|  |
| --- |
| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: Pembroke Pines Elementary School | **School Year:2018-19** |
| **Principal: Natasha Bell** |  |
| **Cadre Director: Sandra Shipman** |
| **School Mission: The mission of Pembroke Pines Elementary school is to serve the students, staff and community by providing a quality education; instilling the love of learning and preparing students for the future** |
| **School Vision:** **Give students the opportunities to develop and demonstrate Social and Emotional Competencies and identify/explore their emotions, have a sense of belonging, show empathy, as well as, provide them with Rich Learning Experiences. We also wish to create an environment in which students will have interaction with more diverse groups of students, apply different learning styles, engage in leadership roles and show teamwork, connect well with adults and peers and learn about the community and how they can become more involved,**  |
| **SEL Leadership Team School Role** |
| **Name: Mariette Donate SEL Liaison** |
| **Name: Natasha Bell Principal** |
| **Name: Lisa Rodriguez Assistant Principal** |
| **Name: Ximena Uribasterra ESE specialist** |
| **Name:**  |
|  |
| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Kindness Is Contagious****2. Harmony****3. Peacebe****4. Sandy Hook Promise Program** |
| **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: Be The One Program.**  |
| **B. Recognize personal qualities and external supports.** | **Strategies: Start With Hello Program.** |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Kindness Is Contagious. Peacebe. Bullies are A Pain In The Brain.**  |
| **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.***  |
|  |
| **A: Recognize the feelings and perspectives of others.** |  **Strategies: SEL & Character Trait Videos. Individual, Group, mentorship and Guidance Assembly Programs.** |
| **B: Recognize individual and group similarities and differences.** | **Strategies: New Student Orientation Programs.** * **Multicultural Day/Week**
* **Pirate Pals**
* **Welcoming Schools**
 |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies: Sandy Hook Promise Program.**  |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: I’m Thumbody. Conflict Mediation Program. Conflict/Decision Making Program.**  |
| **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: Welcoming Schools Program. Lively Lessons For Classroom Guidance** |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Social Skills Group. Student Success Skills Program.** |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies: Safe Haven/Peer Counseling Program. Mentoring Matters Program. Latinos In Action.** |

 |
| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **We have numerous, ongoing SEL programs and practices at the school. Every student starts their day with an array of kindness and welcoming messages. They are given opportunities to practice these messages along with the Peer Counselors and Morning Media crew, and extend these practices into their daily routine. Through our SEL school-wide initiatives, students learn to understand and handle their feelings and better focus on their academic achievement and individual performance in the classroom and all settings. We strongly believe that improved social skills correlates with students’ increased time-on task and with higher achievement scores and grades. Learning character skills will help students to exhibit pro-social behavior and character skills that will serve them well in school, the community and throughout their lives. We also want to keep our students physically and emotionally healthy.** |
| **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** |
| SEL Training | School Counselor | SEL Videos from District Preventi0n Program | Staff Emails & Sign In Sheets | Planning Week/September |
| Sandy Hook Promise | School Counselor | Sandy Hook Promise/Start With Hello Program | Start With Hello Action Plan/Emails | October |
| CHAMPS Training | Assistant Principal/School Counselor | CHAMPS training Program | Team Leader Meeting Agenda | September |
| **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** |
| Review of Behavior referrals  | Assistant Principal | Bus referrals/Emails/Discipline  | Discipline Matrix & The Student Code Of Conduct |  |
| School-wide Behavioral Program | Assistant Principal & School Counselor | DMS/Bullying Management System/Emails/Team Leader Meetings & PLC Meetings. | Detail screen for referrals. Team Leader & Faculty Meeting Agenda | August/October/January/April  |
| Civic and Political Participation Standard: Community Building Benchmarks- Explain the purpose and necessity of rules & laws at home, school and community. | Classroom Teachers | Students will describe fair ways for groups to make decisions. They will work in small groups and centers and Teachers will use informal observations and rubrics to measure | Teacher activity sheets , plans & informal observations. |  |