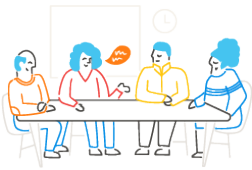# Build Foundational Support and Plan

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

	1 Not yet started planning or implementation	**2** Partially planned and implemented	**3** Mostly planned and implemented	**4** Fully planned and implemented; promoting sustainability
1-A: Develop a shared vision and aligned goals for SEL A districtwide vision establishes SEL as essential to the district's educational mission, aligns SEL to core district values and articulates shared language around SEL. The vision is informed by and shared with all key stakeholders (students, district and school staff, parents, and community partners) and revisited/updated every two years. The district develops SEL goals aligned to the vision, including short- and long-term outcomes around equitable learning environments and students' social, emotional, and academic progress.	▪ Not yet started	▪ Developing vision ▪ Soliciting input from stakeholders	▪ Developed vision ▪ Planning to share vision with stakeholders ▪ Developing aligned SEL goals	▪ Developed vision ▪ Shared vision with stakeholders and planning to review every two years ▪ Developed aligned SEL goals
1-B: Assess SEL needs and resources The district has leveraged diverse stakeholders to review existing SEL programs and practices in schools and through community partnerships, as well as needs still to be addressed. The district shares findings broadly and reassesses SEL needs and resources at least every two years.	▪ Not yet started	▪ Started needs and resources assessment	▪ Completed needs and resources assessment ▪ Planning to share findings with stakeholders	▪ Completed needs and resources assessment ▪ Shared findings with stakeholders ▪ Has plan to reassess at least every two years
1-C: Develop and execute a district plan for systemic SEL implementation The district uses findings from their needs and resources assessment and feedback from staff, families, students, and community partners to develop a district-level implementation plan for achieving short- and long-term SEL goals. This plan includes a phased roll-out strategy that scales up implementation to all schools, and includes strategies for promoting SEL for both students and adults [See CASEL Guide to Schoolwide SEL]. The plan is shared with all relevant stakeholders and articulates clear roles and responsibilities for both district-level and school staff.	▪ Not yet started	▪ Developing plan ▪ Gathering input/feedback on plan from stakeholders	▪ Developed plan ▪ Feedback from stakeholders integrated ▪ Implementing plan with some, but not all, schools	▪ Developed plan ▪ Feedback from stakeholders integrated ▪ Implementing plan with all schools districtwide

Build Foundational Support and Plan

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

	1 Not yet started planning or implementation	**2** Partially planned and implemented	**3** Mostly planned and implemented	**4** Fully planned and implemented; promoting sustainability
1-D: Develop and execute an aligned evaluation plan Strong SEL evaluation plans are developed in collaboration with district research and evaluation staff and/or an evaluation partner (if district capacity is limited). The evaluation articulates how expected short- and long-term outcomes will be measured [See CASEL's SEL Assessment Guide], and establishes timelines for data collection, analysis and reporting. Each year, the district reviews and documents the role SEL plays in achieving its priorities and goals.	• Not yet started	• Developing plan	• Developed plan • Established feasible data collection timelines • Reviewing how SEL supports district goals	• Implementing plan • Collecting all necessary data needed to execute evaluation plan • Documented the role SEL plays in achieving district goals
1-E: Organize the district to promote collaboration among school and district leaders around SEL, academics, and equity The SEL team/lead has influence at the cabinet level and is housed in a department that focuses on all students, such as Teaching and Learning, College and Career Readiness, and/or Equity. District structures promote cross-department collaboration, and the SEL team partners with key departments to develop common goals and aligned strategies for supporting schools and students. SEL is embedded into frameworks for equity, academics, and school improvement.	• Not yet started	• The SEL team shares ideas and practices with other central office departments	• The SEL team has established partnerships with key departments • SEL introduced in cabinet meetings • SEL housed in a department focused on all students	• Cross-department collaboration structures established • SEL embedded in equity, academic, and school improvement frameworks • SEL incorporated into cabinet meetings • SEL housed in a department focused on all students
1-F: Communicate about SEL as a district priority Districtwide communication highlights the importance of SEL for all students and regularly shares with all stakeholders how SEL efforts support district priorities and goals. A strong communication plan includes consistent SEL messaging tailored for key internal and external stakeholder groups in appropriate languages and formats. The plan also ensures clear communication about roll-out timelines and expectations for roles and responsibilities. The superintendent and other district leaders regularly communicate about the importance of SEL both formally and informally.	• Not yet started	• Developing plan • Providing initial communication about SEL timelines and roles	• Developed plan • Providing communication about SEL timelines and roles	• Implementing plan • Regularly sharing how SEL efforts support district priorities and goals • Providing communication about SEL timelines and roles • The superintendent and district leaders communicate importance of SEL

