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| **Leadership** | | | | | |
| **Complete the school based information below.** | | | | | |
| ***Develop a school infrastructure that will support SEL.*** | | | | | |
| **School**: The Quest Center | | | | **School Year:2018-2019** | |
| **Principal: Michelle Laurent (Intern Principal)** | | | |  | |
| **Cadre Director: Dr. Carletha Shaw-Rolle** | | | | | |
| **School Mission:**  **The Quest Center is committed to educating all students to reach their highest potential.** | | | | | |
| **School Vision:**  **The Quest strives to educate and prepare our students to succeed in the community today and tomorrow.** | | | | | |
| **SEL Leadership Team School Role** | | | | | |
| **Name: Michelle Laurent Intern Principal** | | | | | |
| **Name: John Vezza ESE Specialist** | | | | | |
| **Name: DeAnna Nieves Teacher of Behavior Support Specialist** | | | | | |
| **Name: Leigh Townley Autism Coach** | | | | | |
| **Name: Niccole Lacey SEL Liaison** | | | | | |
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| **School Wide SEL Implementation** | | | | | |
| **Review of Current SEL Program: What SEL program(s) currently exist in your school*?*** | | | | | |
| **1. School Clubs**  **2.School-wide Behavior Plan**  **3. Kids of Character**  **4. Safety Patrol** | | | | | |
| **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:**  Kids of Character lessons  School-wide Plan | | **B. Recognize personal qualities and external supports.** | **Strategies:**  Safety Patrols  School Clubs | | **C. Demonstrate skills related to achieving personal and academic goals.** | **Strategies:**  School-wide Behavior Plan | | **Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*** | | |  | | | **A: Recognize the feelings and perspectives of others.** | **Strategies:**  **Social stories**  **Social scripts** | | **B: Recognize individual and group similarities and differences.** | **Strategies:**  School clubs  Safety Patrols | | **C: Use communication and social skills to interact effectively with others.** | **Strategies:**  **Social stories**  **Social scripts** | | **D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** | **Strategies:**  Safety Patrols  Mentor Clubs | | **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: Social stories paired with real-world scenarios related to ethical and safety factors. First Semester focuses on safety Second semester focuses on ethical and societal factors. Then opportunities to generalize in the community via Community Based Instruction and during school clubs.** | | **B: Apply decision- making skills to deal responsibly with daily academic and social situations.** | **Strategies: Role-playing opportunities and Social stories paired with real-world scenarios focused on daily academic and social situations. Then opportunities to generalize in the community via Community Based Instruction and during school clubs.** | | **C. Contribute to the well-being of one’s school and community.** | **Strategies: School clubs and Community Based Instruction.** | | | | | | |
| **How does your school-wide policy and practices support the social emotional learning of students?** | | | | | |
| **School-wide policies and practices focus on creating an environment outlining instructional opportunities to educate the whole student. We initially meet students where they are both academically and social emotionally. Ever student at The Quest has social emotional/behavioral goals on their IEP. Each student's Social Emotional goals are monitored for progress. We utilize social stories to explain ethical, safety, and societal factors** | | | | | |
| **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** |
| Review SEL standards, acknowledge staff and studnets | Michelle Laurent | District site | Monthly award | | Monthly |
| Highlight standard in staff newsletter | Leigh Townley | District website  School news room | Weekly Explorer Messages | | Weekly |
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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** |
| Less behavior codes | DeAnna Nieves |  | Behavior code data | | Quarterly Behavior code data |
| Common Formative Assessments | Team leaders |  | Assessment data | | Student Progression Chats |
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