clear.

In which ways are the five competencies of Social Emotional Learning explicitly taught and /or integrated school-wide and in the classroom?



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Second Step is an explicit program used during homeroom to teach the core competencies of social emotional learning. It begins with self-awareness, then self-management. The lessons continue into the other three competencies: Social Awareness, Relationship Skills, Responsible Decision-Making.

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 |
|---|--|---|-------------------------------|------------------------|
| Conscious Discipline and Second Step training | Cassandra Blume, Cindi Ancona, Vicki Russ, Annie Davis, Janet King, Kimberly Foster, Tyrell Dozier, Janice Bradley, Michelle Case, Alexandra Pinder, Alexia Hamilton | Conscious Discipline book, online Book portal | Workshop documentation | August 2, 2018 |



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| Staff professional development | Cassandra Blume, Cindi Ancona, Vicki Russ, Annie Davis, Janet King, Kimberly Foster, Tyrell Dozier, Janice Bradley, Michelle Case, Alexandra Pinder, Alexia Hamilton, Jessica Coker, Ambar Mila, and Sonia Cochran | SEL Committee members, collegiate team mini lessons, workshops | Conscious Discipline basics and main components evident in classrooms | Ongoing throughout the school year 2018-2019 |
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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 |
|------------------------------------|---------------------------|--------------------|-------------------------------|------------------------|
| Panorama Ed Survey preassessment | Cassandra Blume | Panorama Ed Survey | Survey results | October 16, 2018 |
| Panorama Ed Survey post assessment | Cassandra Blume | Panorama Ed Survey | Survey results | May 2019 |
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