CASEL District Resource Center

Build Foundational Support and Plan

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

	1 **Not yet started planning or implementation**	**2** **Partially planned and implemented**	**3** **Mostly planned and implemented**	**4** **Fully planned and implemented; promoting sustainability**
1-G: Align financial resources to support SEL A strong long-term budget and plan for equitable SEL funding meets the needs of all schools. Funding comes from diversified sources as part of a budget to roll out, adequately staff, support, and sustain ongoing SEL implementation for all students.	· Not yet started	· Identifying funding sources · Developing plan	· Short-term funding secured · Planning long-term sustainability	· Long-term funding secured to sustain ongoing SEL implementation · Funding secured from diversified sources
1-H: Implement human resource practices and policies that support SEL District human resources practices embed SEL considerations into candidate screening, hiring, evaluation, and employment policies at the district and school levels. District and school job descriptions highlight the importance of modeling SEL competencies and include SEL as an expected competency for candidates. Attention is paid to diversity in candidates and hires.	· Not yet started	· Starting to establish practices and policies	· Established practices and policies at district level · Social and emotional competence is expectation for SEL-related positions	· Established practices and policies at district and school levels · Social and emotional competence is expectation for all job candidates

Strengthen Adult SEL Competencies and Capacity

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

	1 Not yet started planning or implementation	**2** Partially planned and implemented	**3** Mostly planned and implemented	**4** Fully planned and implemented; promoting sustainability
2-A: Strengthen central office SEL expertise The district provides professional learning about SEL research and practice to central office leaders and staff from all departments, including foundational professional learning for all new staff. These events enable central office staff to understand their role in integrating SEL into their area of work and to speak clearly about the value of SEL. Expertise is further strengthened by convening SEL learning communities among central office staff.	• Not yet started	• Starting to provide information and professional learning • Planning to incorporate foundational learning for new staff	• Professional learning provided for some central office staff • Foundational learning provided to new staff • Planning to convene central office staff as SEL professional learning community	• Professional learning provided for central office leaders and staff from all departments, including Board and Cabinet • Foundational learning provided to new staff • Central office staff convened as SEL professional learning community
2-B: Design and implement an effective SEL professional learning program for school staff A scaffolded and comprehensive district SEL professional learning program supports school staff in developing skills aligned with district goals. Ongoing sessions are included in the district's professional learning calendar. Dedicated district staff members plan, facilitate, and coordinate the sessions, and facilitators represent the diverse backgrounds in the district. SEL practices and content are embedded throughout other professional learning programs in the district (e.g., core content). School leaders and teams have regular opportunities to learn from each other and share best practices around SEL implementation. Data on the quality of SEL sessions are regularly collected and used for continuous improvement.	• Not yet started	• Some staffing for SEL professional learning • Offering some professional learning	• Adequate staffing for SEL professional learning • Providing a comprehensive menu of professional learning • Schools have a few opportunities to learn from each other • Collecting data on quality	• Adequate staffing for SEL professional learning • Providing ongoing, scaffolded, and comprehensive professional learning • SEL embedded throughout other professional learning programs • Schools have regular opportunities to learn from each other • Data on quality collected and used for continuous improvement

Strengthen Adult SEL Competencies and Capacity

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

	1 Not yet started planning or implementation	**2** Partially planned and implemented	**3** Mostly planned and implemented	**4** Fully planned and implemented; promoting sustainability
2-C: Strengthen staff social, emotional, and cultural competence The district supports staff in reflecting on their own social and emotional competencies, identities, and biases; and engaging in practices that affirm, explore and cultivate students' cultures, values, and identities. There are frequent opportunities for adults to practice, model, and enhance these competencies, including consistent and scaffolded professional learning experiences. Practices that support these competencies are also embedded into district- and school-level staff meetings. These competencies are woven through all resources and tools that guide staff in interactions with students, families, and community members.	▪ Not yet started	▪ Developing professional learning plans ▪ Beginning to embed practices into staff meetings	▪ Some school and district staff engaged ▪ A menu of professional learning around adult SEL and/or cultural competence provided ▪ Practices embedded into staff meetings	▪ All school and district staff engaged ▪ Consistent and scaffolded professional learning around adult SEL and cultural competence provided ▪ Practices embedded into staff meetings ▪ Competencies woven into resources and tools
2-D: Develop structures that promote trust, community, and collective efficacy among staff The district provides frequent opportunities for staff to build supportive professional relationships and a sense of shared purpose, decision-making and efficacy. Staff norms or shared agreements guide respectful interactions, effective collaboration, and an inclusive district culture. District and school staff have dedicated time to engage in collaborative reflection and problem solving, sharing ideas and responsibility, and community building. Data on staff perceptions of their work climate are regularly collected and used for continuous improvement.	▪ Not yet started	▪ Establishing staff norms or shared agreements	▪ Established staff norms or shared agreements ▪ Some opportunities provided for staff to build community, collaboratively reflect and problem solve, and share ideas and responsibility ▪ Collecting staff perceptions of work climate	▪ Established staff norms or shared agreements ▪ Regular, dedicated time and space provided for district and school staff to build community, collaboratively reflect and problem solve, and share ideas and responsibility ▪ Staff perceptions of work climate reviewed to ensure inclusive district culture

