

CASEL Guide to Schoolwide SEL: Implementation Timeline

Schoolwide SEL implementation is an ongoing, iterative process. In CASEL’s experience, full implementation of schoolwide SEL often takes three to five years but will depend on each school’s individual circumstances and goals. The timeline below is intended to offer broad guidance for how schools might engage with the School Guide’s focus areas throughout the school year to drive systemic implementation. In general, we recommend that schools engage with all of Focus Area 1: [Build Foundational Support](#) and [Plan](#) in the first few months of implementation. Schools will then engage in [Focus Area 2: Strengthen Adult SEL](#) and [Focus Area 3: Promote SEL for Students](#) at a pace and depth that makes sense for their plan. [Focus Area 4: Reflect on Data for Continuous Improvement](#) should be integrated throughout the entire planning and implementation process.

YEAR 1 OF IMPLEMENTATION

Month 1

- Gain principal commitment, designate an SEL lead and form a team ([Focus Area 1A](#)).
- Engage staff, families, and community partners in foundational learning ([Focus Area 1A](#)).

Month 2-3

- Develop a shared vision for SEL ([Focus Area 1B](#)).
- Review needs, resources, and current implementation using the SEL Implementation Rubric & Program Inventory ([Focus Area 1B](#)).
- Set short term goals and develop an implementation plan ([Focus Area 1B](#)), including a plan to collect data to assess progress throughout the year ([Focus Area 4](#)).
- Plan a professional learning strategy ([Focus Area 2](#)).
- Establish a communications plan ([Focus Area 1](#)).
- Create a budget for SEL ([Focus Area 1B](#)).

AUGUST SEPTEMBER OCTOBER NOVEMBER DECEMBER JANUARY FEBRUARY MARCH APRIL MAY JUNE

Month 3-11

- Based on your goals and implementation plan, engage in aligned strategies to strengthen adult SEL competencies and capacity ([Focus Area 2](#)).
- Based on your goals and implementation plan, engage in aligned strategies to promote SEL for students ([Focus Area 3](#)), including the adoption of an evidence-based SEL program.
- Regularly collect and review implementation and outcome data to monitor progress and engage in rapid learning cycles to make real-time pivots for continuous improvement ([Focus Area 4](#)).

Month 11-12

- Take the [Schoolwide SEL Implementation Rubric](#) to reflect on progress and identify areas for growth.
- Summarize and review SEL data ([Focus Area 4](#)).
- Based on rubric reflection and data review, revisit the implementation plan to make adjustments for the coming year ([Focus Area 4](#)).

YEARS 2 AND BEYOND

**SUMMER/
BEGINNING
OF YEAR**

- Review current results on the [Schoolwide SEL Implementation Rubric](#) and make an updated action plan ([Focus Area 1B](#)).
- Review implementation and outcome data from previous year(s) and update implementation plan as necessary, with your SEL vision and long-term goals as a guide ([Focus Area 4](#)).
- Review team roles, shared agreements, and procedures and set meetings dates, agendas, and data collection schedules for the school year ([Focus Area 1A](#)).
- Summarize progress and next steps and present to staff, families, and community partners ([Focus Area 4](#)).
- Engage all staff, families, and community partners in a refresher on SEL, and onboard new staff ([Focus Area 1A & 2](#)).

**MIDDLE
OF YEAR**

- Based on your implementation plan, engage in aligned strategies to strengthen adult SEL competencies and capacity ([Focus Area 2](#)).
- Based on your implementation plan, engage in aligned strategies to promote SEL for students ([Focus Area 3](#)).
- Collect and review implementation and outcome data to monitor progress and make real-time pivots for continuous improvement ([Focus Area 4](#)).

**END
OF YEAR**

- Take the [Schoolwide SEL Implementation Rubric](#) to reflect on progress and identify areas for growth ([Focus Area 1B](#)).
- Summarize, review, and reflect on SEL data ([Focus Area 4](#)).
- Based on rubric reflection and data review, revisit your SEL goals and implementation plan to make adjustments for coming year ([Focus Area 4](#)).

Below is a detailed example of how a school's first year of implementation may look



Focus Area 1A:

Build Awareness, Commitment, and Ownership



Focus Area 4:

Practice Continuous Improvement



Focus Area 1B:

Create a Plan



Focus Area 1B:

Create a Plan



Focus Area 2:

Strengthen Adult SEL

Month(s)		Month(s)	Month(s)	Month(s)	Month(s)
May - August	August	August	September - October	September - October	October - March
Key Activities		Key Activities	Key Activities	Key Activities	Key Activities
<p>Create a Team</p> <ul style="list-style-type: none"> • Before the end of the previous school year, principal recruited SEL team lead and key team members, and allocated a budget for SEL. • Team met three times over the summer to: <ul style="list-style-type: none"> ◦ Establish team roles, shared agreements, and meeting procedures, and put weekly meetings on the calendar for every other Tuesday for the school year. ◦ Attend a two-day district-provided training on schoolwide SEL implementation. ◦ Complete the SEL Implementation Rubric and Program & Initiative Inventory to establish baseline and identify SEL work that has already taken place 	<p>Foundational Learning</p> <ul style="list-style-type: none"> • Team planned an all-staff meeting to introduce SEL and develop staff shared agreements during an in-service day before the start of the school year. • Team prepared an after-school introduction to SEL for all families during the first month of school. 	<p>Continuously Improve Schoolwide SEL Implementation</p> <ul style="list-style-type: none"> • During the all-staff meeting, the SEL team also surveyed staff on their perceptions of school and classroom climate and their responses to questions about their hopes and goals for the school and students, to be used at a future meeting to develop the school's vision. 	<p>Shared Vision</p> <ul style="list-style-type: none"> • Held all-staff meeting to share priorities for shared vision and identify core themes and language to include in a draft. • Team used notes from all-staff meeting to draft shared vision. • Facilitated a similar vision process with families and community partners on Back-to-School Night and integrated their perspectives into the draft. • Shared a revised draft with school staff and students through their homerooms, allowing for amendments. • Held an all-school vote on the vision to ensure widespread agreement. • Shared final draft in the school's newsletter and printed posters to hang throughout common areas. 	<p>Action Plan; Two-Way Communication</p> <ul style="list-style-type: none"> • Using the vision, the results of the Schoolwide SEL Implementation Rubric, the Program & Initiative Inventory, and the staff survey, the SEL team identified three key priorities: staff SEL and relationships, adopting an evidence-based program, and improving classroom climate. • Team developed SMARTIE goals and action steps for each priority. • Team determined the data they would review and prepared a schedule for data collection throughout the year to track progress toward SMARTIE goals. • Team developed a communication plan to provide updates and seek input/collaboration from families and community partners. 	<p>Learn, Collaborate, Model</p> <ul style="list-style-type: none"> • Prepared objectives and made contacts for professional learning to support staff SEL and relationship building • Conducted small group sessions in grade level team meetings to use personal SEL self-assessment tools and share strategies for integrating SEL into daily classroom practices. • Scheduled and planned two professional learning sessions for all staff using two hours during in-service days in January and March <ul style="list-style-type: none"> ◦ SEL team led learning on establishing a growth mindset and learning from colleagues (January). ◦ SEL team coordinated with an outside provider to provide session on cultural responsiveness (March).



Focus Area 3:

Promote SEL for Students



Focus Area 4:

Reflect on Data for Continuous Improvement



Focus Area 3:

Promote SEL for Students



Focus Area 4:

Reflect on Data for Continuous Improvement

Month(s)	Month(s)	Month(s)		Month(s)	
December - January	December - January	January - February	March - May		
Key Activities	Key Activities	Key Activities		Key Activities	
Classroom: Supportive Classroom Environment	Continuously Improve Schoolwide SEL Implementation	Classroom: Supportive Classroom Environment		Continuously Improve Schoolwide SEL Implementation	
<ul style="list-style-type: none"> All teachers worked with their homeroom students to establish classroom shared agreements. Grade-level teams met after developing shared agreements to debrief process. Team coordinated a schedule for teachers to visit each other's classrooms to observe other strategies for integrating SEL into classroom practices. 	<ul style="list-style-type: none"> Team worked with classroom teachers to survey students on their perceptions of classroom climate and analyze results and plan during grade level team meetings Team conducted learning walks throughout the building to collect observational data on the progress of SEL implementation. Team summarized, reviewed, and shared staff and student survey data and learning walk observations with staff at the beginning of an all-staff meeting, highlighted progress made toward goals set earlier in the year, then shared potential implementation next steps for their feedback. 	<ul style="list-style-type: none"> Convened an advisory council with teacher, family, community partner, and student representation to choose an evidence-based SEL program for the school. SEL team researched and presented advisory committee with district-supported SEL program options. Advisory council reviewed 5 program finalists and held vote to choose one program to pilot (one classroom per grade band to pilot this year). Shared advisory council process, considerations, and decision in school newsletter and on website. 		<ul style="list-style-type: none"> Principal communicated about the selection of the pilot SEL program during all-staff meeting and after-school family meeting. Team planned a rollout of the program and professional learning: <ul style="list-style-type: none"> Pilot in one classroom per grade band for the remainder of the year. If response and initial results are strong, full rollout to all classrooms the following school year. Purchased materials for pilot teachers and previewed them with all staff in small group meetings. Pilot teachers attended initial training in March and began implementation in April with bi-weekly coaching. Pilot teachers provided feedback on training and coaching. Team arranged for all staff to visit pilot classroom to observe program implementation Team worked with principal to identify an SEL period in the bell schedule for the following school year and a calendar of ongoing professional learning and coaching. 	<ul style="list-style-type: none"> Team reviewed feedback from pilot teachers and held focus groups with students to determine whether to fully adopt the piloted program. Team conducted end-of-year staff school and classroom climate survey and a learning walk throughout the building. Team compiled data from learning walks, surveys, family and community events, attendance, and classroom conduct to track progress and used a data review protocol to reflect and plan next steps. Updated results on the Schoolwide SEL Implementation Rubric. Developed short-term goals for the following school year: <ul style="list-style-type: none"> Implement evidence-based program with fidelity. Continue strengthening staff SEL and relationships. Develop aligned community partnerships to support SEL