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**Build Foundational Support and Plan**

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## 1 and Plan for SEL

1 is a critical first step for SEL implementation that helps build commitment and buy-in from all stakeholders.

*Quality implementation looks like, WHY it's important, WHEN to engage in the [PROCESS](#) page for step-by-step guidance on how to engage in the various tools to support your efforts.*

### How to Plan for SEL?

Your district communicates what you're striving toward and how you intend to implement SEL district-wide. This serves as the critical foundation for all districtwide SEL

implementation and includes the following components:

- A districtwide vision and aligned long-term SEL goals that create an inspirational call to action and point all stakeholders in the right direction
- A review of existing SEL-related initiatives and efforts that helps create an understanding of the district's current strengths and gaps
- Short-term goals that can be achieved within one school year to drive toward the overarching vision and long-term goals
- A concrete one-year action plan for districtwide SEL implementation that moves you toward your goals
- An aligned evaluation plan that helps your district track progress toward your goals and illuminate learnings that support continuous improvement of your SEL implementation efforts

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, families, and community partners).

Is revisited every two years, and 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 current progress toward a 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 plan for SEL:

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Is based on a review of existing SEL-related programs and practices already in place, as well as what needs to be addressed.

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Is informed by and shared with relevant stakeholders, and articulates clear roles and responsibilities for both district-level and school staff.

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Provides a phased SEL rollout strategy that gradually scales up SEL implementation to all schools, including strategies for promoting SEL for both students and adults.

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Is connected to an aligned evaluation plan that 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?

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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](#) efforts.

While the shared vision ensures that everyone involved understands your district's commitment to SEL, your plan provides measurable goals and concrete action 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?

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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 goal-setting, planning and implementation.

After establishing a vision that clarifies why SEL is important to your district and developing both long-term and short-term 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?

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Ideally, you'll want to assemble a group of key stakeholders—such as the superintendent, other senior district leaders, board members, staff across district departments including those who regularly engage with schools, families and community members —to lead the development of a shared vision statement. You will also want to engage school staff, union representatives, students, families, and community partners to help shape the vision. 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 goals for SEL and 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 should include additional central office staff who are or will be focused on SEL implementation, a representative from the district's research and evaluation department, and others 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.

Focus Area 1

**Build Foundational Support and Plan**

Creating a districtwide vision, developing aligned SEL goals, conducting a strategic implementation and evaluation plans. Use the *Rubric* to assess your

