

Steering Committee Meetings

Campus-level team charged with guiding ongoing SEL implementation work for campus, focused on “four legs” of SEL approach

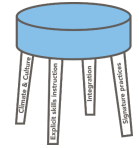
- Evidence of Implementation**
- What steps are required to ensure Steering Committees are successfully working for SEL progress on campus?
 - What (if any) training is required?
 - How will ongoing decisions and expectations be communicated with campus staff?
 - Map out your action plan and timeline for accomplishing this goal: who, how, and when.
 - Assemble a diverse group of stakeholders (Teachers, Administrators, Counselors, OST Site Coordinator, Family Engagement Liaisons, etc.) who can guide campus SEL implementation
 - Schedule consistent meetings at least every six weeks to discuss progress.
 - Prepare meeting agendas and collect data in advance to identify successes, challenges, and data to review during Steering Committee meetings
 - Draft SEL Roadmap and ongoing SEL implementation steps
- Evidence of Impact**
- How will you know that Steering Committees are successfully working?
 - Year 3: Planning: Mid-Year Milestone – How will you know you are on track? What will you accomplish by February 2020?
 - Year 3: How will adult practices look different?
 - Year 3: End of Year Impact? – How will you know you have succeeded? Use a quantifiable measure.

Year 2: 2018-19

GOAL & Action Item	Resources Needed	Responsible Party	Environment			Timeline <i>Select Which Six Week(s) To Occur</i>						Status <i>Indicate/Update Status of Activity - RED, YELLOW, GREEN</i>	
			IN-SC H	OST	BOTH	1 st	2 nd	3 rd	4 th	5 th	6 th		

Year 3: 2019-20 -- “Deepening Adult Practice”

GOAL & Action Item	Resources Needed	Responsible Party	Environment			Timeline <i>Select Which Six Week(s) To Occur</i>						Mid-Year Milestone & End of Year Impact	
			IN-SC H	OST	BOTH	1 st	2 nd	3 rd	4 th	5 th	6 th		



Climate & Culture

WHAT: Welcoming, safe and supportive environments to foster learning and personal growth
WHY: A positive school climate and culture sets the tone for youth and adults and are the foundation for modeling and practicing SEL
HOW: Examples include adults modeling and practicing SEL skills, referring to adults and students by their name, etc.

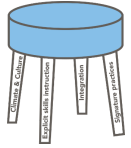
- Evidence of Implementation**
- What steps are required to ensure Culture & Climate items are successfully working for SEL progress on campus?
 - Map out your action plan and timeline for accomplishing this goal: who, how, and when.
 - What (if any) training is required?
 - How will expectations and practices be communicated with campus staff?
 - How does this work align with the campus OST program?
 - Respect Agreements used in classrooms
 - Staff Respect Agreement used in staff meetings
 - Mood Meters in the classroom and used regularly
 - Calming Areas in classrooms
 - Staff support and self-care emphasized to ensure positive work climate
- Evidence of Impact**
- How will you know that there is a positive, SEL-focused Culture & Climate at your campus?
 - Year 3: Planning: Mid-Year Milestone – How will you know you are on track? What will you accomplish by February 2020?
 - Year 3: How will adult practices look different?
 - Year 3: End of Year Impact? – How will you know you have succeeded? Use a quantifiable measure.

Year 2: 2018-19												
GOAL & Action Item	Resources Needed	Responsible Party	Environment			Timeline <i>Select Which Six Week(s) To Occur</i>						Status <i>Indicate/Update Status of Activity - RED, YELLOW, GREEN</i>
			IN-SC H	OST	BOTH	1 st	2 nd	3 rd	4 th	5 th	6 th	
Year 3: 2019-20 -- “Deepening Adult Practice”												
GOAL & Action Item	Resources Needed	Responsible Party	Environment			Timeline <i>Select Which Six Week(s) To Occur</i>						Mid-Year Milestone & End of
			IN-SC H	OST	BOTH	1 st	2 nd	3 rd	4 th	5 th	6 th	



Campus SEL Roadmap

Map out the goals and actions your campus will take towards SEL implementation



											Year Impact



Explicit Skills Instruction

WHAT: Teaching the five SEL competencies (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making) through a selected curricular program

WHY: Explicit naming, teaching and supporting SEL skills help students develop SEL skill acquisition

HOW: Utilize the Sanford Harmony curriculum to lead 45-minutes per week of explicit SEL instruction

Evidence of Implementation

- What steps are required to ensure the Sanford Harmony lessons are being successfully led with students every week?
- Map out your action plan and timeline for accomplishing this goal: who, how, and when.
- What (if any) training is required?
- How will expectations and practices be communicated with campus staff?
- How does this work align with the campus OST program?
- Provide Sanford Harmony kits by grade level to each class
- Reserve time for Sanford Harmony lessons
- Review lessons in advance of lesson time/date
- Identify if lesson supplies are required and create a plan with staff members (as needed)
- Use other times to apply Sanford Harmony Community Meetings or Buddy Up cards (morning greeting time, lunch time, recess, etc.)

Evidence of Impact

- How will you know that Sanford Harmony lessons are being implemented consistently and with intention?
- Year 3: Planning: Mid-Year Milestone – How will you know you are on track? What will you accomplish by February 2020?
- Year 3: How will adult practices look different?
- Year 3: End of Year Impact? – How will you know you have succeeded? Use a quantifiable measure.

