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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Pompano Beach High School | | | | **School Year: 2018-2019** | |
| **Principal:** Hudson Thomas | | | |  | |
| **Cadre Director:** Alan Strauss | | | | | |
| **School Mission:**  Pompano Beach High School provides a safe learning environment where students acquire skills to be competitive in the global community and develop into good citizens and lifelong learners. | | | | | |
| **School Vision:**  Academic excellence, global vision, unlimited future | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name:** Jill Samaroo **SEL Liaison** | | | | | |
| **Name:** Ann Wayland-Cook Reading Coach | | | | | |
| **Name:** Lori Carlson School Counselor | | | | | |
| **Name:** | | | | | |
| **Name:** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1.** PASL (Personalization for Academic Social Emotional Learning) through 9th grade Personalization classes  **2.** 9th Grade Mentoring Program  **3.** 9th Grade Workshops  **4.** Peer Counseling  **5.** HOPE Club  **6.** “Just say hello”, the Sandy Hook Promise | | | | | |
| **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:**  9th Grade: Mentoring Program and PASL Program  10th – 12th Grade: Open communication with school counseling department through personalization teachers. Staff development share best practices. | | **B. Recognize personal qualities and external supports.** | **Strategies:**  **Family Counselor support and referrals**  **Feedback through school counseling department** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**  9th: Naviance goal setting activity  10th and 11th meet with Literacy Coach to establish goals  12th: One on one planning with school counselors | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**  Student Government led discussions with Administration and student body through an Open Forum | | **B: Recognize individual and group similarities and differences.** | **Strategies:**  International Day  International Summit | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**  ParentLink, Remind101, Canvas notifications  Grade level assemblies  Administration available daily at specific times in locations visible to students | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**  Mentoring and PASL Program  School Counseling Department  Family Counselor referrals  Security Team | | **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:**  Leadership and department chair team discussions shared through department meetings and faculty meetings | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**  Mentoring and PASL program  After school availability of all teachers 3 days a week  NHS tutoring 2 days a week | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:**  International Summit with students from around the world. Students from our school host students in their homes. Student lead activities and presentations throughout the week. | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
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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** |
| PASL Meetings | Jill Samaroo | Student selected topics, PASL Canvas, BASIS PASL tab | Agenda, parent conferences, BASIS, family counseling referrals | | May 2018 |
| Department Chair Meetings | Lisa Spencer | Soft data, student data | QIT feedback | | May 2018 |
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| **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** |
| Clubs: HOPE Club, GSA, SGA, First Priority | Jennifer Pliske | Student input and district | Student surveys | | May 2018 |
| Data Chats/Conferences with Eligibility Review students | Lisa Spaulding | Pinnacle Grade, BASIS | Agenda, BASIS input (Tier 1) | | May 2018 |
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