Focus Area 2

**Strengthen Adult SEL Competencies and Capacity**

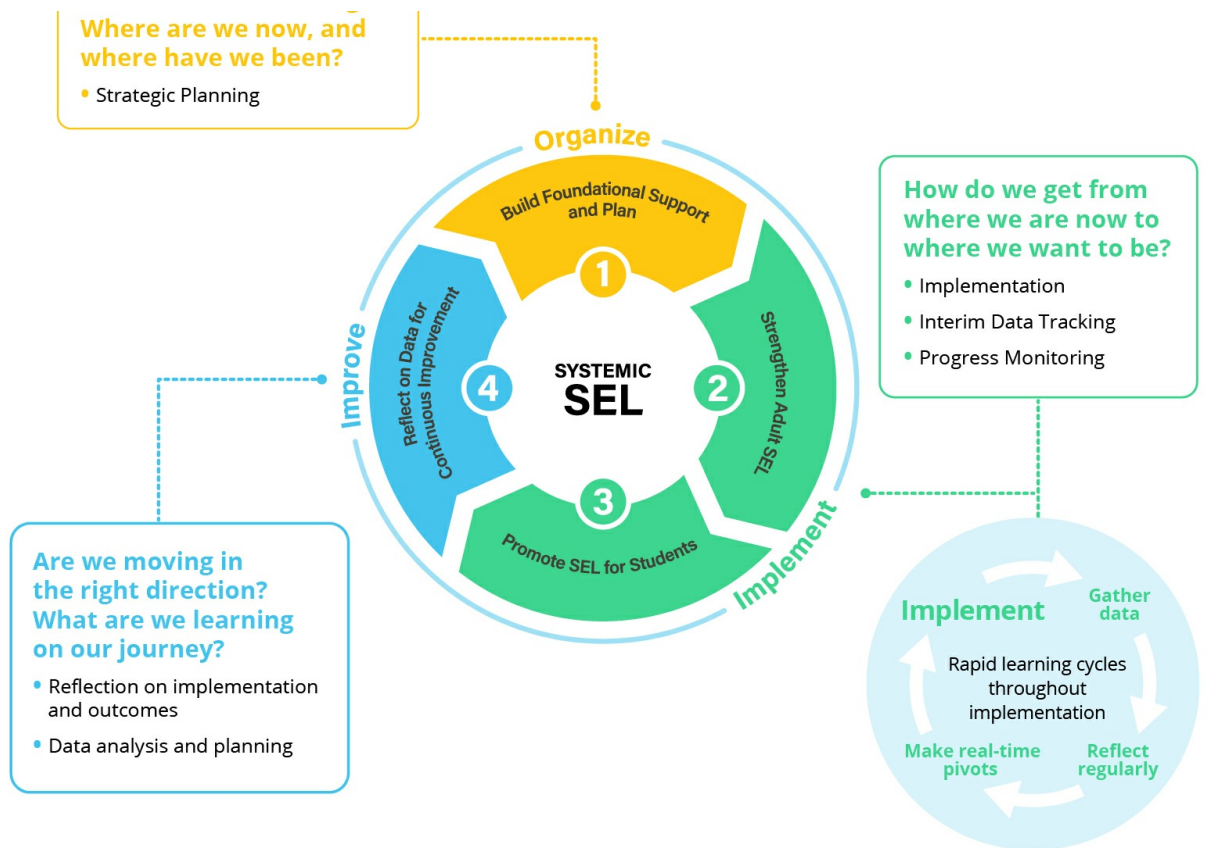
Focus Area 3

**Promote SEL for Students**

Implementation of districtwide SEL is driven by a collaborative process of reflection to reflect on the following questions:

Focus Area 4

**Reflect on Data for Continuous Improvement**



- *Where do we want to go?* Establish a [districtwide vision](#) and [long-term goals](#) to clarify the aims of SEL implementation.
- *Where are we now, and where have we been?* Assess needs and resources by conducting an [inventory of current and past programs](#), and reviewing your current level of SEL implementation against [CASEL's Districtwide SEL Implementation Rubric](#).
- *How do we get from where we are now to where we want to be?* Develop a [long-term roadmap](#) and [annual action plan](#) with clear benchmarks, action steps, roles, and timelines.
- *Are we moving in the right direction? What are we learning on our journey?* Develop an evaluation plan that will help your team track progress, make adjustments, and keep on track to your goals.

You can download the [Districtwide Action Planning Workbook](#) to guide you through these steps for establishing a vision and plan for SEL.

## 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 update that vision to reflect SEL, or whether you'll develop a new vision specifically to guide SEL implementation. Consider:

- Were all key stakeholders – including district and school staff, the district SEL team, students, families, 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?
- Does this vision help make a clear connection between SEL to success for all students in the district?

If you answered no to any of the questions above, 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.

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 and strategic plans:

- [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.
- [West St. Paul-Mendota Heights-Eagan Area Schools](#) developed a vision and framework for supporting relationships, equity, and achievement with input from over 400 participants across the district, including students, parents, school and district staff, and community members.

## 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 districts' values for students' social, emotional, and academic development, and to revise the vision as needed

### 3. Develop an SEL planning committee.

As you begin to use the vision to develop goals and 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 team (See Key Activity: [Aligned Resources](#)), 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, research & evaluation, and other key departments
- Union representative(s)
- Principal
- Teacher leaders
- Parent representatives
- Student representatives
- 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.

