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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Sunrise Middle School | | | | **School Year:** 2018-2019 | |
| **Principal:** Michael W. Walker | | | |  | |
| **Cadre Director:** Dr. Jermaine Fleming | | | | | |
| **School Mission:**  To impart a rigorous course of academic study for culturally and socioeconomically diverse students in grades 6-8. With an emphasis on independent learning, to nurture a physically and emotionally safe environment where students acquire critical-thinking skills to excel in academics and their lives at large. – PRIDE - **Positivity, Respect, I will be on Time, Dressed to impress, care for my Environment** | | | | | |
| **School Vision:** To maintain a student-centered learning hub that acknowledges the whole child, by involving educators, families and the community. To challenge each child to acquire advanced levels of academic and interpersonal competence, while developing a strong self-image, to create a racially and culturally diverse community of lifelong learners who become productive, self-sufficient and transformative architects of tomorrow’s world. ­­­ | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Denise Calder SEL Liaison** | | | | | |
| **Name: Vonda Palmer-Carter Assistant Principal** | | | | | |
| **Name: Joy Green 6/7th Grade Teacher** | | | | | |
| **Name: Stephanie Schwartz ESE Support** | | | | | |
| **Name: Sarah Blakley 8th Grade/Gifted Teacher** | | | | | |
|  | | | | | |
| **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. Peer Counseling**  **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?** | | | | | |
| |  |  | | --- | --- | | **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: Explicit instruction focused on the Brain-State model and self-regulation techniques.** | | **B. Recognize personal qualities and external supports.** | **Strategies: Strengths Finder, Personality inventories and My Village activity** | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Survival scenario lessons/activities; Goal Setting exercises; community liaison support** | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies: Daily community meetings and reflection journals.** | | **B: Recognize individual and group similarities and differences.** | **Strategies: Self-expression activities ; Common Connections exercises ; diversity programs/clubs** | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**  **Daily welcome (Say HELLO); Collaborative group activities and projects; after-school clubs and sports** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: “If – Then” activities; Planning for the Best – Preparing for the Worst exercises; Peer mediation** | | **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: Peer Counseling education lessons; substance abuse awareness; Crime Watch; See something/Say Something** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Scenario simulation exercises, project-based lessons aligned with PRIDE theme (Positivity, Respect, I will be on Time, Dressed to impress, care for my Environment)** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: Volunteerism/community service drives; recycling; peer counseling; Engaged Citizenship Through Service learning; Community gardening; Student Government** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| * Classroom lessons go beyond academics; they also encompass the moral and civic development of our students. * Our school leaders understand and have leadership skills to nurture social and emotional learning in our school. * We promote healthy relationships among all school community members, help adults be role models for students, and let students and faculty be partners in the school. | | | | | |
| **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 Panorama Survey | Denise Calder | Panorama Education | Student Response100% | | 10/26/2018 |
| SECOND STEP STAFF TRAINING | Denise Calder | Second Step Principal Toolkit | Teacher Progress 75% + | | 05/31/2019 |
| Conscious Discipline  Staff Training | Joy Green/Glinda Townsley | Conscious Discipline Text | Teacher use is 75% | | 05/31/2019 |
| **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** |
| Reduction in referrals and In school suspensions | Vonda Palmer-Carter | BASIS – Behavior Dashboard | 25 % reduction in | | 05/31/2019 |
| Increase in learning gains all tested areas | Tarshe Freeman | FLDOE -EOC & FSA reports | 5-7% gain in proficiency | | 06/30/2019 |
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