Develop a Shared Vision and Plan for SEL

The development of a shared vision and plan is a critical first step for SEL implementation that helps build commitment and coordinate efforts of all district stakeholders.

Below you’ll find an overview of: WHAT high-quality implementation looks like, WHY it’s important, WHEN to engage in this key activity, and WHO to involve. Also see the PROCESS page for step-by-step guidance on how to engage in the work, and the RESOURCES page for additional tools to support your efforts.

What is a shared vision and plan for SEL?

Together the shared vision and plan help your district communicate what you’re striving toward and how you intend to implement and grow SEL in your district. This serves as the critical foundation for all districtwide SEL implementation and includes the following components:

- A districtwide vision and aligned SEL goals that create an inspirational call to action and points all stakeholders in the right direction
- A needs and resource assessment that helps create an understanding of the district’s current strengths and gaps
- A concrete plan for districtwide SEL implementation that moves you toward your goals
- An aligned evaluation plan that helps your district track progress toward your goals.

A shared vision clarifies what you are striving toward and reflects what your district values as critical to students’ education. SEL implementation begins with ensuring that social and emotional learning is seen as integral to your district’s overall vision.

A strong shared vision:

- Establishes SEL as essential to the district’s educational mission, aligns SEL to core district values and articulates shared language around SEL.
- Is informed by and shared with all key stakeholders (e.g., students, district and school staff, parents, and community partners).
- Is revisited every two years, updated as needed.
- Is used to develop aligned SEL goals, including short- and long-term outcomes around equitable learning environments and students’ social, emotional, and academic progress.

Use the Rubric to assess your development of shared vision and aligned goals for SEL.

Your plan outlines how your district will achieve its short- and long-term SEL goals, which are in service of your district’s overall vision. This may include a public-facing strategic plan that communicates your district’s long-term commitment to stakeholders, as well as a more detailed action plan to guide your SEL team’s day-to-day operations.

A strong strategic plan:

- Is based on findings from a districtwide needs and
- Is informed by and shared with relevant stakeholders,
- Provides a phased SEL rollout strategy that
- Is connected to an aligned evaluation plan that
resources assessment that leverages a diverse set of stakeholders to reflect on SEL programs and practices already in place, as well as what needs to be addressed. and articulates clear roles and responsibilities for both district-level and school staff. gradually scales up SEL implementation to all schools, including strategies for promoting SEL for both students and adults. articulates how expected short- and long-term outcomes will be measured, and ensures necessary data is available for continuous improvement and stakeholders are informed of progress and plans.

Use the Rubric to assess your planning process, including your needs and resources assessment, SEL implementation plan, and aligned evaluation plan.

Why does my district need a shared vision and plan?

When SEL is part of the district’s vision of high-quality education, it creates a shared understanding and commitment among staff, students, families and community partners. It also helps ensure that leadership will continue to prioritize SEL and support its spread to all schools. The vision also becomes the basis for your district’s SEL-related goals, plans, allocation of resources, and continuous improvement.

While the shared vision ensures that everyone involved understands your district’s commitment to SEL, your plan provides concrete steps to ensure that your district can follow through on that commitment and ensure all stakeholders know what they need to do to support the vision and aligned SEL goals. Through your plan, you’ll be able to assess and align your human and financial resources, outline the necessary activities, set timelines, and assign responsibilities.

When should my district develop a shared vision and plan for SEL?

Your district may want to create a shared vision or revisit your district’s existing vision after introducing SEL to key stakeholders. This includes the superintendent, various leaders throughout the district office, board members, principals, families, community members, and out-of-school-time intermediaries and providers. The vision is established before planning and implementation.

After establishing a vision that clarifies why SEL is important to your district and developing SEL goals to align with the vision, your district can use the vision and goals to guide the development of a concrete plan. This plan helps guide all other implementation decisions, and should be established prior to adopting a formal SEL curriculum or engaging in significant or multisite implementation. As you’re developing an implementation plan, you’ll also want to develop an aligned evaluation plan, so that you establish from the beginning how you’ll measure progress and success.

Who needs to be involved?

Ideally, you’ll want to assemble a group of key stakeholders—including the superintendent, other senior leadership, board members, and those responsible for strategic planning —to develop or refine your district’s shared vision. You may also want to engage school staff, students, families, and community partners in the visioning process. Due to logistical or time constraints, some districts may need to work with a smaller group of representative leaders.

While many of the same people who create the vision may be involved in developing a strategic plan, keep in mind that the planning process is normally longer than the visioning process and may include multiple phases with different stakeholders. The strategic planning process may include additional central office staff who are or will be focused on SEL implementation, as well as those who oversee school leadership or lead implementation of other key district initiatives. Your SEL team will need to be deeply involved in developing detailed action plans that guide your implementation activities.
Process

The process below will guide you through creating a districtwide vision, developing aligned SEL goals, conducting a needs and resource assessment, and drafting implementation and evaluation plans. Use the Rubric to assess your current level of implementation.