### 4. Develop long-term SEL goals aligned to your shared vision.

One of the SEL committee's key responsibilities is to operationalize your shared vision into actions and outcomes that impact students and schools. Long-term SEL goals help you define what your district will accomplish in order to measure your progress toward your shared vision. These goals are clear statements describing anticipated outcomes that your district aims to demonstrate within three to five years of SEL implementation.

- [Watch our 2 minute video about establishing strong goals for SEL](#)

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. CASEL's [Long-Term Goal-Setting](#) tool will help you engage in the process of using your vision to define aligned and actionable goals.

### 5. Assess your current level of implementation, needs and resources.

Before you launch SEL implementation, it's important to acknowledge that many districts have seen a host of initiatives

come and go and that educators may be wary of another “new initiative.” Your district is likely already engaging in many programs and initiatives that are aimed at achieving your shared vision. Rather than adding another layer of initiatives, systemic SEL means leveraging SEL to align and improve upon all of your work in order to promote student academic, social and emotional learning.

To determine what’s already working well in your district and what still needs to be done to achieve your vision, your SEL team or committee can use CASEL’s [Program and Initiative Inventory](#) and the [Districtwide SEL Implementation Rubric](#).

The [Program and Initiative Inventory](#) will help you take stock of what schools across your district are already doing or have tried in the past to support students’ SEL. This will help you make thoughtful decisions about what related programs or initiatives to continue, modify or stop, so that SEL doesn’t become a disconnected addition to everyone’s workload. CASEL recommends taking the Program and Initiative Inventory once every two years. Depending on the size of your district, it may make sense to start with a smaller inventory and do additional rounds later to include additional sites or sources.

Here are some examples of how school districts have conducted an inventory of existing programs:

- Sacramento City Unified School District used these interview protocols to review existing SEL and school climate programs:
  - [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.

[CASEL’s Districtwide SEL Implementation Rubric](#) will help you take an overall assessment of your current level of implementation. Even if you have never implemented a formal SEL initiative, your district is likely already engaging in activities that may support systemic SEL. We recommend re-taking this rubric twice per school year (beginning and end of year) to track your implementation progress.

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

## 6. Develop a long-term roadmap for SEL implementation.

Once you’ve established where you want to go (your vision and long-term goals), where you’ve been (program inventory), and where you are now (rubric), you can begin to plan how you’ll get from where you are now to where you want to go.

SEL implementation is a long-term process that can often take 3-5 years to scale across a large district. In order to plan how you’ll reach your long-term goals, you’ll want to understand what progress you’ve already made and what gaps exist between where you are now and your long-term goals. You’ll want to include district staff responsible for research & evaluation to identify and analyze data that will help you answer these questions.

You can use the [Long-term SEL Implementation Roadmap](#) tool to help you set benchmarks for each of the coming years that will keep you on pace toward your long-term goals.

Your Roadmap will also help you plan how you’ll rollout SEL implementation across all schools in the district. If your district has more than a handful of schools, you’ll want to develop a phased strategy for SEL rollout. 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. Or, you may want to begin by building off the existing work in your district if some schools are already implementing some level of SEL programming or practices.

Together, the vision, long-term goals, and roadmap will serve as a key communication tool to help keep stakeholders

informed and engaged in the districts' plans for SEL implementation. If you haven't already, you'll want to provide key stakeholders the opportunity to review the roadmap alongside the vision and long-term goals, 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 vision, long-term goals, and roadmap publicly.

Here are some examples of how districts have shared their long-term roadmap:

[Austin ISD's Strategic Plan for SEL and Rollout Timeline](#)

[Washoe County 3 Year Implementation Plan – Elementary](#)

[Three-Year Strategic Plan for High Schools \(Nashville\)](#)

## 7. Develop short-term goals and an annual 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.

It's important to begin the action plan by setting clear goals for the school year. You can think of short-term goals as pit stops along the journey to reaching your long-term goals. Strong short-term goals will help you make strategic decisions about what actions you'll need to take this year to lead you toward your long-term goals. Tracking your progress toward these goals will also help your team quickly adjust course if necessary. You can use [CASEL's Developing Short-Term Goals for Districtwide SEL](#) tool.

