



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: Lakeside Elementary	School Year: 2018-19
Principal: Kathy May	
Cadre Director: Dr. David Hall	
School Mission: Lakeside Elementary School works collaboratively with internal and external stakeholders to ensure racial justice, equity and inclusion exist in our all of our programs, services, policies and school building.	
School Vision: Lakeside Elementary School believes in and relies on racial equity values to eliminate structural racism and ensure equitable opportunities and outcomes in our school community now and in the future.	
SEL Leadership Team	School Role
Name: Susana Ginory	SEL Liaison
Name: Marjorie Archer	Assistant Principal
Name: Josephine Tertulien 5 th , Francy Thomson, 4 th , Regina Clark, 3 rd	Intermediate Teachers
Name: Yoslaxis Hoff 2 nd , Kimberly Casey 1 st , Melinda Fernandes K	Primary Teachers
Name:	



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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
2. Start With Hello
3. Mindful Kids
4. Little Peacemakers/SAVE Promise Club

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:

We teach all of our students every Monday a new mindfulness tip to try during the week. The tips always help students learn to manage their emotions and self-regulate their behavior. Our school is a Bucket Filling school. All teachers and staff encourage Bucket Filling instead of Bucket Dipping. All teachers are beginning to use Sanford Harmony in their classrooms this school year. Our schoolwide behavior plan incorporates the Classroom Clip chart which is used in every classroom and helps students learn to manage their behavior.

B. Recognize personal qualities and external supports.

Strategies:

We teach all of our students how to get to know other students and staff on campus by



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	<p>participating in the Start with Hello Program. We have Peacemakers that have been trained in supporting students and are available to meet with student every morning in the main hallway.</p>
<p>C. Demonstrate skills related to achieving personal and academic goals.</p>	<p>Strategies: We teach all of our students how to successfully regulate their emotions, thoughts, and behaviors in different situations using Class Dojo, Remind, Character Education, Bucket Filling, Mindfulness and Sanford Harmony lessons. We also help students demonstrate skills related to achieving academic goals by honoring them at the end of each quarter with Gator Bites for improvement, Honor Roll for all A's and B's and Principal's Honor Roll for all A's.</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: Provide students the opportunity to get to know one another through Friendship Circles. Foster an atmosphere of inclusion through Cooperative Learning and Peacemakers. Promote the view that both similarities and differences are valued through Sanford Harmony Meet Ups.</p>
<p>B: Recognize individual and group similarities and differences.</p>	<p>Strategies: Foster an inclusive classroom environment where students recognize similarities and appreciate differences. Provide students with the opportunity to get to know and connect with unfamiliar peers through Peacemaker bench. Facilitate positive interactions among students by acknowledging each other through Golden Gators.</p>
<p>C: Use communication and social skills to interact effectively with others.</p>	<p>Strategies: Foster an inclusive classroom environment where students recognize similarities and appreciate differences through Field Trips, Character Education, and Sanford Harmony Buddy Ups. Provide students with opportunities to get to know and connect with an unfamiliar peer through Peacemakers and Mix It Up at Lunch events. Help students</p>



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	appreciate the skills of their fellow peers through Cooperative Groups.
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	Strategies: Teach students the definition and components of empathy. Help students recognize that their feelings and perspectives may differ from others' feelings and perspective. Provide students with opportunities to practice decoding how others are feeling.
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: Introduce students to the second step of problem-solving approach. Teach students to recognize how words they use affect others. Provide students with a framework to effectively communicate their feelings and perspective during conflict situations.
B: Apply decision-making skills to deal responsibly with daily academic and social situations.	Strategies: Normalize friendships with peers. Helps students think of obstacles to initiating and maintaining interactions and friendships with peers. Provide the class with opportunities to identify strategies for reducing obstacles to interactions and friendships.
C. Contribute to the well-being of one's school and community.	Strategies: Teach students about the roles of the bully, target, and bystander. Increase students' awareness of effective and ineffective approaches for resisting victimization and providing peers who are bullied with support. Promote a classroom environment where students provide support for peers who are bullied.
How does your school-wide policy and practices support the social emotional learning of students?	
All of our teachers are using both Sanford Harmony and Start with Hello programs to support the social emotional learning of all of our students. We are also a Bucket Filling school and teach all of our students to fill each other's bucket (show kindness to one another) instead of dipping each other's bucket (being unkind). This school year we also taught our students how to use their lid by learning ways of keeping others and themselves from dipping their own buckets.	



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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
Sanford Harmony Introduction	Susana Ginory, School Counselor	Sanford Harmony Grade Level Kit	Lesson Plans	June 2019
Start With Hello	Student Services Committee	Start With Hello Icebreakers and SAVE Promise Club monthly activities	Lesson Plans Peacemaker Meeting Notes	June 2019
Little Peacemakers Training	Susana Ginory, School Counselor	Little Peacemakers Curriculum	Peacemaker Meeting Notes	December 2018
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
Mid-Year School-wide Behavior Plan Review	Marjorie Archer, Assistant Principal	School-wide Behavior Plan	Committee Minutes	January 2019
End of Year School-wide Behavior Plan Review	Marjorie Archer, Assistant Principal	School-wide Behavior Plan	Finalized Plan	June 2019
Quarterly Review of Discipline Data	Student Services Committee	Discipline Referral Report from Data Warehouse	Committee Minutes	Quarterly during the 2018-19 school year



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Quarterly Review of Attendance Data	- Marjorie Archer, Assistant Principal - Damaris John, School Social Worker	Attendance data from BASIS	MTSS Meeting Notes/Documentation BTIP Meeting	June 2019
Quarterly Review of Golden Gators	- Susana Ginory, School Counselor - Student Services Committee	Golden Gator tallies by grade level/quarter	Committee Minutes	Quarterly during the 2018-19 school year