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| **Leadership** |
| **Complete the school based information below.** |
| ***Develop a school infrastructure that will support SEL.*** |
| **School**: New River Middle School | **School Year: 2018-2019** |
| **Principal: Melinda Wessinger** |  |
| **Cadre Director: Dr. Jermaine Fleming** |
| **School Mission:** The mission of New River Middle School of Marine Science is to prepare all students to be successful academically and socially by demonstrating, promoting, and providing a rigorous academic program, as well as instilling positive character traits. |
| **School Vision:** “Educating Today’s Students for Tomorrow’s World” |
| **SEL Leadership Team School Role** |
| **Name: Mateo Garcia SEL Liaison** |
| **Name: Cheryl Reep Assistant Principal** |
| **Name: Ivonne Hidalgo School Counseling Director** |
| **Name: Karen Jackson-Parsons SEL Teacher** |
| **Name: Cynthia Rosenthal SEL Teacher** |
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| **School Wide SEL Implementation** |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** |
| **1. Suite 360****2. Second Step****3. Conscious Discipline**  |
| **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?**   |
| Our school’s focus is to infuse social and emotional learning into all grade levels and subject areas, so all students are positively impacted. We have started to use conscious discipline to help students recognize why they behave in certain ways in an effort to reduce the number of disciplinary infractions. In addition, students are assigned monthly modules in Suite 360 to complete in their first period classes. These modules help students learn how to self-regulate, process emotions, and handle difficult situations.

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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: Teachers are making students aware of the different brain states, providing professional development for teachers to identify brain states and response techniques.** |
| **B. Recognize personal qualities and external supports.** | **Strategies: Providing tutoring before and after school through our morning car program. We also have a school-wide mentoring program that includes teachers and staff members around campus. (community resources)** |
| **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies: Naviance is implemented schoolwide. Students create SMART goals and teachers have data chats with the students in each subject area.** |
| **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: Peer Buddies, “It starts with Hello” campaign (schoolwide unique fist bump each day), schoolwide Brain Smart Starts that promote student interactions.** |
| **B: Recognize individual and group similarities and differences.** | **Strategies: celebrating Hispanic Heritage month, Black History Month, multicultural celebration. Shark of the Month celebrates personal achievements (behavioral and social).** |
| **C: Use communication and social skills to interact effectively with others.** | **Strategies: Project and problem-based learning activities through all subject areas, schoolwide Brain Smart Starts that promote student interactions** |
| **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies: Sharks (Suite)360 modules are assigned to all students, conflict mediations with school counselors, assistant principals, and teacher or staff mentors.** |
| **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: Sharks (Suite)360 modules are assigned to all students, students are taught safety procedures for code red, black, and fire drills. The suicide prevention hotline is printed on the backs of all student identification badges.** |
| **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: STAR breathing strategy is taught to all students, Sharks 360 modules on decision-making assigned to all students.** |
| **C. Contribute to the well-being of one’s school and community.** | **Strategies: Thanksgiving food drive, homeless clothing drive, Beach clean ups, shark tagging expeditions, angel tree (supporting needy children in the community)** |

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| **How does your school-wide policy and practices support the social emotional learning of students?** |
| **Our school-wide policy and practices support the social and emotional learning of students because students are being given information and strategies that will help them to deal with their emotions in middle school as well as difficult situations they may encounter. By focusing on the “whole child,” teachers are able to diffuse conflicts more easily using conscious discipline strategies. Students are being taught to reflect more on their actions and really think about how they could have made different choices. In addition, teachers are putting more effort into building personal relationships with the students and creating an environment of warmth and caring. This leads to students feeling safer in the classroom which is conducive to learning.** |
| **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** |
| Teachers and staff will be engaging in a year long book study on Conscious Discipline. | Mateo Garcia | Canvas/ books for each teacher | Canvas discussion board. | June 2019 |
| Teachers and staff will participate in several SEL professional development sessions throughout the year. | Melinda Wessinger | Fran Rubio-Katz will be leading the training sessions. | Classroom observation data | June 2019 |
| Sharks (Suite) 360 Training for teachers and staff | Melinda Wessinger | Luciano Gomez (trainer) | Sharks 360 user reports | June 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** |
| The number of school-wide disciplinary infractions will decrease by 5%. | Melinda WessingerCheryl ReepRobert RiveraLezondra Harris | BASIS  | Discipline Data- year to year comparison | June 2019 |
| ELA and Math proficiency will increase by 5% in the lowest quartile. | Melinda WessingerCheryl ReepRobert RiveraLezondra Harris | Florida Standards Assessment | FSA Data  | June 2019 |
| Schoolwide attendance will increase by 5%. | Cheryl Reep | BASIS | Attendance data | June 2019 |