Your plan will detail the specific action steps you'll take to accomplish these short-term goals. CASEL's four focus areas and sixteen key activities guide districts through the process of implementing systemic 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 research-informed strategies. To draft your plan, you can use your district's existing planning process and templates or CASEL's Action Planning Template.

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.

## 8. 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 of 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, and provide 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.

Through your evaluation plan, you'll want to answer these questions:

- What are the evaluation's guiding questions? Will you learn about implementation, outcomes, or both?
- What data do you currently collect that helps to answer those guiding questions?



- What new data do you need to collect to complement what you already collect?
- Who's going to collect the data?
- What measures will you use?
- How will you analyze the data?
- What's the timeline for collecting and reporting data?
- How will you share results with stakeholders?

See an example of [Baltimore City Public School's SEL Evaluation framework](#), which was prepared by their external evaluation partner, [Hanover Research](#).

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:

- [Choosing and Using SEL Competency Assessments](#): Spearheaded by CASEL, the SEL Assessment Work Group (AWG) and RAND created this guide for selecting and using measures of student SEL, including guidance on how to select an assessment and use student SEL data and real-world accounts of how practitioners are using SEL assessments.
- [RAND Education Assessment Finder](#): A web-based tool that practitioners, researchers, and policymakers can use to explore what assessments are available, what they measure, how they are administered, and how to use results.
- [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) is 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.

Go Back

Focus Area 1

**Build Foundational Support and Plan**

shared vision and plan for SEL.

Focus Area 2

**Strengthen Adult SEL Competencies and Capacity**

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**Promote SEL for Students**

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**Reflect on Data for Continuous Improvement**

[Systemwide SEL](#)

practices and strategies that could benefit a school community embarking on the process of building a shared vision and plan for SEL. Many districts are currently in the process of building a shared vision and plan for SEL. Many districts have implemented SEL over time and/or built while the school community works towards systemic SEL.

**SOURCE:**

**CASEL**

**TAGS**

implementation support

model SEL schools

professional learning

[Fellowship Spotlight – Finding a Focus for Systemic SEL](#)

SEL Fellow and district SEL leader in St. Paul Sara Lein describes their process of developing a shared vision and strategic framework for SEL with more than 400 participants, including students, parents, school district staff, and community members. Visit <https://casel.org/series/sel-fellows-briefs/> for more briefs from SEL Fellows.

**SOURCE:**

**CASEL**

[The Continuous Improvement Journey: Where Are We now and Where Do We Want To Go?](#)

This brief offers a case study focused on Guilford County Schools in North Carolina, to illustrate the experience of a research-practice partnership between CASEL researchers and the district and the use of goal-setting, data, and reflection for continuous improvement.

**SOURCE:**

**CASEL**

**TAGS**

research brief

conducting local SEL research

continuous improvement

[2011 to 2021: 10 Years of SEL in U.S. School Districts](#)

Ten years ago, CASEL began collaborating with school district SEL leaders to explore the question - Is it possible to implement SEL systemically to positively impact students across a large urban school district? Not only did districts demonstrate that it was possible, but every district has deepened and expanded SEL implementation since joining the collaborative. This anniversary report details 6 key insights from these districts about how they were able to sustain SEL over the long term, even as the people and contexts within the district changed.

