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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: **Pompano Beach Elementary School** | | | | **School Year: 2018-2019** | |
| **Principal: Shezette Blue-Small** | | | |  | |
| **Cadre Director:  Jacquelyn Haywood** | | | | | |
| **School Mission: Pompano Beach Elementary School strives to inspire a love of learning by meeting each child’s specific academic, social and emotional needs while challenging all students to become productive citizens in our eve-changing global community.** | | | | | |
| **School Vision:** **All students at Pompano Beach Elementary are engaged and successful learners. They challenge themselves, take responsibility for their learning and believe in their ability to achieve the highest potential in their education, career, and personal choices.** | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Shezette Small-Blue Principal** | | | | | |
| **Name: Jamie Ferguson Assistant Principal** | | | | | |
| **Name: Colleen Roach School Counselor/SEL Liaison** | | | | | |
| **Name: Tiffany Monroe Interventionist/SEL Liaison** | | | | | |
| **Name: Stacey Brown Reading Coach** | | | | | |
| **Name: Jacklyn Williams Teacher Grade K-2** | | | | | |
| **Name: Michelle Jenkins Teacher Grade 3-5** | | | | | |
| **Name: Tonnie Hibbert Math Coach** | | | | | |
| **Name: Shamelle Foster Science Coach** | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Sanford Harmony**  **2. Cloud 9**  **3. Class Dojo (Growth Mindset)**  **4. LEAPS** | | | | | |
| **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:**   * Each classroom has a safe place **Tier 1** * Anger management small group; grades 3-5 **Tier 3** * Behavior reflection Sheet **Tier 3** * Class Dojo (growth mindset) **Tier 1** * Go Noodle **Tier 1** * Zones of regulation **Tier 3** | | **B. Recognize personal qualities and external supports.** | **Strategies:**   * Monthly spotlight a student “All About Me” **Tier 1** * Self-Esteem smallgroup **Tier 3** * Teacher, parent, student conferences **Tier 1** * Quarterly honor roll assemblies and star student awards **Tier 1** * Kiwanis kids **Tier 2** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**   * Weekly motivational quotes over the morning announcements **Tier 1** * Kids of Character **Tier 1** * Cloud 9 **Tier 1** * Classroom academic personal goal setting activities **Tier 1** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**   * Restorative circle morning meeting **Tier 1** * Sanford Harmony grade leveledkits **Tier 1** * Zones of regulation **Tier 3** * Debate Club **Tier 3** * Friendship group; grades 3-5 **Tier 3** | | **B: Recognize individual and group similarities and differences.** | **Strategies:**   * Monthly cultural celebrations (i.e. Hispanic Heritage Month, , Black History Month, Native American Month) **Tier 1** * Sanford Harmony grade leveled kits **Tier 1** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**   * Peer mediation program, grades 3-5 **Tier 2** * Listen to children program **Tier 3** * Safety patrol 5th grade **Tier 2** * School-wide monthly guidance lessons (conflict mediation, social skills, and mindfulness) **Tier 1** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**   * I’m Thumbody 2nd grade **Tier 2** * I message for conflict resolution **Tier 1** * Conflict Resolution small group **Tier 3** * Peer mediation program, grades 3-5 **Tier 2** * Safety patrol 5th grade **Tier 2** * Literature circle (K-2 & 3-5) aligned with SEL competencies **Tier 1** | | **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:**   * School-wide safety assembly assemblies **Tier 1** * Anti-Bullying student and staff training **Tier 1** * Pompano Pledge **Tier 1** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**   * Using daily agenda/planner-**Tier 1** * Literature Circle (K-2 & 3-5) aligned with SEL competencies **Tier 1** * Decision making scenarios and discussions; restorative circle morning meeting **Tier 1** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:**   * Food pantryand clothing bank **Tier 1** * Career day **Tier 1** * Parent nights: Science night Literacy night, FSA (Florida Standard Assessment) night, etc. **Tier 1** * Foster grandparent program **Tier 3** * H.E.A.R.T. (Homeless Education Assistance Resource Team)  **Tier 1** * PTSO **(**Parent/Teacher/Student organization) **Tier 1** * Kiwanis Club food backpack program **Tier 3** * Classroom Jobs **Tier 1** * Holiday Assistance Programs **Tier 3** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **All teachers and students at Pompano Elementary School strive to build social awareness and interpersonal skills to maintain positive relationships. All teachers and students make an effort to develop self-awareness and self-management skills to demonstrate positive behaviors creating a safe and nurturing learning environment.** | | | | | |
| **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** |
| Staff Meeting  (SEL Check- in) | Shezette Small-Blue | SEL Core Competencies | Sign-in Sheet | | Quarterly |
| SEL Brainshark | Tiffany Monroe | District provided Brainshark | Sign-in Sheet | | August 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** |
| Behavior  Needs Assessment | Administration and RTI Committee | BASIS / TERMS / DMS | Data/ RTI | | Quarterly |
| Academic Progress | Administration and Classroom Teachers | BAS and I-Ready | Data Chats / RTI | | Quarterly |
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