1. Refine or develop a shared vision that establishes SEL as integral to education.

Many districts have an existing vision that can be refined to create clearer language around social and emotional learning. If you have an existing vision, determine whether you'll adapt that vision or whether it's time to develop a new vision. Consider:

- Were all key stakeholders – including district and school staff, students, parents, and community members – involved in developing the vision?
- Does this vision accurately capture most of the important ideas behind what stakeholders want the district to achieve?

If not, or if your district does not have an existing vision, you can use the Vision Planning Worksheet as a guide for developing a robust vision with input from key stakeholders.

If you're leveraging your existing vision, review whether it reflects a robust definition of high-quality education, including academic, social and emotional learning. If your district has recently undergone district planning or school improvement, you may already have information you need to update your vision to more clearly reflect SEL. If not, pull together a committee that represents senior leadership, different departments (including SEL, academics, equity, etc.), school staff, students, families, and community members to review your existing vision and discuss:

- What academic, social, and emotional competencies should students have to reach their full potential as caring, contributing, responsible, and knowledgeable friends, family members, coworkers, and citizens?
- What do we want all schools in our district to feel like, sound like, and look like?
- How should students be supported academically, socially and emotionally?
- How can our vision better reflect these big ideas?

Use your responses to update your vision to reflect SEL as a core part of your district's work. You may also want to review examples of how SEL is woven into other districts’ visions:

- **Baltimore City Public Schools’ Blueprint for Success** highlights 3 priority areas: Student Wholeness (consisting of strategies to strengthen culture and climate, support and enrichment, and SEL competence), Literacy, and Staff Leadership; and emphasizes how the 3 priorities are intertwined.
- **Washoe County School District’s vision** integrates SEL principles into all 4 fundamentals (curriculum & instruction, inclusive practice, climate & engagement, and multi-tiered systems of support). This [presentation](#) was used with school-based staff to engage in a process of reflection and planning.
- **Chicago Public Schools’ vision** establishes SEL as a core belief and safe and supportive schools as a strategy for academic progress.
- **Sacramento City Unified School Districts’ vision** includes SEL explicitly in its goal to support all students to be safe, emotionally healthy, and engaged.
2. Communicate, revisit and update your vision.

Look for ways to share the new or updated vision with key audiences. Ideally, the superintendent/CEO, the board of education, and members of the district's leadership team will spearhead communication of the district's vision for SEL to multiple stakeholder groups. If possible, have a senior leader record a short video to announce the SEL vision to all district staff. (See more information in Key Activity: Communication).

For example, include the vision in:

- Regular staff and faculty communications such as holiday messages, calendars, professional learning events, newsletters, and updates.
- Newsletters and districtwide electronic communications to students, families, and community members.
- Your district's website, including videos or other introductory materials prepared by district leadership. This may also include employee internal sites, and social media pages and feeds.

When sharing a focus on social and emotional learning, you may also want to explain that an SEL plan is coming soon. You'll also want to create and share a plan for reviewing your vision at least every other year to ensure it continues to reflect your district's direction. As you engage in this review, also make time to take another look at how SEL is reflected in the vision and revise it as needed.

3. Prepare for SEL planning sessions by identifying participants, developing a timeline, and getting buy-in to the process from stakeholders.

As you begin to use the vision to develop a plan for SEL implementation, you'll want to assemble a strong, enthusiastic team to lead the process. If you have not already established a full-time SEL lead and department, you'll want to create an SEL planning committee with members from across district roles. Here are some committee members you may want to include:

- The superintendent
- Department heads from academics, equity, etc.
- Union representative(s)
- Principal
- Teacher leaders
- Parent representative
- Student representative
- Out-of-school time partners
- Community members

Alternately, consider leveraging any existing SEL-related committees, such as an MTSS workgroup or a strategic planning committee for long-term buy-in targeted to a wide variety of stakeholders.

We recommend creating a plan for social and emotional learning as part of your district's strategic planning process. However, if a district strategic planning process is not imminent, you can follow the process outlined below.

As a committee or team, one of your first tasks is to establish a timeline for creating the plan. Depending on your district, you may wish to schedule:

- A kickoff or orientation meeting to provide an overview of the process
- Drafting sessions
4. Develop short- and long-term SEL goals aligned to your district’s vision.

Clarify how SEL implementation will support your district’s overall vision. Systemic SEL implementation is linked to many positive outcomes for students and schools, including improvements to climate, relationships, adult social and emotional competencies, student social and emotional competencies, attendance, engagement, graduation, and academic achievements.