Promote SEL for Students

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

	1 Not yet started planning or implementation	**2** Partially planned and implemented	**3** Mostly planned and implemented	**4** Fully planned and implemented; promoting sustainability
3-A: Adopt and implement PreK-12 SEL standards or guidelines Strong SEL standards or guidelines are comprehensive, developmentally appropriate, and culturally responsive, and include benchmarks for what all students should know and be able to do from PreK-grade 12. These SEL standards are aligned and integrated with the district's academic standards and informed by staff, families, and community partners. Ongoing communication and professional learning build district and staff capacity for integrating SEL standards with instruction.	• Not yet started	• Beginning to draft standards	• Drafted standards, received feedback • Aligning SEL standards or guidelines to academic standards • Developing communication and professional learning strategies	• Adopted SEL standards • SEL and academic standards aligned and integrated • Shared standards publicly and providing ongoing professional learning
3-B: Adopt and implement evidence-based programs and practices The district has adopted evidence-based SEL programs and practices that are implemented in all schools and grade levels [See CASEL Program Guide evidence-based programs]. These programs and practices explicitly address students' SEL competencies and align with the priorities valued by stakeholders and with adopted standards or guidelines. The district provides professional learning to all staff who will implement and support the programs and practices. The district supports schools in engaging families and community partners around programs and practices, and in collecting and using data to monitor implementation and outcomes.	• Not yet started	• Reviewing programs and practices	• Adopted program(s) and implementing in some schools and/or grade levels • Providing professional learning • Developing strategies for engaging families and community partners • Developing strategies for monitoring implementation and outcomes	• Implementing in all schools and grade levels • Providing professional learning • Supporting schools in engaging families and community partners • Supporting schools in monitoring implementation and outcomes
3-C: Integrate SEL with academics The SEL team/lead collaborates with academic departments to integrate and prioritize SEL in academic and instructional frameworks, school leadership and improvement strategies, and the academic departments' professional learning content. The district is implementing a coordinated and scaffolded professional learning plan to build teachers' capacity to foster students' social and emotional knowledge, skills, and attitudes through academic instruction and curriculum content, including support for culturally relevant instructional practices.	• Not yet started	• Starting to collaborate with academic departments • Developing professional learning plan	• Starting to integrate SEL into academic priorities and strategies • Some professional learning provided	• SEL fully integrated with academic priorities and strategies • Implementing coordinated and scaffolded professional learning plan

Promote SEL for Students

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

	1 Not yet started planning or implementation	**2** Partially planned and implemented	**3** Mostly planned and implemented	**4** Fully planned and implemented; promoting sustainability
3-D: Develop and strengthen family partnerships The district prioritizes positive staff-family relationships and two-way communication with families at the district and school levels. The district offers meaningful opportunities for families to participate and collaborate in SEL activities, so that families understand, experience, inform, and support the SEL development of students in partnership with school and district staff. The district gathers input from families about their preferences and needs. These data are used to improve family partnership strategies.	• Not yet started	• Gathering input from families about best strategies for engagement and partnership	• Input from families has been collected, synthesized, and is being used to inform a plan for family partnerships • Developing a plan for family partnerships	• Implementing strategies for two-way communication and engaging families in SEL activities • Feedback from families is regularly collected and used to inform improvement
3-E: Develop and strengthen SEL-related community partnerships The district and their SEL-related community partners intentionally align the language and practices they use to describe and promote SEL. These partnerships ensure that SEL is a priority during the school day and during out-of-school time, and that students and families have access to a broad range of SEL-related community services.	• Not yet started	• Collecting and reviewing information about SEL practices used by community partners • Identifying additional community groups and service providers with whom the district may want to partner	• Starting to align language and SEL practices • Starting to collaborate with out-of-school time providers to ensure SEL is prioritized across settings • Engaging community groups and community-based service providers to ensure student and family access	• Aligned language and SEL practices • SEL is prioritized during school day and out-of-school time • Students and families have access to a broad range of SEL-related community services • Leveraging community partners to expand professional learning opportunities and/or research support

