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| **10 INDICATORS OF SCHOOLWIDE SEL – STRENGTHS AND NEEDS REFLECTION**  **Directions:** When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people. In the table below, reflect on the programs, practices, and strategies that your school is already using to support the essential components of schoolwide SEL identified below. Then, reflect on how your school community can grow the most. This reflection can be a helpful step in establishing common ground among stakeholders about where the school should focus their learning and implementation efforts for SEL. | | | | |
|  | **Foundational**  **Structures** | **Description** | **Assets that Already Support this Indicator** | **Areas for Growth** |
| Image result for team icon | SEL team | Schoolwide SEL is led by a team that is composed of individuals who are representative of the full school community. |  |  |
| /var/folders/dk/_rj8zd_j49qdv2skf_xl4vf80000gn/T/com.microsoft.Word/Content.MSO/931AEAE9.tmp | Communication plan | Structures are in place to support consistent two-way SEL communications between the SEL team and all stakeholders (e.g., town hall meetings, open door policies, social media). |  |  |
|  | Foundational knowledge of SEL | Members of the school community, including families and community partners, can discuss SEL’s importance and its impact on student outcomes and understand their own role in helping students develop social and emotional competencies. |  |  |
|  | Shared vision for SEL | A collaboratively developed shared vision for schoolwide SEL is regularly communicated to the entire school community, informs planning and implementation, and is revisited regularly. |  |  |
| /var/folders/dk/_rj8zd_j49qdv2skf_xl4vf80000gn/T/com.microsoft.Word/Content.MSO/4E823D7C.tmp | Implementation plan | The SEL team has developed an SEL implementation plan. This plan is integrated into schoolwide planning documents and is referenced and revised regularly. |  |  |
| Image result for learning icon | Professional learning | A professional learning plan for SEL offers staff regular opportunities to cultivate adult SEL and learn how to promote SEL for students. |  |  |
|  | **Indicator of Schoolwide SEL** | **Description** | **Assets that Already Support this Indicator** | **Areas for Growth** |
|  | Evidence-based SEL programs and practices | Time is dedicated regularly for all students to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive. |  |  |
|  | SEL integrated instruction | SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education. |  |  |
|  | Youth voice and engagement | Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers. |  |  |
|  | Supportive school and classroom climates | Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community. |  |  |
|  | Focus on adult SEL | Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build relational trust, and maintain a strong community. |  |  |
|  | Supportive discipline | Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably enforced. |  |  |
|  | A continuum of integrated supports | SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met. |  |  |
|  | Authentic family partnerships | Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students’ social, emotional, and academic development. |  |  |
|  | Aligned community partnerships | School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time. |  |  |
|  | Systems for continuous improvement | School and classroom-level data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity. |  |  |

Collaborating closely with out-of-school time partners? See the [OST-enhanced version of this tool](http://schoolguide.casel.org/uploads/2019/03/NRI-with-Foundational-Components-OST-3.21-1.docx?utm_source=Resources-OST&utm_medium=Download&utm_campaign=OST_Links). [http://bit.ly/2W4JroE](http://schoolguide.casel.org/uploads/2019/03/NRI-with-Foundational-Components-OST-3.21-1.docx?utm_source=Resources-OST&utm_medium=Download&utm_campaign=OST_Links))