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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: TEQUESTA TRACE MIDDLE SCHOOL | | | | **School Year: 2018-2019** | |
| **Principal: PAUL MICENSKY** | | | |  | |
| **Cadre Director: DR. JERMAINE FLEMMING** | | | | | |
| **School Mission:**  **Creating global learners through experiences in the classroom and out.** | | | | | |
| **School Vision:**  To a create an atmosphere in which students can connect with their teachers, peers and themselves. | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Ed Gomez SEL Liaison/AP** | | | | | |
| **Name: Kathy Dillmeier SEL Liaison/Media Specialist** | | | | | |
| **Name: Phil Jones Guidance Director** | | | | | |
| **Name: Cynthia Veronick Guidance Counselor** | | | | | |
| **Name: Angela Calle Guidance Counselor** | | | | | |
| **Name: Julie Sikorski Teacher – Peer Counseling** | | | | | |
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| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. Ambassador School – Testing the waters.**  **2. Start with Hello from Sandy Hook Foundation**  **3. Small group PLC intensive trainings**  **4. Monitoring through visits by SEL Liaison** | | | | | |
| **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:  1. As an ambassador re-imaging middle school, TTMS faculty will receive ongoing Conscious Discipline training including classroom tools as part of professional development during faculty meetings and smaller group training/discussion in PLC meetings.  2. Teachers will receive Power points including informative videos, Brain Smart Starts, self-management breathing techniques to use in their classroom.  3. Display breathing strategy posters around the building to remind staff and students how to self-regulate emotions. | | **B. Recognize personal qualities and external supports.** | **Strategies:**  JHS, SC, Peer Counseling, FFEA, and Multicultural Club created a pin to signify to other students that this person is a friendly, safe person. Decision was made to include all TTMS students that wish to be an ambassador.  Students that demonstrate hospitality and kindness will earn a “I AM TTMS” pin to wear on their lanyard signaling to others they are a “safe and friendly” person.  Club sponsors will be given pins to award to students in their clubs that demonstrate and wish to be a friendly safe ambassador.  Teachers will be given pins to award to students in their clubs that demonstrate and wish to be a friendly safe ambassador. | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**  As an ambassador school, we will focus on achieving personal goals as they relate to social and academic successes.  Students may earn a “I AM TTMS” pin, JHS induction application (7th grade), become a Peer counselor next year. | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**  1.Faculty and Staff will model understanding feelings and perspective of others.  2. “Wish Well” statements will be practiced during the first year among the faculty and staff.  3. Composure techniques will be demonstrated at all trainings to give teachers tools to use in their classrooms. | | **B: Recognize individual and group similarities and differences.** | Strategies:  1. Morning broadcast will be used to promote multicultural awareness, and anti-bullying. Examples: Domestic Violence Awareness-Paint your Nail purple, wear orange 10/12 Anti bullying awareness.  2. Guidance Counselors meeting with grade level students-“ Start with Hello” presentation.  3. Create “I AM TTMS” photo wall in the cafeteria for students to post pictures.  4. Quarterly photo wall in the lounge for faculty and staff to share. | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**  1. Teacher will begin using the language “students in the ESOL”, “students with special needs” and “students in the ESE program”. | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies**:   1. Peer Counselor training for 7th & 8th grade 2. Share Conscious Discipline Self-Regulating tools with Teachers/ students 3. 8th grade Social Studies teachers incorporate Second Steps into their curriculum. Licenses will be assigned by the district.   Guidance and Admin will have a license for Second Steps. | | **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:**   1. After introducing Conscious Discipline to the staff as an ambassador school, we noticed that students and staff are holding open doors, greeting each other as they pass in the hall, welcoming each other back if they have been absent. | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | Strategies:  Faculty is being trained in rituals and celebration using the tools from Conscious Discipline through PLC groupings. | | **C. Contribute to the well-being of one’s school and community.** | Strategies:  As an ambassador school we are using Outlook to send Wish Well’s to/for staff member. | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
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| **SEL Professional Development: *How will school leadership educate administrators, faculty, and staff on the continuous implementation of SEL?*** | | | | | |
| **Action** | **Responsible Person** | **Resources** | **Evidence of Completion** | | **Completion Date** |
| Faculty Meeting | Ed Gomez  Kathy Dillmeier | Conscious Discipline | Sign in sheets | | May 2019 |
| PLC group training | Kathy Dillmeier | Conscious Discipline | Sign in sheet | | May 2019 |
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| **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** |
| Review Basis Discipline | Carol Nissen  Discipline Committee | Basis database | Minutes | | Quarterly |
| District SEL support | SEL Committee | District Personnel | SEL BINDER | | May 2019 |
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