



Develop a Long-Term SEL Implementation Roadmap

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| Estimated time for completion | 2 hours per section, or about 4 hours total |
| Materials needed | Districtwide vision and long-term SEL SMARTIE goals , data to help assess progress toward goals, completed SEL program and initiative inventory and implementation rubric , districtwide strategic plan or other guiding documents |

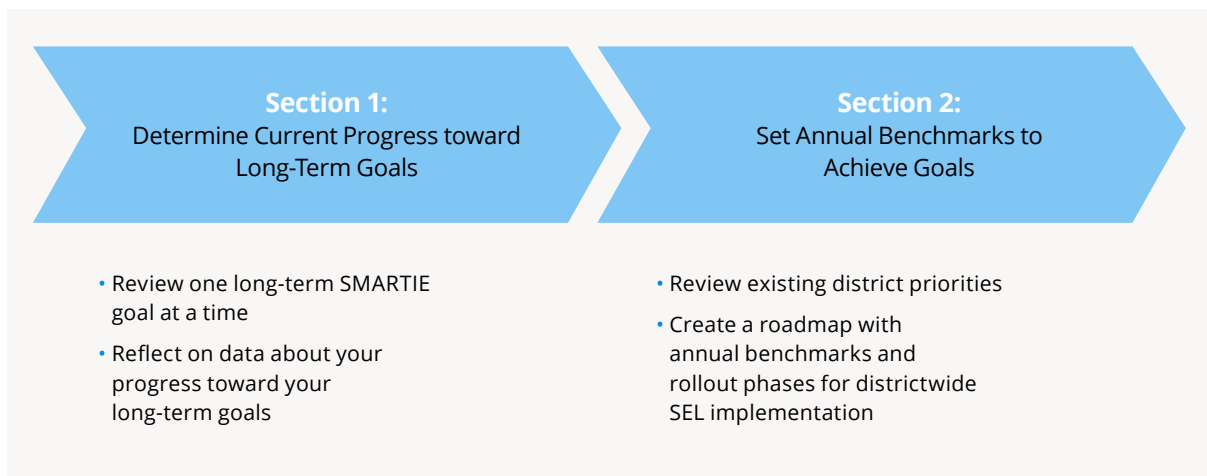
The purpose of this tool is to help district SEL teams develop a three- to five-year SEL implementation roadmap for how the district’s long-term SEL goals and shared vision will be achieved. This helps answer the question **“How do we get from where we are now to where we want to be?”** in relation to systemic SEL implementation.

How to use this tool

Assemble a team that includes district-level staff directly responsible for SEL implementation—such as a district SEL director and any district SEL specialists or coordinators. Also, be sure to include a member focused on district data and accountability, such as a representative from the district’s research and evaluation department.

After using this tool, the SEL team can get input from other stakeholders to refine and finalize the roadmap.

This tool will walk you through the following steps:





Section 1: Determine Current Progress Toward your Long-Term Goals

1. Review one of your district's [long-term SEL SMARTIE goals](#).

Write one of your district's long-term SMARTIE goals here:

Example: District Long-Term SMARTIE Goal

In schools across the district, classroom teachers and other staff will implement evidence-based SEL programs and practices that will support all students' capacity to acknowledge and respond to their emotions and build positive social relationships in and out of school. We'll measure progress toward this goal each year by using an assessment that measures students' social and emotional competencies, as well as interviews with students and staff. Five years from now, 90% of students will achieve their growth goals on the assessment that measures competencies such as self-awareness, social awareness, and relationship skills.

2. Complete the chart like the one below to reflect on data related to your long-term goal progress. You can download a [blank chart here](#).

Example: Data Reflection on Progress Toward Long-Term Goals

| Goal | Data Source | Current Status | Gap Analysis | Priorities for Action |
|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In all 10 district schools, staff will implement evidence-based SEL programs and practices. | Program and Initiative Inventory Districtwide SEL Implementation Rubric | 4 (out of 5) elementary schools implementing evidence-based SEL program; 0 (out of 3) middle and 0 (out of 2) high schools implementing | Middle and high schools are not implementing an evidence-based SEL program because they did not believe SEL programs to be relevant to their students and did not know any middle/high school programs that have an evidence-base. Interviewees also said they were concerned how to create time in the schedule for the program. | If middle and high school staff are not implementing due to a poor fit/lack of evidence base, we could prioritize researching and identifying evidence-based approaches for that age group and include teachers and other school-based stakeholders in the vetting and selection process. For middle and high schools, maybe we should consider more integrated SEL approaches instead of the structured lessons we are using at the elementary level, such as project-based learning with a strong SEL component. This may be a better fit logistically for settings where class periods are short. |
| At least 90% of all students will achieve their growth goals on an assessment of social and emotional competence. | Student performance on assessment of student social and emotional competence | Currently, 50% of students participating in the assessment of social and emotional competence are achieving their growth goal. Students are currently taking the assessment only in schools implementing the SEL program. | SEL assessments were administered in schools that are implementing SEL programs. Students tended to report lower growth in relationship skills and social awareness than self-awareness and self-management. Observations reveal students often have few opportunities for collaboration and relationship building during class time. | In schools that are implementing, students are getting better at identifying and managing feelings but growth in interpersonal domains is lower—maybe a stronger emphasis on SEL and academic integration would benefit schools at all levels. It could introduce teachers to strategies for building community, a collaborative culture, SEL-infused group work and projects, etc. that could address some of the gaps in competency development. |



