**Rapid Learning Cycles for Continuous Improvement**

This tool helps SEL teams learn about the effectiveness of their SEL strategies and decide whether they should adjust implementation practices to move closer to their SEL goals.

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| **When to complete:** | Use this tool at least quarterly and more often as relevant in team meetings. |
| **Materials needed:** | An [SEL goal](https://schoolguide.casel.org/resource/developing-goals-for-schoolwide-sel/), a summary of recent [data related to this SEL goal](https://schoolguide.casel.org/resource/data-sources-to-assess-sel-implementation-and-outcomes/). |

**Before the Meeting**

A team member who will serve as the [Data Lead](https://schoolguide.casel.org/resource/key-responsibilities-of-an-sel-data-lead/) prepares a summary of data for reflection and discussion related to one of the [school's SEL goals](https://schoolguide.casel.org/resource/developing-goals-for-schoolwide-sel/). Data should be presented in a way that is easy to read and disaggregated by subgroups to show potential trends among grades or traditionally marginalized groups.

In a meeting invitation, remind SEL team members of [norms for reviewing data](https://schoolguide.casel.org/resource/establish-norms-for-data-informed-conversations/) and share the data summary.

**During the Meeting**

***Review the data (15 minutes)***

The Data Lead facilitates the team’s review of the data summary. The team should review the following features of the data:

1. The goal or action step that the data is related to
2. The source of data and when it was collected
3. Number of responses
4. Patterns in responses

***Discuss goal progress (15 minutes)***

The meeting facilitator guides discussion using these questions:

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| **Based on the data, are we making progress toward our goal?**   * Do we see an increase/improvement relative to where we started? * If we see no change or a decline, what might have happened? * Is change happening at the rate we are aiming for?   **What factors are contributing to progress toward our goal?**  **What factors are presenting challenges to progress?**   * How have we tried to address these challenges so far? * How can we address these challenges moving forward? |

***Develop next action steps (15 minutes)***

The meeting facilitator guides the SEL team in discussing how to proceed or make changes to SEL implementation.

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| **Given our discussion today, should we make adjustments to our SEL implementation strategy to meet our goal?** |

**YES.**

**What is one action we will commit to trying this month that we think will move us closer to our SEL goal?**

*Think about:*

* *What we learned from the data*
* *Our own experiences of implementation so far*
* *Resources from the CASEL* [*Guide to Schoolwide SEL*](https://schoolguide.casel.org/) *or* [*District Resource Center*](http://drc.casel.org/)

**NO...**

**because we need to adjust or deprioritize this goal**

*Think about:*

* *Changing the magnitude of the goal, so it is compelling yet feasible*
* *Changing the aim of the goal, if priorities have shifted for the year*

**because we are   
on track.**

*Think about:*

* *The actions that led to success so far, what to keep doing*
* *Whether and when we need to check in on progress again.*

**How will we know if this action is working?**

*For example:*

* *Look at an updated version of the data summary the team looked at today*
* *Look at new data related to the action the team will be trying out*

**When will we next discuss this action and whether it is working?**

* *When could we realistically expect a change to occur?*
* *When will we have new data to reflect on?*

Notes:

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To close out the discussion, the meeting notetaker should document the next steps (including any due dates and an owners) and update a future meeting agenda to show that the team will return to this topic and learning cycle.

When the team reconvenes with a new or updated data summary, use this same protocol to learn whether the action was effective in making progress toward the goal, or if different action is needed.