



# BCPS LSW Action Plan 2024-25



LSW TEAM Members	LSW Liaison:	School:
	Administrator:	Zone:
	Date Plan Completed:	
Other Team Members:		

Area	Self-Evaluation Tool: (Check off the area that applies to your school)		SMART Goal
LSW Team Relationship Skills	<input type="checkbox"/>	1. Our LSW team is in the initial stages of development and meets quarterly with few structured roles and responsibilities.	
	<input checked="" type="checkbox"/>	2. Our LSW 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.	Action Steps
	<input type="checkbox"/>	3. Our LSW team, with designated roles and responsibilities, meets biweekly to reflect on data, plan for improvements, and lead schoolwide LSW initiatives. The team is representative of the school community and includes students, families, and community groups in decision-making processes.	Date SMART Goal Accomplished:

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Area	Self-Evaluation Tool: (Check off the area that applies to your school)		SMART Goal
<b>Planning/ Data</b>  <b>Self- Management</b>	<input type="checkbox"/>	1. The LSW team is in the beginning stages of assessing needs and resources, as well as identifying SMART goals and action steps.	
	<input checked="" type="checkbox"/>	2. The LSW team has assessed needs and resources and developed a one-year (at minimum) LSW implementation plan with SMART goals, action steps, and assigned ownership.	<b>Action Steps</b>
	<input type="checkbox"/>	3. The LSW team has assessed needs and resources and developed a one-year (at minimum) LSW implementation plan with SMART 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.	<b>Date SMART Goal Accomplished:</b>

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

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

Area	Self-Evaluation Tool: (Check off the area that applies to your school)		SMART Goal
<b>Evidence-Based LSW Programs and Practices</b>  <b>Responsible Decision-Making</b>	<input type="checkbox"/>	1. The LSW 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 LSW program aligned to the school's LSW vision and goals, and cultural and linguistic strengths.	
	<input type="checkbox"/>	3. The school is implementing with fidelity an evidence-based LSW program, practicing across all grade levels, and providing ongoing implementation support to staff. Program and practices are aligned to the school's LSW vision and goals and are culturally- and linguistically responsive to students. The LSW team regularly uses data on fidelity of implementation to inform planning.	<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)		SMART Goal
<b>Student Voice &amp; Engagement</b>  <b>Relationship Skills</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 LSW 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 checked="" 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 LSW 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)		SMART Goal
<b>Systems to Promote Continuous Improvement</b>  <b>Resiliency</b>	<input type="checkbox"/>	1. The LSW 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 LSW 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 LSW 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>

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Area	Self-Evaluation Tool: (Check off the area that applies to your school)		SMART Goal
<b>Adult LSW and School Culture</b>  <b>Resiliency</b>	<input type="checkbox"/>	1. Staff do not yet engage in high-quality LSW-related professional learning to develop their skills for cultivating supportive, equitable learning environments and promoting LSW for students.	
	<input checked="" type="checkbox"/>	2. Some staff engage in high-quality professional learning to develop their skills for cultivating supportive, equitable learning environments and promoting LSW for students. Some students, families and community partners are active partners in the planning and implementation of schoolwide LSW.	<b>Action Steps</b>
	<input type="checkbox"/>	3. Staff engage in high-quality and ongoing professional learning, including receiving coaching and feedback. These professional learning opportunities develop their skills for cultivating a supportive, equitable learning environment and promoting LSW for students; aligns to the schools LSW goals; and scaffolds to support staff based on their roles and current knowledge for LSW. The LSW team collects data to shape an effective approach for ongoing support and coaching. Students, families, and community partners are active partners in the planning and implementation of schoolwide and have frequent opportunities to share their perspectives and feedback.	<b>Date SMART Goal Accomplished:</b>
<b>Points Total:</b>  _____	<input type="checkbox"/>	<b>0 - 15 Beginning Stages</b>	
	<input checked="" type="checkbox"/>	<b>16 - 19 Intermediate</b>	
	<input type="checkbox"/>	<b>20 - 24 Advanced</b>	

## Life Skills Components

SELF-AWARENESS	SELF-MANAGEMENT	RESPONSIBLE DECISION MAKING	RELATIONSHIP SKILLS	RESILIENCY
--Identifying Emotions -Accurate Self-Perception -Recognizing Strengths -Self-Confidence -Self-Efficacy	-Impulse Control -Stress Management -Self-Motivation -Goal Setting -Organizational Skills	-Identifying Problems -Analyzing Situations -Solving Problems -Evaluating -Reflecting -Ethical Responsibility	-Communication -Social Engagement -Relationship Building -Teamwork	-capacity to withstand or to recover quickly from difficulties -adapting to difficult or challenging life experiences