Year 2: 2018-19

GOAL & Action Item	Resources Needed	Responsible Party	Environment			Timeline <i>Select Which Six Week(s) To Occur</i>						Status <i>Indicate/Update Status of Activity - RED, YELLOW, GREEN</i>
			IN-SC H	OST	BOTH	1 st	2 nd	3 rd	4 th	5 th	6 th	

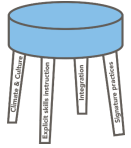
Year 3: 2019-20 -- "Deepening Adult Practice"

GOAL & Action Item	Resources Needed	Responsible Party	Environment	Timeline <i>Select Which Six Week(s) To Occur</i>	Mid-Year Milestone & End of

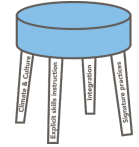


Campus SEL Roadmap

Map out the goals and actions your campus will take towards SEL implementation



			IN-SC H	OST	BOTH	1 st	2 nd	3 rd	4 th	5 th	6 th	Year Impact



Integration

WHAT: Infuse the teaching of SEL skills and competencies with established content delivery, utilizing SEL standards

WHY: Provides context and reinforcement of lessons taught during explicit instruction; brings relevance to skill acquisition

HOW: Examples include a writing prompt that asks students to explore the values of friendship, or writing/acting out a skit that explores bullying and understanding differences in people

Evidence of Implementation

- What steps are required to ensure that SEL is being intentionally incorporated into academics on a regular basis?
- Map out your action plan and timeline for accomplishing this goal: who, how, and when.
- What (if any) training is required?
- How will expectations and practices be communicated with campus staff?
- How does this work align with the campus OST program?
- Use SEL Learning Standards when developing lesson plans.
- Use SEL connections embedded in core content curriculum (Unified Classroom learning management system).
- Provide work time for teachers/grade levels to collaborate on academic integration with SEL (ex: share example lessons, discuss connections with competencies, discuss student progress with SEL connections, etc.).
- Highlight exemplary lessons with connections to SEL.

Evidence of Impact

- How will you know that SEL is being intentionally integrated into lessons and learning opportunities?
- Year 3: Planning: Mid-Year Milestone – How will you know you are on track? What will you accomplish by February 2020?
- Year 3: How will adult practices look different?
- Year 3: End of Year Impact? – How will you know you have succeeded? Use a quantifiable measure.

Year 2: 2018-19

GOAL & Action Item	Resources Needed	Responsible Party	Environment			Timeline <i>Select Which Six Week(s) To Occur</i>						Status <i>Indicate/Update Status of Activity - RED, YELLOW, GREEN</i>
			IN-SC	OST	BOTH	1 st	2 nd	3 rd	4 th	5 th	6 th	
			H									

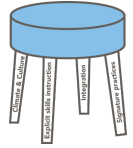
Year 3: 2019-20 -- "Deepening Adult Practice"

GOAL & Action Item	Resources Needed	Responsible Party	Environment			Timeline <i>Select Which Six Week(s) To Occur</i>						Mid-Year Milestone & End of Year Impact
			IN-SC	OST	BOTH	1 st	2 nd	3 rd	4 th	5 th	6 th	
			H									



Campus SEL Roadmap

Map out the goals and actions your campus will take towards SEL implementation



--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--



Signature Practices

WHAT: The norms and routines that reinforce the acquisition of the five SEL competencies, and are used in classrooms, staff meetings, and common spaces such as cafeterias and hallways

WHY: Provides constructive opportunities for adults and students to practice their explicit SEL skills

HOW: There are three categories of Signature Practices: Welcoming Activity, Engaging Practices, and Optimistic Closing

Evidence of Implementation

- What steps are required to ensure that Signature Practices are incorporating into learning opportunities on a regular basis?
- Map out your action plan and timeline for accomplishing this goal: who, how, and when.
- What (if any) training is required?
- How will expectations and practices be communicated with campus staff?
- How does this work align with the campus OST program?
- Model Signature Practices in staff meetings and other staff-focused activities
- Highlight different variations of Signature Practices and encourage teachers to share their favorite practices/examples

Evidence of Impact

- How will you know that Signature Practices are being successfully implemented in all learning environments?
- Year 3: Planning: Mid-Year Milestone – How will you know you are on track? What will you accomplish by February 2020?
- Year 3: How will adult practices look different?
- Year 3: End of Year Impact? – How will you know you have succeeded? Use a quantifiable measure.

Year 2: 2018-19

GOAL & Action Item	Resources Needed	Responsible Party	Environment			Timeline <i>Select Which Six Week(s) To Occur</i>						Status <i>Indicate/Update Status of Activity - RED, YELLOW, GREEN</i>
			IN-SC	OST	BOTH	1 st	2 nd	3 rd	4 th	5 th	6 th	
			H									

Year 3: 2019-20 -- "Deepening Adult Practice"

GOAL & Action Item	Resources Needed	Responsible Party	Environment			Timeline <i>Select Which Six Week(s) To Occur</i>						Mid-Year Milestone & End of Year Impact
			IN-SC	OST	BOTH	1 st	2 nd	3 rd	4 th	5 th	6 th	
			H									



Campus SEL Roadmap

Map out the goals and actions your campus will take towards SEL implementation