**SOURCE:**

**CASEL**

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### [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](#)

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### [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](#)

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### [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](#)

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### [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](#)

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### [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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### [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](#)  
[continuous improvement](#) [implementation monitoring](#) [implementation evaluation](#)

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## RELATED RESOURCES

### [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**

**TAGS** assessment evidence-based programs school visit/observation tool elementary school grades data dashboards conducting local SEL research implementation monitoring implementation evaluation

### [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**

**TAGS** middle school grades high school grades assessment evidence-based programs school visit/observation tool data dashboards conducting local SEL research implementation monitoring implementation evaluation

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### [On the Road to Collecting SEL Data](#)

This presentation from Keeneyville School District describes their timeline of districtwide SEL implementation, the development of their walk-through protocol, and the way observaton data has been shared and used to drive improvement.

**SOURCE: Keeneyville School District**

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**TAGS** define SEL metrics assessment school visit/observation tool conducting local SEL research continuous improvement implementation evaluation

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### [SEL-Related Metrics](#)

Nashville's combination of student surveys (Tripod and Safe & Supportive Schools), other data collected by schools and the district, and observable measures of SEL and climate.

**SOURCE: Metropolitan Nashville Public Schools**

**TAGS** student assessment define SEL metrics assessment conducting local SEL research implementation evaluation

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### [Washoe County's 17 Item Student Social and Emotional Competency Self Report](#)

Summary of the process of developing a 17 item student self-assessment of SEL used in Washoe, including the use of student focus groups, with results and connection to achievement and behavior outcomes. Item text is included.

**SOURCE: Washoe County School**

**District**

**TAGS** [student assessment](#) [define SEL metrics](#) [assessment](#) [data dashboards](#)  
[conducting local SEL research](#) [continuous improvement](#) [implementation evaluation](#) [youth voice](#)

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**SOURCE: Sacramento City Unified School**

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**TAGS** [assessment](#) [evidence-based programs](#) [data dashboards](#) [conducting local SEL research](#)  
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**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](#)

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### [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

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### [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

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### [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

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### [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

### TITLE

#### [Continuous Improvement for Social and Emotional Learning: Establishing Your Goals \(video\)](#)

This video summarizes a process for setting clear, measurable goals for SEL. For more information and tools about goal setting, explore:

- for school leaders: <https://bit.ly/SELactionplan>

- for district leaders: <https://bit.ly/districtSELplan>

**SOURCE:**

**CASEL**

**TAGS** implementation plan continuous improvement

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### [Districtwide SEL Action Planning Workbook \(APW\)](#)

Once district leaders have built a shared understanding of SEL, teams can use this workbook to organize priorities and goals and build a robust action plan to guide their work and exploration of the District Resource Center.

**SOURCE:**

**CASEL**

**TAGS** [define SEL metrics](#) [implementation plan](#) [continuous improvement](#) [planning](#)

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### [Develop a Long-term SEL Implementation Roadmap](#)

This tool provides a template and step-by-step instructions to help district SEL teams develop a three to five-year roadmap for SEL implementation to achieve the district's long-term SEL goals and shared vision.

**SOURCE:**

**CASEL**

**TAGS** [define SEL metrics](#) [implementation plan](#) [planning](#)

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### [Districtwide SEL Program and Initiative Inventory](#)

This tool is designed to help district social and emotional learning (SEL) teams learn about past and current SEL-related work being implemented across the district. In combination with the Districtwide SEL Implementation Rubric, this tool serves as a needs and resources assessment to bridge the gap between the district's shared vision and long-term SEL goals and an implementation plan.

**SOURCE:**

**CASEL**

**TAGS** [needs and resources assessment](#) [implementation plan](#) [continuous improvement](#) [planning](#)

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### [Develop Annual Goals and Action Plan for SEL](#)

This tool is designed to help district SEL teams develop goals and an action plan for a single year of districtwide SEL implementation. It builds on a district's shared vision, long-term SEL goals, and SEL implementation roadmap.

