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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: New Renaissance Middle School | | | | **School Year: 2018-2019** | |
| **Principal:** Janet Morales | | | |  | |
| **Cadre Director:** Dr. Jermaine Flemming | | | | | |
| **School Mission:** New Renaissance Middle School is committed to providing students a rigorous curriculum that aims to develop inquiring, knowledgeable, and caring students that see the world through a more global and intercultural perspective that supports understanding and respect. | | | | | |
| **School Vision:** Students will attain college and career readiness through mastery of grade level and content area Florida Standards. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name:** Kienna Knowles **Administrator** | | | | | |
| **Name**: M. Mélanie Eugene **SEL Liaison** | | | | | |
| **Name:** Darielle Gadsby **Teacher** | | | | | |
| **Name:** Solmarie Ortiz **Teacher** | | | | | |
| **Name:** Nashla Cher- Frere **ESE support Facilitator** | | | | | |
| **Name:** Sophia Brown **Teacher** | | | | | |
| **Name:** AshleighJackson **Teacher** | | | | | |
| **Name:** Annette Altobeli **SLP** | | | | | |
| **Name:** Yoray Torres **ELL coordinator** | | | | | |
| **Name:** Ericka Collins **Teacher** | | | | | |
| **Name:** Joan Lenard **Teacher** | | | | | |
| **Name:** Tameiko Adams **Teacher** | | | | | |
| **Name:** Alan Sakowitz **SLP** | | | | | |
| **Name:** Adreanna Williams **Teacher** | | | | | |
| **Name:** Catherine Burke **Teacher** | | | | | |
| **Name:** Gabrielle Bishop **Teacher** | | | | | |
| **Name:** Kerri Kerr **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. PBIS/Hero**  **4. Leaps** | | | | | |
| **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:** Teach the brain states. Teach breathing techniques to self-regulate. Teacher will use daily routines that incorporate breathing techniques. | | **B. Recognize personal qualities and external supports.** | **Strategies:** Use Hero to track character traits exhibited. Memorial Youth Force Program and Jason Taylor Tutoring. | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:** Set S.M.A.R.T. goals and follow up on progress monthly. Utilize Second Step. Data Chats with students quarterly. | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:** Allow students to express gratitude daily at the beginning of class. Display wish wells throughout the school and change boards quarterly. | | **B: Recognize individual and group similarities and differences.** | **Strategies:** Second Step and teach community awareness. Participate in the Social Studies Fair and participate in heritage months through our equity liaison. | | **C: Use communication and social skills to interact effectively with others.** | **Strategies**: Second Step program and mindfulness activities on a weekly basis broadcasted on the morning announcements. | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:** Weekly peer mentoring through the peer counseling program. Students can set up times to address conflict in their environment. | | **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:** All students and staff wear school issued IDs and implement safety procedures when needed. Videos of safety procedures are played on the morning announcements. | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies:** Utilize agenda for recording classwork and homework in order to stay on track academically. Students have been taught the proper process to contact counselors and/or administrators when dealing with social situations. | | **C. Contribute to the well-being of one’s school and community.** | **Strategies:** Utilize wish wells on campus to display compassion for others. | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| Our school-wide slogan is to do your best, do what’s right, and treat others the way you want to be treated. This supports social emotional learning and teaching on all levels. | | | | | |
| **SEL Professional Development: *How will school leadership educate administrators, faculty, and staff on the continuous implementation of SEL?*** Professional developments are in place for faculty and staff. SEL team members will continue to attend the various professional developments offered as ambassadors and return to the school to teach the remaining of the staff the strategies that can be implemented in order to implement SEL. | | | | | |
| **Action** | **Responsible Person** | **Resources** | **Evidence of Completion** | | **Completion Date** |
| Professional Development | Administration, SEL liaison | Trained leaders, speakers | Sign-in sheets | | June 4, 2019 |
| Faculty Meetings | Administration, SEL liaison | Monthly/quarterly focus for SEL | Sign-in sheets | | June 4, 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** |
| Student tracking for attendance. Increase student attendance by 5%. | Community Liaison and guidance team, RTI team | File Maker Pro Student interaction opener, Basis | Entries on database | | June 4, 2019 |
| Student tracking for academic performance.  Learning gains on state exam by 10 points. | SEL liaison, curriculum coaches, RTI team | File Maker Pro Student interaction opener, Basis | Entries on database | | June 4, 2019 |
| Student tracking for behavior. Reduce discipline referrals and Saturday detentions by 5%. | Community and SEL liaisons, RTI team | File Maker Pro Student interaction opener, Basis | Entries on database | | June 4, 2019 |