



BCPS SEL Action Plan 2020-2021

SEL TEAM Members	SEL liaison: Donald Maringola	School: Tamarac Elementary
	Administrator: Richard Garrick	
	Other Team Members: Dana Thomson, Kimberly Marr, Chatilla Clark, Vinette Dale, Lauren Hadida, Sylvia Sanchez-Rodriguez, Tenisha Clark.	

Area	Self-Evaluation Tool: (Check off the area that applies to your school)	S.M.A.R.T. Goal
SEL Team	<input checked="" type="checkbox"/> 1. Our SEL team is in the initial stages of development and meets quarterly with few structured roles and responsibilities.	SEL team will meet once a month and identify major roles and responsibilities and create a plan to collaborate and gather input from students, families, and community members.
	<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 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.	
		Action Steps Create a meeting calendar. Identify 4 or 5 necessary roles for SEL team to be effective. List the responsibilities for each role. Date SMART Goal Accomplished: _____



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Area	Self-Evaluation Tool: (Check off the area that applies to your school)	S.M.A.R.T. Goal
	<input checked="" 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.	<small>Teachers will incorporate 10 minutes of mindfulness every morning. Teacher will integrate one SEL standard in</small> Action Steps SEL team will come up with plan to involve all grade levels participating in SEL activities. Involve admin, office staff, cafeteria staff, and families and communities in SEL activities.
	<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.	
Planning/ Data	<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.	
		Date SMART Goal Accomplished:

Area	Self-Evaluation Tool: (Check off the area that applies to your school)	S.M.A.R.T. Goal
	<input checked="" type="checkbox"/> 1. A shared vision for schoolwide SEL has not yet been developed.	Engage stakeholders, including students, families, staff, and community members, as collaborators to develop a shared vision for schoolwide SEL. Action Steps Introduce SEL at a parent night. Share on morning announcements. Get PTA involved as a partner. Date SMART Goal Accomplished:
Shared Vision	<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.	
	<input 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	<p style="text-align: center;">Self-Evaluation Tool: (Check off the area that applies to your school)</p> <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 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.	<p style="text-align: center;">S.M.A.R.T. Goal</p> <p>Provide professional learning on the Sanford Harmony program. Send weekly SEL goals to all teachers to use in class.</p>	
Evidence-Based SEL Programs and Practices			<p style="text-align: center;">Action Steps</p> <p>Plan professional learning and present to teachers in staff meeting. Share ideas on morning announcements.</p>
			<p>Date SMART Goal Accomplished:</p>

Area	<p style="text-align: center;">Self-Evaluation Tool: (Check off the area that applies to your school)</p> <input 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 checked="" 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.	<p style="text-align: center;">S.M.A.R.T. Goal</p> <p>Every staff member will engage in at least one SEL professional development opportunity including receiving coaching and feedback and aligned to school's SEL standard goals.</p>	
Professional Learning to Strengthen Staff Expertise			<p style="text-align: center;">Action Steps</p> <p>Develop a calendar for SEL professional development. Build time into the schedule to implement SEL instruction.</p>
			<p>Date SMART Goal Accomplished:</p>



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Area	Self-Evaluation Tool: (Check off the area that applies to your school)	
	<input checked="" 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.
Student Voice & Engagement	<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.
		<p style="text-align: center;">S.M.A.R.T. Goal</p> <p>Implement Student council, morning announcements involving all students. Student government.</p> <p style="text-align: center;">Action Steps</p> <p>Develop a plan for student council. Involve all grades in morning announcements. Design a student government outline for teacher to use.</p> <p>Date SMART Goal Accomplished:</p>

Area	Self-Evaluation Tool: (Check off the area that applies to your school)	
	<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 checked="" 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.
Systems to Promote Continuous Improvement	<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.
		<p style="text-align: center;">S.M.A.R.T. Goal</p> <p>Meet quarterly to communicate analysis of SEL data with staff in order to collaborate and drive continuous improvement at the school, classroom, family, and community level.</p> <p style="text-align: center;">Action Steps</p> <p>Design a meeting calendar. Determine what data will be discussed.</p> <p>Date SMART Goal Accomplished:</p>
Points Total:	<input checked="" type="checkbox"/>	0-12- Beginning Stages
	<input type="checkbox"/>	13-17 Intermediate
	<input type="checkbox"/>	18-21- Advanced
09		