**SOURCE:**

**CASEL**

**TAGS** [define SEL metrics](#) [implementation plan](#) [continuous improvement](#) [planning](#)

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### [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](#)

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### [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

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### [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

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### [The District Resource Center: Essentials](#)

The DRC Essentials is a mini-book that contains a printable summary of the 4 focus areas and 14 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**

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### [Create a Shared Vision](#)

Use this worksheet to help develop a districtwide vision that helps establish SEL as integral to high-quality education, and will serve as the basis for the district's SEL goals, plans, allocation of resources, and continuous improvement.

**SOURCE:**

**CASEL**

**TAGS** implementation plan planning integrate with district priorities building buy-in for SEL

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### [Portrait of a Graduate - Framing a Vision for your School System](#)

Battelle for Kids has built out a 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.

**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 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](#)

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## [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**

**TAGS** [implementation plan](#) [planning](#) [integrate with district priorities](#)

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## 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**

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### [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](#)

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### [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](#)

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### [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](#)

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## 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](#)

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### [Develop Long-Term Goals for Districtwide SEL](#)

This tool explains how to set long-term SMARTIE-style goals for districtwide SEL implementation. Provides guidelines to get the committee started, step-by-step instructions for defining goals that reflect the district's shared vision, and examples.

**SOURCE:**

**CASEL**

**TAGS** [define SEL metrics](#) [continuous improvement](#) [implementation evaluation](#) [planning](#)

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### [Data Sources to Analyze SEL Implementation and Outcomes](#)

Use this tool as you consider what kind of data you will need and find data sources you can use to assess progress toward your SEL goals.

**SOURCE:**

**CASEL**

**TAGS** [student assessment](#) [define SEL metrics](#) [assessment](#) [conducting local SEL research](#)  
[continuous improvement](#) [implementation evaluation](#)

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### [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**

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### [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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### [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](#)

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### [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](#)

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### [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](#)

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## See artifacts shared by districts and schools

### TITLE

#### [Fellowship Spotlight - Finding a Focus for Systemic SEL](#)

SEL Fellow and district SEL leader in St. Paul Sara Lein describes their process of developing a shared vision and strategic framework for SEL with more than 400 participants, including students, parents, school district staff, and community members. Visit <https://casel.org/series/sel-fellows-briefs/> for more briefs from SEL Fellows.

**SOURCE:**

**CASEL**

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#### [Austin ISD - Statement of Purpose](#)

This statement from Austin ISD's Social & Emotional Learning and Cultural Proficiency & Inclusiveness department describes a guiding vision and defines the role of the department.

**SOURCE: Austin Independent School**

**District**

**TAGS** [cultural competence](#) [equity](#) [integrate with district priorities](#)

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### [Baltimore City Public Schools SEL Evaluation Framework](#)

Developed with evaluation partner Hanover Research, this document provides a framework for the evaluation of Baltimore's social and emotional learning programming.

**SOURCE: Baltimore City Public Schools**

**TAGS** [define SEL metrics](#) [continuous improvement](#) [implementation evaluation](#)

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### [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](#)

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### [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](#)

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### [Chicago School Climate Standards and Self-Assessment](#)

The Chicago Public Schools' School Climate Standards includes 17 key indicators organized into four domains: School-wide Environment and Leadership, Physical and Emotional Safety, Relational Trust, and Teaching and Learning. This document also includes a self-assessment to support school-level continuous improvement and resources to include student voice assessing school climate.

**SOURCE: Chicago Public Schools**

**TAGS** [define SEL metrics](#) [implementation monitoring](#) [culture and climate](#) [youth voice](#)

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### [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**

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### [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 and core values, highlighted best in the section on Safety and Support.

**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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### [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  
continuous improvement implementation monitoring implementation evaluation

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## RELATED RESOURCES

### [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**

**TAGS** assessment evidence-based programs school visit/observation tool elementary school grades  
data dashboards conducting local SEL research implementation monitoring  
implementation evaluation

### [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**

**TAGS** middle school grades high school grades assessment evidence-based programs  
school visit/observation tool data dashboards conducting local SEL research  
implementation monitoring implementation evaluation

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### [School and Classroom Walkthrough Rubric \(Nashville\)](#)

Nashville's clear, succinct yet detailed rubric collects data on schoolwide environment, community gatherings, classroom instruction, classroom environment & discipline in order to provide rich, actionable feedback to schools.

