



Broward County Public Schools  
 School Wide Social and Emotional Learning  
 2018-19 Action Plan



**Leadership**

**Complete the school based information below.**

***Develop a school infrastructure that will support SEL.***

<b>School:</b> James S. Rickards Middle School	<b>School Year:</b> 2018-2019
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<b>Principal:</b> Dr. Washington B. Collado	
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**Cadre Director:** Dr. Jermaine Flemming

**School Mission:**  
 The mission of James S. Rickards Middle School is to individualize our educational process in order to expose learners to literacy, technology, self - awareness, and problem solving skills as we embrace the whole child. We provide a rigorous, academic program where effective educators lead students to take responsibility for learning. We are committed to sustaining a school in which individuals representing diverse cultures and experiences share with one another, thus giving meaning and value to our school community and the joy and importance of lifelong learning. Additionally, Rickards Middle School strives to be the benchmark of academic excellence in college preparatory education through superior teaching of a rigorous curriculum. Further, we provide more than just educational experiences - we are preparing young people to be well-adjusted adults.

**School Vision:**  
 The vision of James S. Rickards Middle School is to provide a proactive and comprehensive approach to address students' academic, personal/social, and career development. Our goal is to help children develop skills to prepare all students to be life long learners.



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SEL Leadership Team	School Role
Name: Mr. Brian Bascome	SEL Liaison
Name: Mr. Jason Wongsam	Teacher
Name: Mrs. Claire Sheffield	Assistant Principal
Name: Dr. Washington B. Collado	Principal
Name:	
<b>School Wide SEL Implementation</b>	
<b>Review of Current SEL Program: What SEL program(s) currently exist in your school?</b>	
<ol style="list-style-type: none"> <li>1. SEL Safe Spaces in classrooms</li> <li>2. LEAP Lessons</li> <li>3. SOAR (Student Outreach at Rickards) Mentor Program</li> <li>4. Positive Behavior Initiative Support (PBIS) Per Month: Caught you Being Good</li> </ol>	
<b>Broward SEL Standards Instructional Implementation</b>	
<i>Identify the strategies that your school will use to align with Broward County Schools Social and Emotional Learning Goals.</i>	
<b>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?</b>	



**Goal 1: Develop self-awareness and self-management skills to achieve school and life success.**

<p><b>A. Identify and manage one’s emotions and behavior.</b></p>	<p><b>Strategies:</b> Identify physical reactions to stress (tension in body, heart rate, sweat, etc.). Implementing through Diversified Arts teachers who are working within in their PLC to create specific PBLs. Teachers are engaging students in their classes and students are taught coping and self-management skills.</p>
<p><b>B. Recognize personal qualities and external supports.</b></p>	<p><b>Strategies:</b> Create opportunities for extra curricular activities and for family members to support (Homework Help program, after-school clubs, Parent nights).</p>
<p><b>C. Demonstrate skills related to achieving personal and academic goals.</b></p>	<p><b>Strategies:</b> Rockets Goal Creator – identify people or skills that can help achieve goals.</p>

**Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.**

<p><b>A: Recognize the feelings and perspectives of others.</b></p>	<p><b>Strategies:</b> During discipline assemblies teachers and students engaged in skits representing various perspectives of others. In addition skills are being reinforced through the morning announcements.</p>
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<p><b>B: Recognize individual and group similarities and differences.</b></p>	<p><b>Strategies: Culture is celebrated regularly through talent shows and parent nights that are related to heritage.</b></p>
<p><b>C: Use communication and social skills to interact effectively with others.</b></p>	<p><b>Strategies: Role –Plays during quarterly assemblies to illustrate how to report bullying or to rephrase conflict into constructive feedback. Bi-weekly on the morning announcements social skills are communicated to students.</b></p>
<p><b>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b></p>	<p><b>Strategies: A classroom procedure is implemented to utilize the designated safe space to resolve conflict.</b></p>
<p><b>Goal 3: <i>Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</i></b></p>	
<p><b>A: Consider ethical, safety, and societal factors in making decisions.</b></p>	<p><b>Strategies: The reasons for school and societal rules are analyzed in writing classes.</b></p>
<p><b>B: Apply decision- making skills to deal responsibly with daily academic and social situations.</b></p>	<p><b>Strategies: Grade level guidance counselors are meeting with all students within each grade level to complete their Rocket Goal Creator. This focused on academic and personal choices.</b></p>
<p><b>C. Contribute to the well-being of one’s school and</b></p>	<p><b>Strategies: Students create service projects within the school</b></p>



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community.	(Latinos in Action – tutoring, Global Scholars, NJHS)
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**How does your school-wide policy and practices support the social emotional learning of students?**

Schoolwide expectations in the hallway and classroom setting enforce proper manners from students and to be able to identify and cope with ones emotions effectively.

**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
SOAR Mentor Roll out	Mr. Brian Bascome Mr. Jason Wongsam	LEAP Lessons, Rockets Goal Creator	SOAR Mentor permission slips	November 01, 2018
SEL Monthly Standards and Safe Spaces posted in classrooms	Classroom teachers	SEL Standards	Classroom visits	November 01, 2018

**Quarterly Review of Behavior and Academic Data: How will school leadership measure the impact of SEL. What are the indicators of success?**



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Decrease in Behavioral Referrals (Percentage)	Mrs. Claire Sheffield	DMS database	Quarterly Comparison Q1>Q2 = Q2> Q3 = Q3>Q4 =	End of school year
Overall increase in Student Attendance	Mr. Brain Bascome	Attendance Report	Quarterly Comparison Q1>Q2 = Q2> Q3 = Q3>Q4 =	End of school year
Decrease in number of students with Fs in core classes	All Administrators and Guidance Counselors	D and F Report	Quarterly Comparison Q1>Q2 = Q2> Q3 = Q3>Q4 =	End of school year