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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: Ramblewood Middle School | | | | **School Year:2018-2019** | |
| **Principal:** Cory Smith | | | |  | |
| **Cadre Director:** Christine Semisch | | | | | |
| **School Mission:** The mission at Ramblewood Middle School is to ignite student passion for lifelong learning through advanced technology, rigorous classroom instruction and community outreach, creating civic-minded citizens with global perspectives | | | | | |
| **School Vision:**  The school's vision is to empower students to meet today's challenges in order to build a better future. As a S.T.E.A.M. Innovative School, Ramblewood Middle endeavors to ensure that all students are delivered a rigorous curriculum that will prepare them for the 21st Century challenges and opportunities. Our CAPE Academy is designed to prepare students for engineering careers through rigorous curriculum integrated with math and science process skills and project based learning. This program holds high standards emphasizing integrity, communication, academic excellence, real world connections and a passion for life-long learning. Ramblewood Middle guides students to think critically, creatively, and to care about the community around them. We cultivate a school climate that embraces and nurtures diversity and multiculturalism. At Ramblewood Middle School, we actively recruit expert educators who have high expectations and share a belief that all students can learn. We partner with professional organizations and leaders to raise student awareness of higher education, career paths and provide students with authentic opportunities to interact with and learn from engineering professionals. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Christina Nista SEL Liaison / Guidance Director** | | | | | |
| **Name Liza Thompson SEL Liaison / ESE Support Facilitator** | | | | | |
| **Name: Stephanie Lipnack Guidance Counselor** | | | | | |
| **Name: Lauren Anderson Guidance Counselor** | | | | | |
| **Name: Lynne Bonny Assistant Principal** | | | | | |
|  | | | | | |
| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Sandy Hook Promise/Start with Hello**  **2. Peer Counseling**  **3. MTL (Mentoring Tomorrows Leaders)**  **4. Naviance (College and Career Readiness)**  **5. Kids of Character (monthly character traits)**  **6. Random Acts of Kindness 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:**  Counselors will help apply strategies to manage anger and stress and increase student achievement. | | **B. Recognize personal qualities and external supports.** | **Strategies:**  SEL programs will establish positive peer, family and school relationships that support student’s emotional growth. | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**  Students will utilize Naviance to write and monitor personal, academic and career goals. | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**  SEL programs will analyze how one’s behavior and perspectives may affect others. | | **B: Recognize individual and group similarities and differences.** | **Strategies:**  SEL programs will help students explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**  SEL programs will demonstrate how to work effectively with those who are different from oneself. | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**  SEL programs will help students recognize and label emotions and how they are linked to behavior along with helping students manage academic and social stress. | | **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:**  SEL programs will identify strategies for resisting pressures to engage in unsafe or unethical activities. | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:**  SEL programs will discuss how honesty, respect, fairness, and compassion enable students to take the needs of others into account when making decisions**.** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:**  SEL programs will help students identify and perform in roles and activities that contribute to the local community and help improve the school climate**.** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **SEL practices support the social emotional learning of students by helping students maintain positive relationships with others which are central to success in life and school. By utilizing the ability to recognize the thoughts, feelings, and perspectives of others, students will establish positive peer, family, and school relationships. SEL programs will also help students communicate respectfully and resolve conflicts with others by demonstrating positive decision-making skills and responsible behavior in personal, school, and community contexts.** | | | | | |
| **SEL Professional Development: *How will school leadership educate administrators, faculty, and staff on the continuous implementation of SEL?*** | | | | | |
| **The SEL programs are being shared through the school’s PLC meetings once a month.** | | | | | |
| **Action** | **Responsible Person** | **Resources** | **Evidence of Completion** | | **Completion Date** |
| Sandy Hook Promise/Start with Hello | Stephanie Lipnack | Sandy Hook Promise Materials and PowerPoints | Sign in sheets | | November 2018 |
| MTL (Mentoring Tomorrows Leaders) | Lynne Bonny | MTL Mentoring resources and meetings | Monthly meeting sign in sheets | | June 2019 |
| Peer Counseling Mentoring/Presentations/Naviance | Christina Nista | Naviance Curriculum/Conflict Mediation Skills/Peer Counseling Curriculum | Lesson Plans, Naviance sign in and Naviance reports/Pinnacle Reports/Sign in Sheets | | June 2019 |
| Kids of Character | Stephanie Lipnack | Monthly character traits acknowledged | Monthly celebrations | | 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** |
| Bullying Referrals | Christina Nista | BMS | Monitored through monthly RTI | | June 2019 |
| Suspension rates | Lynne Bonny | DMS | Monitored through monthly RTI | | June 2019 |
| Referrals | Lynne Bonny | BASIS | Monitored through monthly RTI | | June 2019 |
| Attendance Rates | Lynne Bonny | BASIS | Monitored through monthly RTI | | June 2019 |