Promote SEL for Students

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

	1 Not yet started planning or implementation	**2** Partially planned and implemented	**3** Mostly planned and implemented	**4** Fully planned and implemented; promoting sustainability
3-F: Align discipline policies and practices with SEL The district's discipline policies and practices emphasize proactive, restorative, and developmentally appropriate approaches that support school climate and address root causes of student behavior. The district supports school staff in implementing the policies and using discipline strategies that promote SEL and relationship-building. To promote an equitable approach to discipline, the district uses disaggregated discipline data to understand the effectiveness of discipline practices, review trends for different student groups, and to intervene on systemic root causes when student groups are disproportionately represented.	• Not yet started	• Reviewing policies and practices • Building district teams' data capacity	• Policies and practices are aligned with SEL • Developing approach for supporting school • District teams reviews disaggregated discipline data, and building school teams' data capacity	• Policies and practices are aligned with SEL • Implementing approach for supporting school staff • Systems and structures are in place that allow district and school teams to review disaggregated discipline data regularly and use to address systemic root causes
3-G: Integrate SEL with a continuum of student supports When SEL is fully integrated with a multi-tiered system of supports (MTSS), evidence-based SEL instruction and practices enhance the continuum of academic and behavioral supports that meet the needs of all students.	• Not yet started	• Identified SEL instruction and practices that support academics and behavior	• SEL instruction and practices that support academics and behavior are integrated into some but not all tiers	• SEL instruction and practices that support academics and behavior are integrated into all tiers

Practice Continuous Improvement

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

	1 Not yet started planning or implementation	**2** Partially planned and implemented	**3** Mostly planned and implemented	**4** Fully planned and implemented; promoting sustainability
4-A: Establish continuous improvement processes, roles, and responsibilities *(Plan)* The district has established a process for monitoring and reflecting on district- and school-level SEL implementation and progress toward goals. This includes clear roles, responsibilities, and timelines for the continuous improvement process and a commitment to reflecting on data throughout the year. The district provides support and tools to help school teams establish their own processes to improve SEL practice.	▪ Not yet started	▪ Planning continuous improvement processes	▪ Established district-level continuous improvement process ▪ Developing plans and/or tools to support school teams	▪ Established district- and school-level continuous improvement processes ▪ Providing support and tools to school teams
4-B: Document implementation and outcomes *(Do)* The district consistently documents SEL implementation, including ongoing successes and challenges they encounter throughout the year, and monitors the implementation process to address challenges that arise. The district follows the timelines established in SEL plans to collect implementation and outcome data to ensure this information can be leveraged by district- and school-level teams for continuous improvement throughout the year.	▪ Not yet started	▪ Establishing how to best document implementation and outcomes	▪ Beginning to document implementation and outcomes ▪ Following data collection timelines; prepared to manage data collection challenges	▪ Consistently documenting implementation and outcomes ▪ Data collection timelines followed; successfully manage data collection challenges

Practice Continuous Improvement

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

	1 Not yet started planning or implementation	**2** Partially planned and implemented	**3** Mostly planned and implemented	**4** Fully planned and implemented; promoting sustainability
4-C: Report data and reflect on results *(Study)* The district compiles implementation and outcome data and makes this information available to district and school teams for data reflection. When possible, data are disaggregated by prioritized student groups to examine and address systemic root causes of disparities. The district SEL team has established norms that promote a safe environment for reflecting on data and uses a structured protocol to guide reflection. The district engages students in scaffolded data reflection in order to elevate student voice and agency. The district provides ongoing support that empowers school teams to reflect on SEL data for continuous improvement, and structured opportunities for schools to share and learn from each other (e.g., cross-site professional learning communities).	▪ Not yet started	▪ Strengthening district capacity to compile and report data ▪ Developing data reflection norms; identifying data reflection protocol	▪ Implementation and outcome data compiled and reported ▪ Data reflection norms and protocols used ▪ Starting to support school teams	▪ Implementation and outcome data compiled and reported ▪ Data disaggregated by prioritized student groups ▪ Data reflection norms and protocols used ▪ Engaging students in data reflection ▪ Providing ongoing support to school teams and opportunities for schools to share learnings
4-D: Share with stakeholders and take action *(Act)* Conclusions from data reflection are regularly used to determine next steps and create action plans. These conclusions and action plans are regularly shared with key stakeholders. The district provides support to school teams for data-informed action planning and communicating about implementation progress and progress towards achieving desired outcomes with their own key stakeholders (e.g., families, students, staff, community partners).	▪ Not yet started	▪ Strengthening districts' capacity for using conclusions from data reflection.	▪ Conclusions from data reflections used to determine next steps and create action plans ▪ Shared with some stakeholders ▪ Identifying supports for school teams	▪ Conclusions from data reflections regularly used to determine next steps and create action plans ▪ Regularly sharing with stakeholders ▪ Providing supports for school teams