As a committee, you’ll want to establish how SEL implementation will impact learning environments and student outcomes. Beginning with your long-term goals, consider what progress you want to see in students’ social, emotional, and academic competencies and any other outcomes you’re hoping to see in 3-5 years. Then, consider what short-term outcomes in the next 1-2 years will put you on track to reach your long-term goals. We recommend setting 3-5 measurable outcome goals.

For example, your long-term goals may include:

- Growth in students’ social and emotional competence (See CASEL’s SEL Assessment Guide)
- Growth in students’ academic performance
- Increase in attendance
- Increase in teacher retention

To stay on track toward those goals, you may set short-term goals that include:

- Improvement in high-quality SEL instruction (as measured by evidence-based program implementation assessments)
- Decrease in student behavior incidents
- Improvement in school climate (using metrics on school climate surveys or observational tools)

You may find it’s helpful to consider “SMARTIE” when drafting goals:

- Specific—Does the goal clearly state what is to be accomplished?
- Measurable—Does the goal refer to a measurable outcome?
- Attainable—Does this goal seem reachable given where things are now?
- Realistic/Relevant—Will attaining this goal make a difference in the quality of students’ lives?
- Timely—Has a time frame been established for achieving this goal?
- Inclusive – Does this goal invite traditionally excluded individuals to make decisions and contribute in a way that shares power?
- Equitable – Does this goal include an element of fairness or justice that seeks to address systemic injustice, inequity, or oppression?

Reference: The Management Center
5. Assess your current level of implementation, needs and resources.

Before you dive into an implementation plan, it’s helpful to determine what's already working well in your district and what still needs to be done to achieve your vision. You can review or take the full district implementation rubric at this point to get an overall assessment of your current level of implementation. This can be especially helpful if you've already been working on SEL implementation in your district and want to identify how best to deepen and scale implementation systemically. If you’re new to implementation, you may want to take this rubric in sections, completing the items in each focus area as you work through those activities.

You may also want to conduct an assessment of what's going on in schools. This may be a good idea if SEL implementation will be the result of decentralized decision-making, or if you already know the SEL resources and needs in your district’s central office. Here is an example of an SEL and school climate program inventory from Sacramento City Unified School District. They collected this data using these interview protocols:

- Elementary Interview and Program Assessment Tool
- Secondary Interview and Program Assessment Tool

Washoe County School District conducted a districtwide SEL needs assessment that drew on counselor focus groups, student SEL skills assessments, school climate surveys, and behavior-related data.

The CASEL Guide to Schoolwide SEL includes tools to collect data and track progress, including a rubric and a walkthrough protocol to look for indicators of high quality SEL implementation.

Note that reviewing your needs and resources is not a one-time process. You’ll want to conduct repeated assessments to help you track growth in SEL capacity over time and identify gaps that persist. You may not be able to assess your entire district initially. If so, it may make sense to start with a smaller scope and do additional rounds of assessment later on. If needed, plan a second round of assessment to include additional sites or sources.

6. Develop a logic model for SEL implementation.

Your strategic plan is intended to move your district from its current state (which you clarified during the needs and resources assessment) to where you want to be (your goals). It’s helpful to begin your strategic plan with a logic model to create a clear connection between your implementation strategies and your ultimate goals.

Here is a template that can help you create a logic model and an example of a completed logic model. You’ll begin on the right side of this logic model and move backward:

- Begin by filling in your long-term and short-term outcomes (these are your goals from Step 4).
- Now, move to the left of the outcomes, and determine what outputs you’ll need to see in order to reach your outcomes. As a committee, discuss: What do we need to see, hear, feel in schools and across the district in order to reach these outcomes? What deliverables do we expect from SEL implementation in order to reach these outcomes? Outputs represent the change that your district will make in service of its goals. You may want to begin by reviewing the Indicators of Districtwide SEL. For example, your outputs may include:
  - Number of schools implementing high-quality SEL programming
  - Evidence of teachers using SEL standards
  - Number of staff across the district attending high-quality SEL professional learning
  - Evidence of student voice integrated into district planning
  - Other evidence of high-quality districtwide SEL implementation
- Now you’re ready to begin identifying what implementation activities your district will need to engage in to achieve the outputs and outcomes you’ve set (see steps 7 and 8 below). CASEL’s District Framework, which is also the organizing structure of this District Resource Center, identifies key 16 activities that are integral to
districtwide systemic SEL implementation and that would ideally be fully addressed in your long-term plan.

- Finally, determine what inputs are needed to accomplish your activities. This may include staffing, curriculum, programs, funding, and other resources that will ensure successful implementation. See Key Activity: Aligned Resources for additional guidance.

