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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** |
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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. 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?**   |
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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: 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.***  |
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| **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.***  |
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| **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** |

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| **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.
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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** |
| 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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