**SOURCE: Metropolitan Nashville Public**

**Schools**

**TAGS** implementation support define SEL metrics assessment school visit/observation tool  
data dashboards conducting local SEL research continuous improvement implementation monitoring  
implementation evaluation

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## RELATED RESOURCES

### [Procedure for SEL Walkthroughs \(Nashville\)](#)

Clear instructions for before, during, and after school site visits using Nashville's walkthrough rubric.

**SOURCE: Metropolitan Nashville Public**

**Schools**

**TAGS** implementation support assessment school visit/observation tool  
conducting local SEL research continuous improvement implementation monitoring  
implementation evaluation

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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](#)

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### [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**

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### [El Paso Strategic Plan](#)

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

**SOURCE: El Paso Independent School District**

**TAGS** [communications](#) [community relations](#) [college and career readiness](#) [data dashboards](#)

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Find resources to help you learn more on this topic

#### TITLE

### [Continuous Improvement for Social and Emotional Learning: Establishing Your Goals \(video\)](#)

This video summarizes a process for setting clear, measurable goals for SEL. For more information and tools about goal setting, explore:

- for school leaders: <https://bit.ly/SELactionplan>
- for district leaders: <https://bit.ly/districtSELplan>

**SOURCE: CASEL**

**TAGS** [implementation plan](#) [continuous improvement](#)

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### [Refocus on the SEL Roadmap: Actions for a Successful Second Semester](#)

CASEL offers 3 strategies for a successful second semester amid the coronavirus pandemic, with action steps, tools, and case examples from our partner school districts.

**SOURCE: CASEL**

**TAGS** [distance learning](#)

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### [Districtwide SEL Action Planning Workbook \(APW\)](#)

Once district leaders have built a shared understanding of SEL, teams can use this workbook to organize priorities and goals and build a robust action plan to guide their work and exploration of the District Resource Center.

**SOURCE:**

**CASEL**

**TAGS** [define SEL metrics](#) [implementation plan](#) [continuous improvement](#) [planning](#)

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### [Integrating Social, Emotional, and Academic Development \(SEAD\): An Action Guide for School Leadership Teams](#)

The guide provides practical advice, curated resources, and action steps for school leaders to improve the student experience, calling out specific equity implications in every section to give these issues priority in planning.

**SOURCE: The Aspen Institute**

**TAGS** [Adult SEL](#) [equity](#) [culturally responsive](#) [culture and climate](#)

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### [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](#)

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### [RAND Education Assessment Finder: Measuring social, emotional, and academic competencies](#)

A web-based tool that practitioners, researchers, and policymakers can use to explore what assessments are available, what they measure, how they are administered, and how to use results.

**SOURCE: RAND**

**TAGS** [student assessment](#) [define SEL metrics](#) [assessment](#) [continuous improvement](#)  
[implementation evaluation](#)

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### [CORE Case Study Tools](#)

A set of 11 tools to support districts into deciding whether to assess, what skills to focus on, selecting valid measures, and interpreting and acting on data.

**SOURCE: Transforming Education**

**TAGS** [student assessment](#) [PLC](#) [toolkit](#) [define SEL metrics](#) [assessment](#)  
[conducting local SEL research](#) [continuous improvement](#) [implementation evaluation](#)

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### [Are You Ready to Assess Social and Emotional Development?](#)

Toolkit from AIR providing key background information about SEL assessment to weigh risks and benefits, a decision tree, and a comprehensive index of validated tools for measuring SEL outcomes.

**SOURCE:**

**AIR**

**TAGS** student assessment toolkit define SEL metrics assessment conducting local SEL research  
continuous improvement implementation evaluation

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### [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

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### [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

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