



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: Lauderhill 6-12 STEM-MED Magnet School	School Year: 2018-2019
Principal: Dr. Ryan Reardon	
Cadre Director: Mr. Michael Ramirez	
School Mission: Lauderhill 6-12 STEM-MED Magnet School recognizes that students have a need to grow every day and intends to prepare a diverse student population for success in college, and to be thoughtful, contributing members of society.	
School Vision: The vision statement at Lauderhill 6-12 STEM-MED Magnet School is believing that: Children Have a Need to Grow Everyday (C.H.A.N.G.E).	
SEL Leadership Team	School Role
Name: Ms. Natasha Forde	SEL Liaison
Name: Ms. Shatonga Cooks-Reid	SEL Teacher Leader
Name: Dr. Ryan Reardon	Principal
Name: Ms. Keisha Maxwell	Assistant Principal
Name: Ms. Shannon Burch	Assistant Principal



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Name: Mr. Tariq Qaiyim	Assistant Principal
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. Leaps 4. School-wide Positive Behavior Plan 5. Personalization for Academic and Social Emotional Learning (PASL) 	
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: Develop self-awareness and self-management skills to achieve school and life success.	
A. Identify and manage one's emotions and behavior.	Strategies: Motivational and goal setting posters are displayed throughout Lauderhill 6-12 STEM-MED Magnet School to accurately self-monitor one's emotions, behaviors, strengths and weaknesses.
B. Recognize personal qualities and external supports.	Strategies: Lauderhill 6-12 STEM-MED Magnet School utilizes www.secondstep.org as a holistic approach to create well-rounded



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	<p>students. “Short-talks” are conducted throughout the school day to encourage students to thrive in society and become aware of how to manage their emotions. High school students participate in mentoring programs such as PASL that models positive relationship building, facilitates conversation on value based decision-making and responds to the whole-child beyond their academic needs.</p>
<p>C. Demonstrate skills related to achieving personal and academic goals.</p>	<p>Strategies: The use of Naviance during 1st Block/Personalization focused on goal setting, resume building, creating SMART goals and learning styles. Students also use Lauderhill 6-12 STEM-MED Magnet School’s school-wide planners to increase organizational skills. Students practice weekly reflections identifying “Glows” and “Grows”.</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: Weekly PA announcements to support SEL and participate in character building activities throughout the year identified by the Diversity, Prevention and Intervention Department. Students also practice reflective journaling to encourage exploration of their experiences, personal strengths and areas for improvement.</p>
<p>B: Recognize individual and group similarities and differences.</p>	<p>Strategies: Lauderhill 6-12 STEM-MED Magnet School delivers culturally relevant instruction to meet the needs of all learners. There are also events</p>



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	throughout the school year that embraces diversity and cultural uniqueness.
C: Use communication and social skills to interact effectively with others.	Strategies: There are “Safe-Place” spaces within classrooms to support SEL by helping our students recognize their feelings and learn how to manage them. Discourse cards are used to promote meaningful conversations as students interact with each other.
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	Strategies: The use of www.secondstep.com during the 1 st Block/Personalization period allows students to understand that there are different ways to effectively resolve conflicts.
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: Lauderhill 6-12 STEM-MED Magnet School’s Positive Behavior Plan supports students as they make positive decisions.
B: Apply decision- making skills to deal responsibly with daily academic and social situations.	Strategies: Leaps curriculum is implemented during Teaching Responsibility and Coping Skills (T.R.A.C.S).
C. Contribute to the well-being of one’s school and community.	Strategies: “Panther-Pride” PowerPoint presentations are displayed during all lunches to empower students to continue to make better decisions,



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	displays upcoming events and other school-wide pertinent information.
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How does your school-wide policy and practices support the social emotional learning of students?

Lauderhill 6-12 STEM-MED Magnet School's Positive Behavior Plan supports SEL, recognizes positive behavior and provides meaningful incentives to all students. Parental involvement is also promoted and encouraged throughout the school year by hosting Family Night events that displays student work, curriculum and strategies that can be used at home to assist students in their learning. Diversity and cultural uniqueness is embraced at Lauderhill 6-12 STEM-MED Magnet School. Lauderhill 6-12 STEM-MED Magnet School is committed to bridge the connection between self-awareness, self-management, social awareness, relationship management, and responsible decision making and our students.

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
Professional Development	Ms. Forde, Ms. Cooks-Reid and Administration	Online Platform – www.seconstep.com	Task completion during 1 st Block/ Personalization	Ongoing
Address student needs/concerns during faculty meetings	Administration	Relative Data	Aggregated Data	Ongoing
Professional Development	Ms. Forde	District Personnel	Sign-in Sheets	Ongoing

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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Action	Responsible Person	Resources	Evidence of Completion	Completion Date
Decrease in behavior referrals	Mr. Qaiyim	BASIS	Quarterly Reports	Ongoing
Increase in attendance by 5%	Social Worker	BASIS	Quarterly Reports	Ongoing
Increase in proficiency in Math & ELA iReady lessons	Literacy Coach & Math Chair	iReady	Quarterly Reports	Ongoing