



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> Cross Creek School	<b>School Year:</b> 2018-2019
<b>Principal:</b> Colleen Stearn	
<b>Cadre Director:</b> Carletha B. Shaw-Rolle	
<b>School Mission:</b> The mission of Cross Creek School is to provide, through a psycho-educational approach, a safe, orderly, and nurturing environment whereby all students are treated with dignity and respect. All students are provided with realistic goal training, supportive counseling for emotional independence, and quality academic preparation for reintegration into the least restrictive educational and social environment.	
<b>School Vision:</b> Cross Creek School is a place for all children to achieve their highest potential in their academic, creative, physical, emotional and moral development. A caring place where children and adults feel they make a contribution and are valued individuals.	
SEL Leadership Team	School Role
<b>Name:</b> Lisa Green	<b>SEL Liaison</b>
<b>Name:</b> Rona O'Connor-Kelly	<b>Family Counselor</b>
<b>Name:</b> Caroline Kuehn	<b>Family Counselor</b>
<b>Name:</b>	
<b>Name:</b>	



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## School Wide SEL Implementation

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

1. Weekly SEL Groups facilitated by Family Counselors for all students
2. LEAPS Lessons
3. Elementary are incorporating Sanford Harmony curriculum/activities in their weekly lesson plans
4. District Character Trait education is incorporated in daily announcements and a student for each level (E,M,H) are recognized during quarterly awards assemblies.

### 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.**

<b>A. Identify and manage one's emotions and behavior.</b>	<b>Strategies:</b> Students are taught to recognize their own and their peer's emotions. Staff assist them in developing and applying appropriate coping strategies. Students are taught to take responsibility for their actions and ignore the inappropriate actions of their peers.
<b>B. Recognize personal qualities and external supports.</b>	<b>Strategies:</b> Students are taught to recognize the connection among their thoughts, feelings, and actions. Weekly group sessions provide students with the opportunity to get to know one another and foster an atmosphere of accepting differences.
<b>C. Demonstrate skills related to achieving personal</b>	<b>Strategies:</b>



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<p><b>and academic goals.</b></p>	<p>Assist students with generating solutions and evaluating the consequences of their actions and how they impact academically and socially.</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>          Promote understanding of others' perspectives and feelings.          Promote empathetic responding to others.</p>
<p><b>B: Recognize individual and group similarities and differences.</b></p>	<p><b>Strategies:</b>          Encourage an appreciation of diversity. Provide lessons and activities that educate students about the similarities and differences of other cultures and disabilities.</p>
<p><b>C: Use communication and social skills to interact effectively with others.</b></p>	<p><b>Strategies:</b>          Create opportunities to practice effective social skills both individually and in groups. Model effective social skills in the classroom through praise, positive reinforcement, and correction and redirection of inappropriate behaviors. Provide role-play scenarios that build social skills.</p>
<p><b>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b></p>	<p><b>Strategies:</b>          Teach problem-solving and conflict resolution skills. Have students play a support role in conflict mediation.</p>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p>	
<p><b>A: Consider ethical, safety, and societal factors in making decisions.</b></p>	<p><b>Strategies:</b>          Discussing values, justice, right, and wrong as well as imagining other perspectives when presented with ethical dilemmas assist with</p>



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	teaching empathy and perspective skills.
<b>B: Apply decision- making skills to deal responsibly with daily academic and social situations.</b>	<b>Strategies:</b> Teach problem-solving and conflict resolution skills. Have students play a support role in conflict mediation.
<b>C. Contribute to the well-being of one’s school and community.</b>	<b>Strategies:</b> Build community/business school partnerships. Increase parental support and collaboration. Provide curriculum connected to real world experiences. Allow student a voice.

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

Embedding SEL strategies into all curriculums.

**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
Attend District’s SEL Training	L. Green R. O’Conner Kelly P. Leach S. Braunstein	LEAPS for 6-12 Sanford Harmony Kits for elementary	Shared out info with Leadership Team. Incorporated SEL Standards into our weekly	7.19.18



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			therapeutic groups.	
PLC dedicated to SEL	R. O'Conner Kelly-Facilitator			5.31.19
<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>
Individual Plans for struggling students	Family Counselors and Behavior Specialists			