7. Develop a long-term strategic plan for SEL rollout.

SEL rollout is a long-term process that can often take 3-5 years to scale across a large district. You’ll want to develop a phased strategy for rolling out SEL to all schools. Depending on their needs and sizes, districts have chosen a variety of approaches. For example, some start with clusters of K-12 schools (high school and “feeder” middle and elementary schools), while others roll out districtwide at specific grade levels.

You may already have many schools that are implementing some level of SEL programming or practices, and will want to build on the existing work across your district. You can use your needs and resources assessment as a starting point to help determine what short- and long-term activities will best move your district forward. This Multi-year SEL Planning Template helps you identify activities that build off your existing needs and resources. See an example of a completed template: Sample Multi-Year Plan.

Once the long-term plan is drafted, you’ll want to provide key stakeholders the opportunity to review the plan and provide feedback. Some stakeholders to include are teacher leaders, experienced principals, parent and student leaders, out-of-school time intermediaries and providers, and communications specialists. After you’ve collected this feedback, revise as needed, and finalize and communicate the plan publicly. Here are a few ways your district can get the message out:

- Consider doing a group presentation about the plan to engage key stakeholders who were not involved in its development. Brainstorm about how the plan might address challenges in their schools, as well as how the SEL lead or team can collaborate with them to support students' social and emotional development.

- Integrate the plan into your district's web presence, including videos or other introductory materials prepared by district leadership. This may include your public website, employee intranet, and social media pages and feeds.

- Revisit the planning timeline regularly and publicize progress toward the goals and timeline in the plan.

Here are some examples of how districts have planned and shared their long-term rollout:

- Austin ISD's Strategic Plan for SEL and Rollout Timeline
- Washoe County 3 Year Implementation Plan – Elementary (Washoe County)
- Washington DC's 5-year SEL Roadmap (DC)
- Three-Year Strategic Plan for High Schools (Nashville)
- Multi-Tiered System of Supports (MTSS) Five-Year Implementation Plan (Anchorage)

8. Develop a one-year action plan for SEL implementation.

Regardless of what strategy you use, implementation needs to get down to the school level where the students are — and where relationships are formed, the curriculum is taught, and partnerships with families and community happen. To ensure effective rollout, you’ll need to develop a detailed action plan each year for ongoing professional learning, as well as resources and staff who can provide on-the-ground coaching and support.

Your plan will detail the specific action steps you’ll take to accomplish the activities in your logic model. CASEL’s four focus areas and sixteen key activities guide districts through the process of implementing systematic SEL, and you may want to take time to review each key activity in the District Framework to get a better understanding of field-tested and
To draft your plan, you can use your district’s existing planning process and templates or CASEL’s Action Planning Workbook:

- Review and record your baseline implementation rubric scores (see Step 5) and the one-year outputs and goals you outlined in your logic model (See Step 6). Using the CASEL district framework, choose five to seven key activities that you’ll focus on this year. Select activities that reflect your district’s current level of implementation and will best help you move toward your intended outputs and goals for this year.

- For each activity you select, use the rubric to determine what successful implementation will look like for your district at the end of the year, and set implementation goals. For example, a district that has begun drafting SEL standards (a rubric rating of “2” for Adopt and implement PreK-12 SEL standards or guidelines), may decide that by the end of the year, they will have received feedback on drafted standards, aligned the SEL standards to their academic standards, and developed a communication and professional learning plan around the standards (a rubric rating of “3”).

- Plan action steps for each of your selected key activities. You’ll want to specify who “owns” each action step that needs to be taken to promote role clarity and accountability.

- Set mid-year milestones for each activity to track your progress toward outputs and outcome goals. Strong milestone metrics are SMART: Specific, Measurable, Achievable, Relevant, and Time-bound [See: The Management Center].

- You’ll want to review your action plan and metrics at every SEL team meeting throughout the year to make sure you’re on track (see Focus Area 4: Practice Continuous Improvement for guidance) and course correct when needed.

9. Develop an aligned evaluation plan.

As you’re developing your implementation plan, it’s critically important to ensure you have an aligned plan for evaluating whether your implementation is driving toward intended outcomes. This plan will help drive continuous improvement in SEL strategies and ensure that stakeholders understand the role that SEL plays in achieving districtwide priorities and goals.

We recommend working with your district’s research and evaluation staff, or if district capacity is limited, identifying an external evaluation partner who has expertise in measuring SEL outcomes. This plan will articulate how to measure your short- and long-term SEL goals, including the timeline for collecting, analyzing and reporting data. It will also help you to collect and document data that demonstrates SEL’s role in district priorities and goals.

