

# SEL-Focused Enrichment Programming for Expanded Learning Time Schools: Jere Baxter Pilot

## Invitation To Participate™ Alignment Nashville Behavioral Health Team



**Committee Vision:** All children in Nashville are mentally healthy.

## BACKGROUND

Jere Baxter Middle School, as part of the MNPS Innovation Zone and with the assistance of the National Center On Time & Learning, plans to expand its school day starting in the 2014-15 academic year. Jere Baxter intends to engage business and community partners to provide enrichment classes for students and professional development for teachers with this extra learning time.

## WHAT DO WE WANT TO DO?

Jere Baxter approached the Alignment Nashville Behavioral Health Committee in 2014 to assist in engaging partners and to keep a focus on Social Emotional Learning in seeking programming for the extended school day. The Behavioral Health Committee saw an opportunity to help both Jere Baxter and other MNPS schools that will implement Expanded Learning Time in the future by creating a scalable pilot for this initiative at Jere Baxter. The pilot will include:

- An *Adult Learners* (teachers/administrators) partner-engagement plan that engages partners in Nashville to provide SEL education and SEL-focused professional development to equip school staff with the tools to accurately model SEL-informed behaviors to students.
- A *Student Enrichment* partner-engagement plan that secures partners to provide academic, SEL-focused, physical fitness-focused and other enrichment programming for students.

Student enrichment programming will happen during specific morning and afternoon periods that total 70 extra minutes of school time each day, and professional development for teachers and staff will make use of Early Release Days which occur twice a month.

## SERVICES NEEDED FROM THE COMMUNITY

Jere Baxter has identified four options for partners wishing to participate in this initiative for the 2014-15 academic year. (Partners may choose more than one if desired.) JBMS is open to semester-long partnerships as well as yearlong partnerships, and certainly welcomes multi-year partnerships if available.

- Provide an enrichment class 1-5 days per week from 8:20am to 10am for 5th, 6th, 7th or 8th graders
- Provide an enrichment class 1-5 days per week from 2:26pm to 4:10pm for 5th, 6th, 7th or 8th graders
- Provide an enrichment class for 5th, 6th, 7th or 8th graders one or two days per month during Early Release Days from 12pm to 3pm
- Provide a professional development class or SEL training for teachers and administrators one or two days per month during Early Release Days from 12pm to 3pm

Possible student enrichment classes can include but are not limited to:

- Literacy/reading
- Social Emotional Learning
- Mindfulness
- Meditation/yoga
- Dance, theater or other performing arts
- Visual arts
- Sports/physical activity
- Sewing/knitting/crocheting
- Ecological awareness
- Service learning projects
- **Book club**
- **Cooking class**
- **Gardening/Urban Farming**
- **Engineering**
- **Construction**
- **Architecture**
- **Cosmetology**
- **Robotics**
- **STEM**
- **Writing Lab**

Teacher/staff enrichment and professional development training themes can include but are not limited to:

- Modeling Social Emotional Learning ([CASEL core competencies](#): self awareness, social awareness, responsible decision-making, self management, relationship skills)
- Olweus (bullying prevention) training
- Positive Behavioral Intervention and Supports (PBIS) training
- Responsive Classroom training
- Classroom Organization and Management Program (COMP) training
- Setting shared norms
- Cultural sensitivity and conflict

- Creating positive school climate

**Deadline to Respond to ITP:** July 25, 2014

**Services To Be Delivered:** 2014-2015 academic year (first day of instruction August 6, 2014)

## PROJECTED OUTCOMES

Our projected outcomes for this ITP are as follows:

### *SHORT-TERM OUTCOMES*

Increase partner engagement at JBMS

Increase knowledge and comprehension of SEL core competencies among teachers and administrators

### *MID-TERM OUTCOMES*

Increase in teacher/administrator feelings of belonging and connectedness

Increase in positive student-teacher relationships

Increased reading levels

Improve college aspiration

### *LONG-TERM OUTCOMES*

Increase graduation rate

Improve children's health and well-being with an emphasis on SEL

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