



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> Fort Lauderdale High School	<b>School Year:</b> 2018-2019
<b>Principal:</b> Priscilla Ribeiro	
<b>Cadre Director:</b> Alan Strauss	
<b>School Mission:</b> Within a safe, creative and nurturing environment, we provide students with a personalized educational experience, fully enabling them to become productive members of tomorrow's global economy	
<b>School Vision:</b>  <b>Educating Today's Students for Tomorrow's World</b>	
SEL Leadership Team	School Role
<b>Name:</b> Christa Parisi	<b>SEL Liaison</b>
<b>Name:</b> Elizabeth Tatum	<b>Assistant Principal</b>
<b>Name:</b> Courtney Lancianese	<b>Peer Counseling Teacher</b>
<b>Name:</b> Nicole Ramos	<b>Guidance Counselor</b>
<b>Name:</b> Tiffany Colon	<b>Teacher</b>



## School Wide SEL Implementation

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

1. Peer Counseling
2. Personalization Period SEL Curriculum Implementation
3. PASL
4. Start with Hello

## 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: Peer counseling, guidance counseling, Saturday School behavior change**

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

**Strategies: Guidance counseling, school social worker and family counselor**



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C. Demonstrate skills related to achieving personal and academic goals.	Strategies: PSAT and Khan Academy implementation RTI
<b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b>	
A: Recognize the feelings and perspectives of others.	Strategies: Peer counseling,
B: Recognize individual and group similarities and differences.	Strategies: Diversity training through personalization
C: Use communication and social skills to interact effectively with others.	Strategies: Student Government visits during personalization, student surveys
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	Strategies: Peer mediation, group mediation and adult lead mentoring
<b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>	
A: Consider ethical, safety, and societal factors in making decisions.	Strategies: Behavior grade level assemblies
B: Apply decision- making skills to deal responsibly with daily academic and social situations.	Strategies: Self assessments and behavioral contracts



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<b>C. Contribute to the well-being of one's school and community.</b>	<b>Strategies: Clean up days, Harvest Drive, ESE Inclusion resource fair.</b>
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**How does your school-wide policy and practices support the social emotional learning of students?**

Students are given a variety of resources to tap into to learn about and actively support their own social, emotional health. Staff members are all actively involved in the process, providing students various people to access based on their comfort level with the adult.

**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 training	Assistant Principals	District resources	Attendance log	December 2018
District Trained personel will train additional staff	Assistant principals	District resources	Staff survey	March 2019
PLC Discussions	PLC leaders	Student data	PLC minutes	May 2019

**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
	Assistant principals	Pinnacle	Logs	After each quarter



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Report card checks and conferences	Guidance			
Analyse data such as bullying referrals and discipline referrals	Assistant Principals Behavior Specialist	DMS and Basis	Data Charts will be developed	Mid year and end of year.