Here are some examples of documenting the impact of SEL implementation:

- CASEL’s report summarizing key findings from the Collaborating Districts Initiative
- American Institute for Research’s evaluation of districtwide SEL implementation
- Washoe County’s public SEL Data webpage highlights the connection between students’ SEL competencies and graduation rates
- Austin’s team has highlighted the impact of SEL by comparing attendance and school climate outcomes at schools with different levels of SEL integration and training.

Here are some resources to support you in finding and using measures of students’ SEL competencies, school climate, and other kinds of SEL-related assessments:

- SEL Assessment Guide: Spearheaded by CASEL, the SEL Assessment Work Group (AWG) created an online tool that offers guidance to educators on how to choose and use assessments of students’ SEL competencies, specifically interpersonal and intrapersonal knowledge, skills, attitudes, and mindsets. The SEL Assessment Guide focuses on measures currently used in practice and will expand over time as more are nominated.
• **Are You Ready to Assess Social and Emotional Development?** Including a brief, decision tree, and an index of available SEL assessments, this suite of tools from the American Institutes for Research (AIR) was published in December of 2015 and was intended to help education leaders, practitioners, and policymakers decide whether and how to assess social and emotional development.

• **School Climate Survey Compendia:** The National Center on Safe Supportive Learning Environments (NCSSLE) – from the American Institutes for Research (AIR) – maintains a compendium of valid and reliable surveys, assessments, and scales of school climate that can assist educators in their efforts to identify and assess their conditions for learning.

In addition to your long-term evaluation plan, you'll want to ensure ongoing continuous improvement processes that allow you to track progress throughout all of the implementation. See Focus Area 4: Practice Continuous Improvement for additional information.

Using data from your benchmark assessments and any ongoing SEL needs and resource assessments, revise your plan, or aspects of your plan, to further refine the path to your district's shared vision for SEL.
Resources

Below, you’ll find resources to help develop a shared vision and plan for SEL.

See how districts have strategized and planned

**SEL Implementation Guide from Austin ISD**
In this resource, Austin Independent School District shares an overview of their SEL story, the results they have seen, and tips learned along the way. This presents a detailed and successful model to share with district leaders who are preparing an implementation plan or just beginning to consider investing in SEL.

**SOURCE:** Austin Independent School District
**TAGS** implementation plan, communications, planning, building buy-in for SEL

**Washoe County School District 3 Year Implementation Plan – High School**
A flow chart from Washoe County School District illustrating the process of schoolwide SEL development over 3 years, with roles for district staff, principal, and SEL Leadership Team members.

**SOURCE:** Washoe County School District
**TAGS** implementation plan, high school grades

**Washoe County School District 3 Year Implementation Plan – Middle School**
A flow chart from Washoe County School District illustrating the process of schoolwide SEL development over 3 years, with roles for district staff, principal, and SEL Leadership Team members.

**SOURCE:** Washoe County School District
**TAGS** implementation plan, middle school grades

**Thompson School District Strategic Plan**
Thompson School District in Loveland, Colorado, deeply imbeds SEL throughout their strategic plan, Strive 2025. The plan includes a Portrait of a Graduate, which guides their SEL vision and the development of SEL standards describing what a student should know and be able to do.

**SOURCE:** Thompson School District
**TAGS** implementation plan, planning, SEL leadership
**El Paso SEL Implementation Report**

This report on El Paso's first year of SEL implementation answers the questions: How was SEL capacity built? How has SEL impacted climate and perception? How has SEL impacted discipline and attendance? and How do school stakeholders view their implementation success?

**Source:** El Paso Independent School District

**Tags:** define SEL metrics, data dashboards, conducting local SEL research, implementation evaluation

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**Austin SEL Strategic Plan**

Austin's strategic plan for districtwide SEL implementation includes core beliefs, the district vision, and 5 key priorities for a three year period.

**Source:** Austin Independent School District

**Tags:** implementation plan, planning, integrate with district priorities, SEL leadership

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**SEL Trends: Empowering Youth Voice**

From CASEL’s SEL Trends series, this issue describes ways that Chicago, Cleveland and Washoe County school districts have recognized students as experts of the school experience and built structures for students to better influence school and district decisions and practices.

**Source:** CASEL

**Tags:** social studies, SEL partnerships, student leadership, youth voice

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**School-Based SEL Implementation Commitments**

Washoe County School District clearly defined the commitments required for principals, SEL teams, and teachers to participate in district-supported professional learning and coaching for schoolwide SEL.

**Source:** Washoe County School District

**Tags:** implementation support, model SEL schools, implementation plan, professional learning

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**Austin ISD SEL 2.0 Logic Model**

This 1 page logic model includes a primary problem and subproblems to be addressed, activities and outputs, and short and long term outcomes to drive SEL implementation planning.

**Source:** Austin Independent School District

**Tags:** define SEL metrics, implementation plan, planning
**Multi-Tiered System of Supports (MTSS) Five-Year Implementation Plan**
Timeline showing the roll out of SEL at Tier 1, 2, and 3 for all schools in Anchorage.

