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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Pompano Beach Middle School  | **School Year: 2018-2019** |
| **Principal:** Sonja Braziel |  |
| **Cadre Director:** Dr. Jermaine Fleming  |
| **School Mission:** As a school community, we will accept our challenges, realize our visions, understand our diversity and strive to exceed every expectation in delivering a standard driven curriculum that will foster self-directed life-long learning. |
| **School Vision:**  |
| **SEL Leadership Team School Role** |
| **Name: Karen Karras SEL Liaison: Thamarra Saint Louis** |
| **Name: Eric Grzechowiak** |
| **Name: Lisa Mills** |
| **Name: Nicole Rogers** |
| **Name: Gabriela Chaves** |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Conscious Discipline****2. Second Step** **3. Agents of Change****4.** |
| **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?**   |
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| **Goal 1: *Develop self-awareness and self-management skills to achieve school and life success.*** |
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| **A. Identify and manage one’s emotions and behavior.** | **Strategies: The students will have a space in each classroom to cope with emotions as needed. They will also be taught different breathing techniques.** |
| **B. Recognize personal qualities and external supports.** | **Strategies: Students who identify the need to utilize technological resources can come to the school early and have access to the school’s computers.** |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Students will create S.M.A.R.T goals and identify the tools needed to achieve and increase academic achievement.**  |
| **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.***  |
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| **A: Recognize the feelings and perspectives of others.** |  **Strategies: Student ambassadors from peer counseling classes will assist students in grades 6-8 based on identified needs.** |
| **B: Recognize individual and group similarities and differences.** | **Strategies: Monthly highlights of social awareness through bulletin boards, morning and afternoon announcements. Based on the awareness calendar.** |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies: The daily shout-outs. Students get to celebrate other students, faculty, and or staff member because of pro-social skills in practice through the morning announcements.**  |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Through Tiger Tune-Up the Second-Step program the students will learn how to identify signs of negative relationships and how to cope with changing relationships.**  |
| **Goal 3: *Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.***  |
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| **A: Consider ethical, safety, and societal factors in making decisions.** | **Strategies: - Do the Right Thing! By grade level assembly. Every semester.** |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Guidance counselors will conduct classroom visits and encourage students to make good decisions and address positive decision-making skills through in-class activities.**  |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies: Project clean up. The students will help with beautifying the school. The students will participate in school-wide recycling activities. Conducted every other day.** |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **In addition to the classroom teachers, the following school personnel is available at Pompano Beach Middle school supporting the students social and emotional learning of the students:*** **Pompano Middle School has three guidance counselors, one for each grade level.**
* **Two full-time support facilitators**
* **One Social Worker**
* **One full-time nurse**
* **Literacy Coach**
* **Full-time Media Specialist**
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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** |
| Professional Developments | Thamarra Saint Louis | Second Step, Conscious Discipline | Principal Dashboard | June 2019 |
| Monitoring Delivery of Curriculum | Peer Counselor Teacher | Second Step | RTI results | June 2019 |
| Training | Deborah CardosoMelannie Platt | Second Step, Conscious Discipline | Follow-ups | June 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** |
| We will review Basis and look at the school- wide issued referrals for behavior. | RTI team | Basis | There will be a decrease of behavioral referrals by 7% | June 2019 |
| Increase in FAIR quarterly scores | Language Arts teachers | FAIR test | Increase in student’s data | June 2019 |
| Increase in school attendance rate | School- based Social Worker | Attendance Report | Increase student’s attendance | June 2019 |