

INTRODUCTION

- Purpose: To examine the influence of a Social Emotional Learning (SEL) framework in a Hispanic Majority Middle School.
- Study Site: Selma Middle School (NC) Located in the Johnston County Public School System (JCPS).
- Total population of the intermediate pupils in this school is 573.
- 56.1% Hispanic population.
- 86% of the total student body qualified for the free and reduced lunch program.

NAMING & FRAMING OF POP

- Nationally, disparities in education exist in schools across the United States [1].
- SEL "The process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors [2] can be used to address the previously stated disparities in education.
- A study conducted by [3] highlights that social and emotional skills have previously been largely ignored by educational public policy makers and educational leaders in the public and private school systems across our country.
- "Schools attended by underrepresented minorities tend to offer limited resources and systems of support in relation to those attended to white students [4].

CONCEPTUAL FRAMEWORK

This study focuses on a framework created by the Collaborative for Academic, Social Emotional Learning (CASEL) [5]. CASEL suggest the notion that Social and emotional learning (SEL) heightens learner's ability to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges.



Figure 1. Image of Collaborative for Academic, Social Emotional Learning SEL Competencies

Competency	Selma Middle School
Self-Awareness	• Grade Level Coaches & PD for Teachers
Self-Management	• School & District Based SEL Team
Responsible Decision Making	• Student Development Liaison
Relationship Skills	• SEL Based Mentoring
Social Awareness	• Club Schedule / Participation • Grade level coaches & PD for Teachers

Figure 2. Image of Selma Middle School's response to students SEL needs through the CASEL SEL Competencies Framework

Figure 1. Shows the Collaborative for Academic, Social Emotional Learning (CASEL) Competencies. Figure 2. Shows the nature in which each competency was addressed by the leadership and administrative team at Selma Middle School (NC).

RESULTS

Grade	Students Receiving ISS		Students Receiving OSS		Detentions/Time Out/Conferences		Total Incidents	
	2017-2018	2018-2019	2017-2018	2018-2019	2017-2018	2018-2019	2017-2018	2018-2019
5 th	51	37	45	26	37	15	133	78
6 th	24	40	34	40	16	17	74	97
7 th	11	33	26	27	9	28	36	88
8 th	27	7	48	26	12	7	87	40
Total	113	117	153	119	74	67	340	303

SIGNIFICANCE / IMPACTS ON LEADERSHIP

- Contributes to the promotion of educational equity to bridge the achievement gap between Hispanic students in relation to their white counterparts in regards to academic achievement.
- Will provide evidence of the effectiveness of implementing a social emotional learning framework in a predominantly Hispanic majority school.
- Guide of Educational Leaders of Hispanic majority schools who seek to implement an SEL framework within their buildings to provide equitable access and ensure that all students have the knowledge and skills to succeed as contributing members of a rapidly changing, global society, regardless of race, ethnic background, English proficiency, immigration status, socioeconomic status, or disability.

REFERENCES

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