**SOURCE: Anchorage Public Schools**

**TAGS** needs and resources assessment  implementation plan  evidence-based programs  MTSS  professional learning  planning

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**Social and Emotional Learning, Explained (video)**
Education Week staff writer Evie Blad briefly and humorously explains some of the core ideas of SEL, how districts approach implementation, and the challenge of measuring SEL -- a simple and neutral video summary for district stakeholders beginning to think about SEL implementation.

**SOURCE: Education Week**

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**Sacramento City Districtwide SEL Program Inventory**
This is an example of a third-party report on SEL programs and practices throughout the district, shared by Sacramento City, including a site level inventory as well as findings and recommendations regarding implementation and monitoring.

**SOURCE: Sacramento City Unified School District**

**TAGS** assessment  evidence-based programs  data dashboards  conducting local SEL research  implementation monitoring  implementation evaluation

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**RELATED RESOURCES**

**SEL Inventory - Secondary Interview**
This interview protocol was used by evaluators at secondary school sites in Sacramento City to gather baseline data on the implementation of SEL programs and practices. Includes handouts that were provided to interviewees.

**SOURCE: Sacramento City Unified School District**

**SEL Inventory - Elementary Interview**
This interview protocol was used by evaluators at elementary school sites in Sacramento City to gather baseline data on the implementation of SEL programs and practices. Includes handouts that were provided to interviewees.

**SOURCE: Sacramento City Unified School District**

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**Washoe County SEL Needs Assessment Report**
This baseline report shared by Washoe County includes findings and recommendations from a districtwide program inventory, counselor focus groups, student SEL skills assessments, school climate surveys, and behavior-related data.

**SOURCE: Washoe County School District**

**TAGS** human and financial resource alignment  counselors  parent leadership  student leadership  assessment  evidence-based programs  data dashboards  conducting local SEL research  PK-12  implementation monitoring  implementation evaluation  MTSS  student discipline  youth voice
**SEL Rollout in Austin**
Austin's sample process for growing a cohort of SEL leadership schools and expanding the scope of SEL work at each over time.

**SOURCE:** Austin Independent School District

**TAGS** SEL coaching for staff, implementation plan, PK-12, professional learning, planning

**Sample Timeline for Year One SEL Implementation**
A sample timeline shared with schools in Sacramento to begin building staff momentum around social emotional learning.

**SOURCE:** Sacramento City Unified School District

**TAGS** model SEL schools, implementation plan, planning, building buy-in for SEL

**Naperville, IL – One District’s Journey from Commitment to Assessment**
Naperville's presentation sharing their SEL implementation timeline, process of curriculum development, and measurement plan.

**SOURCE:** Naperville Community Unit School District 203

**TAGS** define SEL metrics, implementation plan, assessment, continuous improvement, implementation evaluation, SEL leadership

**Washoe County 3 Year Implementation Plan – Elementary**
A flow chart from Washoe County illustrating the process of schoolwide SEL development over 3 years, with roles for district staff, principal, and SEL Leadership Team members.

**SOURCE:** Washoe County School District

**TAGS** implementation plan, elementary school grades, district SEL expertise, youth voice

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Find ready-to-use tools
Partnering with School Boards to Promote SEL
Successful districtwide SEL implementation engages board members as partners in the process. This tool includes five considerations for creating robust district and school board partnerships.

SOURCE: CASEL
TAGS: school board

Create a Stakeholder Map to Support a Strategic Plan for SEL
This tool was made to help district leaders (in particular superintendents and designated SEL leaders) identify key stakeholders and determine how best to bring in their voice and support in the process of strategic planning and continuous improvement for districtwide SEL implementation.

SOURCE: CASEL
TAGS: SEL partnerships, human and financial resource alignment, implementation plan

Using an SEL lens to review the vision and/or mission of a school district or organization
This short activity can be led by a superintendent after a presentation about SEL to board members, or by any leader who wants to facilitate a discussion of how/whether SEL is already positioned within the mission and vision of the district, school, or organization.

SOURCE: CASEL
TAGS: school board, integrate with district priorities, building buy-in for SEL

The District Resource Center: Essentials
The DRC Essentials is a mini-book that contains a printable summary of the 4 focus areas and 16 key activities that make up CASEL’s District Theory of Action, along with a set of core planning tools to help districts organize priorities and goals and build a robust action plan to guide their work.

SOURCE: CASEL

Vision Planning Worksheet
Use this worksheet to help develop a districtwide vision that helps establish SEL as integral to high-quality education.