- Pull out the measurable outcomes from your long-term goal, and write them into column 1 (Goal), dividing into more than one row as necessary. In the example below, the team has identified that two measurable aspects of their goal are that all schools and staff will implement evidence-based programs and practices, and 90% of students will achieve growth goals on an SEL assessment.
- In **column 2 (Data Source)**, clarify the source of data that will be consulted to measure progress toward the goal. Use the [Data Sources to Analyze SEL Implementation and Outcomes](https://bit.ly/DRCdatasources) tool (bit.ly/DRCdatasources) to identify possible sources of data to use.
- In **column 3 (Current Status)**, reference prior and current data that helps the team make sense of the current status and rate of progress toward the long-term goal.
- Compare your goal and your current status and discuss:
 - What are the gaps between our long-term goal and where we are now?
 - Why might these gaps exist? Review the responses to your [Districtwide SEL Implementation Rubric](#) and [Program and Initiative Inventory](#) to reflect on how current implementation levels or lack of implementation may contribute to any gaps.
 - What are patterns of change in the data over the years? Why might these patterns exist?

Complete **column 4 (Gap Analysis)** with notes from your discussion. For example, the team in the example reviewed their Program and Initiative Inventory and determined that low rates of implementation were related to reception at the middle and high school level, and reviewed existing data from SEL assessments to see that the growth gaps were likely related to a lack of opportunity for students to collaborate and build relationships.

- In **column 5 (Priorities for Action)**, brainstorm action areas that are most likely to move your district closer to your goal, based on your gap analysis.
 - What will we need to prioritize in the coming years to bridge the gap between where we are now and our long-term goal?
 - Considering the gap analysis, what kind of approach is likely to be an effective lever for improvement and help us navigate the challenges we're seeing?

In the example, the team has highlighted priorities to include a wider range of stakeholders as they identify an evidence-based program to support at the middle and high school level, and to emphasize SEL and academic integration to strengthen skills in collaboration and relationship-building.

Section 2: Determine Annual Targets to Achieve your Long-Term Goal

1. Review existing district priorities. Review your district strategic plan or other guiding documents and discuss how the priorities from the chart above align with existing district priorities. Note any additional district priorities that will need to be reflected in your SEL plan.

2. Create a roadmap to plot out the steps between your current status and your long-term goal. Reflect on the gap analysis and priorities you’ve brainstormed in section 1 and in the question above to determine which courses of action will be the best levers for progress. Bullet points in your chart should reflect:

- Measurable outcomes and specific deliverables you will aim for during each year of implementation.
- Major areas of focus your SEL leaders will address during each year of implementation.
- Details related to how you will roll out SEL implementation across all schools in the district during each year of implementation. CASEL recommends a phased approach based on your district’s size and needs. For example, starting with clusters of K-12 schools, such as a high school and “feeder” middle and elementary schools; starting with specific grade levels; or starting with schools that submit an application or are already implementing some level of SEL programming.

Use this discussion to fill out the roadmap template on the following page with annual targets that connect where you are now to your long-term goal. You will find a blank roadmap template on the next page.

| Current Status | Year 1 | Year 2 | Year 3 | Long term goal |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>50% of students participating in the assessment of social and emotional competence achieve their growth goals.</p> <p>4 elementary schools are implementing evidence-based SEL programs and assessments.</p> | <p>60% of participating students achieve their growth goals.</p> <p>Expand evidence-based SEL program and assessment to all 5 elementary schools</p> <p>Establish committee inclusive of middle grades and high school teachers and students to review and adopt SEL program, academic/SEL integration practices, and assessment for middle and high school by end of year.</p> | <p>70% of participating students achieve their growth goals.</p> <p>Roll out evidence-based SEL program and assessment in 3 middle schools (8 schools total).</p> <p>Coordinate with teacher/student teams to design program monitoring and evaluation practices and adjust districtwide implementation support strategies as needed.</p> <p>Partner with district’s Teaching & Learning and Professional Development teams to integrate SEL practices into content area professional learning for all staff.</p> | <p>80% of students achieve their growth goals.</p> <p>Roll out evidence-based SEL program and assessment in 2 high schools (10 schools total).</p> <p>Establish student-led data review/program evaluation practices/continuous improvement processes at all schools implementing an SEL program.</p> <p>Partner with district’s Talent department to integrate SEL into hiring practices, new staff onboarding, and substitute training.</p> | <p>At least 90% of all students will achieve their growth goals on an assessment of social and emotional competence.</p> <p>In all 10 district schools, staff will implement evidence-based SEL programs and SEL competence assessment</p> |



Now that you have developed a long-term SEL implementation map, you’ve begun to answer the question **“How do we get from where we are now to where we want to be?”** in relation to systemic SEL implementation.

Next Steps

Reference this long-term SEL implementation roadmap as you develop [annual SMARTIE goals and an action plan](#) to guide your work for the coming school year.

| Template: Long-Term SEL Implementation Roadmap Template | | | | | |
|---------------------------------------------------------|----------------|--------|--------|--------|----------------|
| | Current Status | Year 1 | Year 2 | Year 3 | Long term goal |
| Long Term SMARTIE Goal 1 | | | | | |
| Long Term SMARTIE Goal 2 | | | | | |
| Long Term SMARTIE Goal 3 | | | | | |