

Re-Imagining Middle Grades, 2019-2020

Rickards Middle

RMG Implementation Model: SEL Focus



What exactly does Re-Imagining Middle Grades (RMG) mean?

Broward County Public Schools is committed to changing the middle school experience for its students and implementing incremental steps that will ultimately lead to a systemic change in our District. As a result, we have begun to “re-imagine” our middle schools, beginning in the 2018-2019 school year. We will strive to include all students in project-based experiences via an interdisciplinary approach. Social-emotional learning will support students in a warm environment where their unique educational needs are met. This will lead to enhanced student engagement and motivation and facilitate connections across content domain. The plan also calls for increased electives and extracurricular activities at the middle school level. The goal of our “reimagining work” is for students to be engaged and to have the social emotional competencies, problem-solving skills, and academic achievement to help them successfully transition from middle school to high school and beyond.

What is our school’s focus for Re-Imagining Middle Grades?

SEL: Our focus this year is to have students and staff engage in the social and emotional competencies daily. This is in addition to ongoing themes that we will build up throughout the year. Students have begun to understand the three states of the brain as taught by Conscious Discipline (Executive, Survival and Emotional). Many teachers have also embraced this concept when working with students in their classroom, hallway, etc.

As we infuse new instructional models in classrooms, how do we support our teacher’s growth through professional learning?

- Every third Friday of the Month, the SEL PLC meets to discuss, plan, reflect and implement schoolwide initiatives for both students and staff.
- Two teachers are attending the SEL in Action conference in New Mexico in October.
- Teachers mentor each in other in the SEL Competencies.

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What additional elements have we implemented to support Re-Imagining Middle Grades?

- We have weekly MTSS/RTI meetings where we discuss targeted students support in the area of academics, behavioral, and attendance progress. Following the weekly meetings, a strategic intervention is planned for the purpose of providing precise and individualized support for each student.
- Daily Safekeeper Ritual on Morning announcements. Administrator/Guidance/Faculty: "It is my job to keep you safe" Students repeat "It is our job to help keep it safe".
- Daily positive affirmations conclude the morning announcements.
- Enhancing clubs based on current student interest and using clubs as a vehicle for promoting SEL to increase student ownership.
- Quarterly "Rickards Rallies" to promote SEL and highlight the positive things going on within the school (sports, clubs, trivia with teachers, performances by athletic teams). This will take place on each Early release day. The goal is to build camaraderie, and school spirit, promote togetherness and pride for students and staff members.
- We have a focus on employee well-being. Teachers recently created an Oasis Room. This room also has a tea station provided by EAP and the purpose is for teachers to have a "hiatus" place to go throughout the day to relax, recharge, and maintain their composure.
- A school chant was created. First period teachers engaged students in creating a new school chant and students voted for their favorite one.
- Utilization of a Naviance survey includes a series of questions for students to respond regarding the SEL Competencies and what they mean to them. The purpose of this is to gather data from students understanding their perspective of SEL competencies. This will help guidance work with students and tailor the one on one interactions with students.
- Student Outreach at Rickards (SOAR) Mentor Program: Select students will meet with their mentee weekly and can participate in monthly events.

At Rickards Middle, we are the Cambridge & Renewable Energy Academy!