SOURCE: CASEL
TAGS: implementation plan, planning, integrate with district priorities, building buy-in for SEL
**Portrait of a Graduate – Framing a Vision for your School System**

Battelle for Kids has built out a 4 phase design process with examples and supporting materials for bringing together stakeholders to co-create a Portrait of a Graduate, i.e. the community’s goals for its students. Free tools include a Getting Started Guide for superintendents and system leaders and a My Sketch tool, which helps the community prioritize competencies and create a visual representation.

**SOURCE:** Battelle for Kids

**TAGS** building buy-in for SEL  family and community engagement

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**Districtwide Indicators of SEL Implementation**

CASEL’s District Framework identifies 16 key activities for districtwide SEL implementation. When these activities are fully implemented, districts infuse SEL into every aspect of students’ educational experience -- across their classrooms, schools, homes and communities. The indicators below provide evidence of high-quality implementation throughout the district.

**SOURCE:** CASEL

**TAGS** needs and resources assessment  implementation evaluation  integrate with district priorities  district SEL expertise

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**RELATED RESOURCES**

**Indicators of Schoolwide SEL**

When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people, and is evidenced by the following indicators.

**SOURCE:** CASEL

**TAGS** model SEL schools  culture and climate

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**SEL: Creating Safe & Supportive Learning Environments (video)**

Creating a safe, supportive environment for social and emotional learning (SEL) has been, and remains, a high priority for CASEL. It is inherent in our focus on integrating SEL into all aspects of school and district practice through a systemic approach.

**SOURCE:** CASEL

**TAGS** videos  SEL overview  district SEL expertise  building buy-in for SEL  SEL leadership
**CASEL Action Planning Workbook**

Use CASEL’s District Action Planning Workbook to develop and monitor a yearlong SEL implementation plan based on the District Framework’s 16 Key Activities.

**SOURCE:**
CASEL

**Logic Model Template and Example**

Your strategic plan is intended to move your district from its current state to where you want to be. It’s helpful to begin your strategic plan with a logic model to create a clear connection between your implementation strategies and your ultimate goals.

**SOURCE:**
CASEL

**RELATED RESOURCES**

**Example of a Completed Logic Model**

Your strategic plan is intended to move your district from its current state to where you want to be. It’s helpful to begin your strategic plan with a logic model to create a clear connection between your implementation strategies and your ultimate goals. This resource shows an example of a completed logic model.

**SOURCE:**
CASEL

**Districtwide SEL Needs and Resources Assessment**

Before, during, or after completing the Districtwide SEL Implementation Rubric, use this template as note-taking space to examine existing needs and resources around SEL implementation.

**SOURCE:**
CASEL

**TAGS** needs and resources assessment, implementation plan, planning

**Track Your School’s Progress Toward Implementing Schoolwide SEL**

Part of CASEL's Guide to Schoolwide SEL, this page includes a rubric and planner, a walkthrough protocol to look for signs of high-quality implementation, and a staff survey to gather staff perceptions to inform decisions and next steps.

**SOURCE:**
CASEL

**TAGS** define SEL metrics, assessment, school visit/observation tool, implementation monitoring
Multi-year Plan for Districtwide SEL
Template to accompany the CASEL Theory of Action to reflect on current strengths and challenges and set short and long term goals for districtwide SEL implementation.

SOURCE: CASEL
TAGS needs and resources assessment implementation plan planning

RELATED RESOURCES

Completed Sample Template – Multi-year Plan for Districtwide SEL
This sample illustrates how a district team might use the CASEL Theory of Action to reflect on current strengths and challenges and set short and long term goals for districtwide SEL implementation.

SOURCE: CASEL
TAGS needs and resources assessment implementation plan planning

SEL Inventory – Secondary Interview
This interview protocol was used by evaluators at secondary school sites in Sacramento City to gather baseline data on the implementation of SEL programs and practices. Includes handouts that were provided to interviewees.

SOURCE: Sacramento City Unified School District

SEL Inventory – Elementary Interview
This interview protocol was used by evaluators at elementary school sites in Sacramento City to gather baseline data on the implementation of SEL programs and practices. Includes handouts that were provided to interviewees.

SOURCE: Sacramento City Unified School District

School Strengths Inventory
This strengths inventory will help a school-based SEL team determine which strategies are being used at all levels of schoolwide SEL: SEL curriculum & instruction, schoolwide practice & policies, and family & community-level partnerships.

SOURCE: CASEL
TAGS needs and resources assessment conducting local SEL research continuous improvement PK-12 implementation monitoring implementation evaluation instructional practices classroom level culture and climate MTSS out of school student discipline youth voice
Key Stakeholders for an SEL Vision
This chart lists participants to involve in the drafting of a district vision for SEL.

