



# BCPS SEL Action Plan 2020-2021

<b>SEL TEAM Members</b>	<b>SEL Liaison:</b>	<b>School:</b>
	<b>Administrator:</b>	
	<b>Other Team Members:</b>	

Area	Self-Evaluation Tool: (Check off the area that applies to your school)	S.M.A.R.T. Goal
<b>SEL Team</b>	<input type="checkbox"/> 1. Our SEL team is in the initial stages of development and meets quarterly with few structured roles and responsibilities.	
	<input type="checkbox"/> 2. Our SEL team meets monthly with designated roles and responsibilities. Students, families, and community groups are consulted when teams are making decisions that would directly impact them.	
	<input checked="" type="checkbox"/> 3. Our SEL team, with designated roles and responsibilities, meets biweekly to reflect on data, plan for improvements, and lead schoolwide SEL initiatives. The team is representative of the school community and includes students, families, and community groups in decision-making processes.	<b>Action Steps</b>
		<b>Date SMART Goal Accomplished:</b>



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Area	Self-Evaluation Tool: (Check off the area that applies to your school)		S.M.A.R.T. Goal
Planning/ Data	<input type="checkbox"/>	1. The SEL team is in the beginning stages of assessing needs and resources, as well as identifying S.M.A.R.T. goals and action steps.	
	<input type="checkbox"/>	2. The SEL team has assessed needs and resources and developed a one-year (at minimum) SEL implementation plan with S.M.A.R.T. goals, action steps, and assigned ownership.	Action Steps
	<input type="checkbox"/>	3. The SEL team has assessed needs and resources and developed a one-year (at minimum) SEL implementation plan with S.M.A.R.T. goals, action steps, and assigned ownership. This plan is fully integrated with other schoolwide priorities and plans. The team reviews their goals and plan regularly to monitor implementation and make necessary adjustments.	

Area	Self-Evaluation Tool: (Check off the area that applies to your school)		S.M.A.R.T. Goal
Shared Vision	<input type="checkbox"/>	1. A shared vision for schoolwide SEL has not yet been developed.	
	<input type="checkbox"/>	2. The SEL team has begun engaging stakeholders, including students, families, staff, and community members, as collaborators for developing a shared vision for schoolwide SEL.	Action Steps
	<input checked="" type="checkbox"/>	3. The SEL team collaborated with a group of stakeholders who are representative of the school community to develop a shared vision for schoolwide SEL. The shared vision has been communicated to the entire school community, informs planning and implementation, and is revisited regularly.	



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Area	Self-Evaluation Tool: (Check off the area that applies to your school)		S.M.A.R.T. Goal
Evidence-Based SEL Programs and Practices	<input checked="" type="checkbox"/>	1. The SEL team is in the process of collaboratively selecting an evidence-based program aligned to the school's vision and goals, and cultural and linguistic strengths.	
	<input checked="" type="checkbox"/>	2. The school is beginning to provide professional learning around an evidence-based SEL program aligned to the school's SEL vision and goals, and cultural and linguistic strengths.	
	<input type="checkbox"/>	3. The school is implementing with fidelity an evidence-based SEL program, practicing across all grade levels, and providing ongoing implementation support to staff. Program and practices are aligned to the school's SEL vision and goals and are culturally- and linguistically responsive to students. The SEL team regularly uses data on fidelity of implementation to inform planning.	

Area	Self-Evaluation Tool: (Check off the area that applies to your school)		S.M.A.R.T. Goal
Professional Learning to Strengthen Staff Expertise	<input checked="" type="checkbox"/>	1. Staff/administration do not yet engage in high-quality SEL-related professional learning to develop their skills for cultivating supportive, equitable learning environments and promoting SEL.	
	<input type="checkbox"/>	2. Some staff/administration engage in high quality professional learning to develop their skills for cultivating supportive, equitable learning environments and promoting SEL for students.	
	<input type="checkbox"/>	3. Staff and administration engage in high-quality and ongoing professional learning, including receiving coaching and feedback. These professional learning opportunities develop their skills for cultivating supportive, equitable learning environments and promoting SEL for students; are aligned to the school's SEL goals; and scaffolded to support staff based on their roles and current knowledge of SEL. The SEL team collects staff feedback to shape an effective approach to ongoing support and coaching.	<b>Date SMART Goal Accomplished:</b>



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Area	Self-Evaluation Tool: (Check off the area that applies to your school)		S.M.A.R.T. Goal
<b>Student Voice &amp; Engagement</b>	<input type="checkbox"/>	1. Some students have opportunities to take on more traditional leadership roles such as student council, patrols, or leading morning announcements.	
	<input type="checkbox"/>	2. Students are offered many opportunities to take on leadership and decision-making roles that inform SEL initiatives, instructional practices, and school climate. Students have opportunities to lead activities, solutions, and projects to improve their classrooms, school and the broader community.	
	<input type="checkbox"/>	3. Staff honor and elevate a broad range of student perspectives and experiences by engaging them as leaders, problem solvers and decision-makers, offering ways for students to shape SEL initiatives, instructional practices, and school climate. Students regularly initiate and lead activities, solutions, and projects to improve their classrooms, school and the broader community.	
			<b>Action Steps</b>
			<b>Date SMART Goal Accomplished:</b>

Area	Self-Evaluation Tool: (Check off the area that applies to your school)		S.M.A.R.T. Goal
<b>Systems to Promote Continuous Improvement</b>	<input type="checkbox"/>	1. The SEL team is in the early stages of identifying a structured and ongoing process to collect, reflect on, and use data to inform school-level decisions.	
	<input type="checkbox"/>	2. The SEL team has a structured, ongoing process to collect, reflect on, and use data to inform school level decisions. This process is used at strategic times (e.g., the beginning and end of each year), but does not yet happen consistently at each team meeting. The team communicates with and includes staff in this process on an annual basis.	
	<input type="checkbox"/>	3. The SEL team uses a structured, ongoing process to collect, reflect on, and use implementation and outcome data to inform school level decisions during each meeting. The team is empowered to lead staff in this process by regularly (at least quarterly) communicating their findings and creating opportunities to use data to drive continuous improvement at the school, classroom, family, and community level.	
			<b>Action Steps</b>
			<b>Date SMART Goal Accomplished:</b>
<b>Points Total:</b> _____	<input type="checkbox"/>	0-12- Beginning Stages	
	<input type="checkbox"/>	13-17 Intermediate	
	<input type="checkbox"/>	18-21- Advanced	