



BCPS LSW Action Plan 2024-25



LSW TEAM Members	LSW Liaison: Andaiye Dubreuil	School: Dave Thomas Education Center West Blance Ely
	Administrator: Mr. Hudson	Zone:
	Other Team Members: Mr. Ermat Miss Whipple	Date Plan Completed:

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.	The SEL TEAM Will meet montly to ensure that staff and students are utilizing SEL tools. This will be evidenced as teachers sef reports usig the Rethink ED curriculum and Resiliency currucilum.
	<input 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 1-Ensure Teachers are trained on the different curriculum 2-Teachers are informed who the LSW team is to ensure students receive assistance 3-Teachers identify students with needs and link them to LSW team for community resources.
	<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: May 2025

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Area	Self-Evaluation Tool: (Check off the area that applies to your school)		SMART Goal
Planning/ Data Self- Management	<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.	The LSW Team will meet on a monthly basis to ensure both community and school resources are being utilized
	<input 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.	Action Steps
	<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.	1-train staff on the utilization of LSW curriculum and signs 2- Use referrals for community resources 3-document students' growth
			Date SMART Goal Accomplished: 05/2025

Area	Self-Evaluation Tool: (Check off the area that applies to your school)		SMART Goal
Shared Vision Responsible Decision- Making	<input type="checkbox"/>	1. A shared vision for schoolwide LSW has not yet been developed.	By May of 2025 the entire curriculum for LSW will be implemented in all core classes.
	<input 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.	Action Steps
	<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	1- Teachers will log on 3 period to have students participate in LSW activities effective 10/1/2024 2-Teachers will document all completed topics/subjects
			Date SMART Goal Accomplished: 05/2025

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Area	Self-Evaluation Tool: (Check off the area that applies to your school)		SMART Goal
Professional Learning to Strengthen Staff Expertise Self-Awareness	<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.	By May 2025, all staff members will have participated in a district LSW training as evidenced by sign in sheets.
	<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 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.	Action Steps 1-staff will attend a district training 2-Staff will utilize LSW team to assist 3- District coordinator will be given to staff to reach out if LSW Team cannot assist
			Date SMART Goal Accomplished: 05-25

Area	Self-Evaluation Tool: (Check off the area that applies to your school)		SMART Goal
Evidence-Based LSW Programs and Practices Responsible Decision-Making	<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.	The LSW team will select an evidence base program that align with the school's vision and student needs by 10/15/2024.
	<input 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.	Action Steps 1- members will meet after researching an evidence based program that align with the school culture 2-Members will meet in October to choose a program that best suits the school 3- Staff will be educated on the program during PLCs 4-instructional staff will be supported during implementation
	<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.	
			Date SMART Goal Accomplished: October to 2024-May 2025

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Area	Self-Evaluation Tool: (Check off the area that applies to your school)		SMART Goal
Student Voice & Engagement Relationship Skills	<input type="checkbox"/>	1. Some students have opportunities to take on more traditional leadership roles such as student council, patrols, or leading morning announcements.	Students will take an active role at Dave Thomas Educational Center and Charles Drew Family Resource Center in assisting in making school wide decisions
	<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 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.	Action Steps 1-A group of students will be selected to be part of a leadership team 2- students will review LSW concerns and activities 3-students will vote on student councils 4-students will be chosen from different on campus clubs and programs Date SMART Goal Accomplished: 05/24

Area	Self-Evaluation Tool: (Check off the area that applies to your school)		SMART Goal
Systems to Promote Continuous Improvement Resiliency	<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.	The LSW Team will create a data collection system to reflect on and utilize data to help make school wide decisions.
	<input 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.	Action Steps 1- a survey will be developed 2-Staff and students will be encouraged to complete the surveys 3- a student faculty council will be created and encouraged to advocate for their peers. Date SMART Goal Accomplished: 05/25

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Area	Self-Evaluation Tool: (Check off the area that applies to your school)		SMART Goal
Adult LSW and School Culture Resiliency	<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.	All staff will participate in cultural relevancy LSW, PD, training or workshop by May 2024.
	<input 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.	
	<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.	Action Steps 1- Staff will be trained on state mandated Resiliency training course 2 students will be introduced to LSW topics and discussions will be held to gain student feedbacks 3-Students will complete training to ensure completion
			Date SMART Goal Accomplished: 05-25
Points Total: _____	<input type="checkbox"/>	0 - 15 Beginning Stages	
	<input type="checkbox"/>	16 - 19 Intermediate	
	<input type="checkbox"/>	20 - 24 Advanced	

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