**SOURCE:** CASEL

**TAGS** planning, integrate with district priorities, district SEL expertise, building buy-in for SEL, SEL leadership

Vision Statement 3 Step Process
A 3 step process for developing an SEL vision statement with input from a diverse group of stakeholders.

**SOURCE:** CASEL

**TAGS** building buy-in for SEL, SEL leadership, family and community engagement, youth voice

See artifacts shared by districts and schools

**TITLE**

**Thompson School District Strategic Plan**
Thompson School District in Loveland, Colorado, deeply imbeds SEL throughout their strategic plan, Strive 2025. The plan includes a Portrait of a Graduate, which guides their SEL vision and the development of SEL standards describing what a student should know and be able to do.

**SOURCE:** Thompson School District

**TAGS** implementation plan, planning, SEL leadership

**Sacramento City Unified School District Strategic Plan**
Sac City's strategic plan integrates SEL and equity objectives throughout and is built around goals of college and career readiness, safety and emotional health, and family and community empowerment.

**SOURCE:** Sacramento City Unified School District

**TAGS** equity, integrate with district priorities

**Chicago Public Schools Three-Year Vision**
Chicago's vision and plan integrates SEL throughout its priorities, highlighted best in the section on safe and supportive learning environments.

**SOURCE:** Chicago Public Schools
**Washoe County School District 4 Fundamentals**
A summarized view of the district vision (curriculum & instruction, inclusive practice, climate & engagement, and multi-tiered systems of support).

**SOURCE:** Washoe County School District

**TAGS** implementation plan, MTSS, planning, integrate with district priorities, SEL leadership

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**Baltimore City Schools’ Blueprint for Success**
Baltimore City Schools’ vision lays out the district's priorities around SEL, literacy, and leadership.

**SOURCE:** Baltimore City Public Schools

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**El Paso SEL Implementation Plan**
El Paso's plan lays out a map for rolling out SEL to Central Office and in all schools over a 6 year period, with differentiated goals and support planned for each of 5 school cohorts.

**SOURCE:** El Paso Independent School District

**TAGS** PBIS, implementation plan, integrate with district priorities, district SEL expertise, SEL leadership

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**Chicago Public Schools Districtwide Vision – Safe and Supportive Schools**
Chicago's vision and plan integrates SEL throughout its priorities, highlighted best in the section on safe and supportive learning environments.

**SOURCE:** Chicago Public Schools

**TAGS** communications, community relations, college and career readiness, culture and climate, building community, integrate with district priorities

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**Sacramento City Strategic Plan and Core Values**
Sacramento's strategic plan prominently features and integrates equity and social emotional health throughout and states clear actions and proposed services.

**SOURCE:** Sacramento City Unified School District

**TAGS** parent leadership, equity, implementation plan, college and career readiness, planning, integrate with district priorities, SEL leadership, family and community engagement

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**Nashville’s Strategic Plan for High Schools**
Nashville's 3 year plan for high schools includes strategies, action steps, and yearly goals for leadership, teaching, and curriculum with highlighted connections to social and emotional learning throughout.

**SOURCE:** Metropolitan Nashville Public Schools

**TAGS** student leadership, implementation plan, restorative practices, high school grades, college and career readiness, planning, integrate with district priorities
Oakland Academic Social Emotional Learning Guidance Document

Oakland’s guidance document for school leaders describes the district's mission, vision, and tools for measuring success and describes how SEL is part of instructional priorities and multi-tiered systems of support.

SOURCE: Oakland Unified School District

El Paso Strategic Plan

The El Paso Independent School District strategic plan highlights SEL within its strategic priorities ad learning goals, and as a key initiative within the umbrella of providing engaging and challenging learning.

SOURCE: El Paso Independent School District

Find resources to help you learn more on this topic

**Partnering with School Boards to Promote SEL**

Successful districtwide SEL implementation engages board members as partners in the process. This tool includes five considerations for creating robust district and school board partnerships.

SOURCE: CASEL

TAGS school board

**Key Insights from the Collaborating Districts Initiative**

This CASEL report based on 6 years of the CDI initiative includes insights on what makes implementation work, how districtwide SEL has impacted achievement, and how to scale up successful SEL work.

SOURCE: CASEL

TAGS research brief, SEL overview, implementation plan, conducting local SEL research, PK-12, implementation evaluation, planning, integrate with district priorities, building buy-in for SEL, youth voice

**Enacting Social-Emotional Learning: Lessons from “Outlier Schools” in California’s CORE Districts**

This research brief looks at the commonalities among California middle schools that reported stronger-than-typical social emotional learning outcomes. These 6 characteristics are elaborated into recommendations for school districts supporting SEL at scale.

SOURCE: California CORE Districts

TAGS model SEL schools, implementation plan, restorative practices, advisory/homeroom, community relations, instructional practices, culture and climate, building community, out of school, student discipline