Build Awareness, Commitment, and Ownership

Note your site's progress and needs in these areas:

	1	**2**	**3**	**4**
SEL Team	An SEL team is in the initial stages of development.	An SEL team meets occasionally with few structured roles and responsibilities.	An SEL team meets regularly with designated roles and responsibilities. Youth, teachers, OST staff, families, and community groups are consulted when teams are making decisions that would directly impact them.	An SEL team with designated roles and responsibilities, meets at least monthly to reflect on data, plan for improvements, and lead systemic SEL initiatives. The team is representative of the community and includes school and OST staff, youth , families, and community groups in decision-making processes.
Foundational SEL Learning Opportunities	Foundational SEL learning opportunities are not yet provided.	Foundational SEL learning opportunities have been provided to some key stakeholders (school and OST program staff, families, and community partners). Members of the community have a general understanding of SEL and its impact on youth development.	Foundational SEL learning opportunities have been provided for school and OST program staff, families, and community partners but are not yet offered annually. Many members of the community can discuss SEL's importance and its impact on youth development.	Foundational SEL learning opportunities are provided for all staff in the first year of implementation and then at least annually for new school and OST program staff, families, community partners, and as part of the onboarding process. Almost all members of the community can discuss SEL's importance and its impact and understand their own role in helping youth develop social and emotional competencies.
Shared Vision	A shared vision for SEL has not yet been developed.	The SEL team has begun engaging stakeholders, including youth, families, school and OST program staff, and community members, as collaborators for developing a shared vision for SEL.	The SEL team collaborated with a group of stakeholders who are representative of the community to develop a shared vision for SEL that has been communicated to the entire community.	The SEL team collaborated with a group of stakeholders who are representative of the community to develop a shared vision for SEL. The shared vision has been communicated to the entire community, informs planning and implementation, and is revisited regularly.

Create a Shared Plan

Note your site's progress and needs in these areas:

	1	2	3	4
Planning	The SEL team is beginning to assess needs and resources.	The SEL team has assessed needs and resources, and begun identifying S.M.A.R.T.I.E. goals and action steps.	The SEL team has assessed needs and resources, developed a one-year (at minimum) SEL implementation plan with S.M.A.R.T.I.E. goals, action steps, and assigned ownership.	The SEL team has assessed needs and resources and developed a one-year (at minimum) SEL implementation plan with S.M.A.R.T.I.E. goals, action steps, and assigned ownership. This plan is fully integrated with other priorities and plans. The team reviews their goals and the plan regularly to monitor implementation and make necessary adjustments.
Two-Way Communication	Two-way SEL communications between the SEL team and all stakeholders have not yet been planned.	Some structures to support two-way SEL communications between the SEL team and all stakeholders are in place, but are not yet used in ways that are consistent.	The SEL team and leadership engages in consistent two-way SEL communications with all stakeholders including staff, other school and program-based teams, community partners, families, and out-of-school time providers.	The SEL team and leadership engages in consistent two-way SEL communications with all stakeholders including staff, other school and program-based teams, community partners, families, and out-of-school time providers. The SEL team regularly reviews whether communications are effective at engaging stakeholders in systemic SEL.
Resources	Funding for SEL has not yet been discussed and prioritized.	The SEL team is identifying funding and resources to support SEL.	There is a one-year budget for SEL resources that includes funding for professional learning and materials needed to support SEL. The school and OST program have allocated staff time for engaging in SEL-related activities including professional learning, but these may be offered separately.	There is a stable long-term budget for SEL resources, including professional learning, materials, and staffing. The school and OST program have allocated collaborative staff time for engaging in SEL-related activities including professional learning.

Strengthen Adult SEL Competencies and Capacity

Note your site's progress and needs in these areas:

	1	2	3	4
Professional Learning to Strengthen Staff Expertise	Staff do not yet engage in high-quality SEL-related professional learning to develop their skills for cultivating supportive, equitable learning environments and promoting SEL.	Some staff engage in high-quality professional learning to develop their skills for cultivating supportive, equitable learning environments and promoting SEL for youth. These opportunities may not be available for all staff working in the school community (school and OST program staff).	Staff engage in high-quality professional learning multiple times throughout the year to develop their skills for cultivating supportive, equitable learning environments and promoting SEL for youth. These professional learning opportunities are aligned to the SEL goals and scaffolded to support staff based on their roles and current knowledge of SEL, however, they may be offered to school and OST staff separately.	School and OST program staff engage in high-quality and ongoing professional learning together, including receiving coaching and feedback. These professional learning opportunities develop their skills for cultivating supportive, equitable learning environments and promoting SEL for youth; are aligned to the SEL goals; and scaffolded to support staff based on their roles and current knowledge of SEL. The SEL team collects staff feedback to shape an effective approach to ongoing support and coaching.
Adult SEL and Cultural Competence	Staff do not yet have opportunities to reflect on and develop their own social, emotional, and cultural competencies.	Meaningful opportunities for staff to develop their own social, emotional, and cultural competencies are offered at least once per year. However, these opportunities may not be available to all staff (school and OST program).	Meaningful opportunities for all staff (school and OST program) to reflect on and develop their own social, emotional, and cultural competencies are available multiple times throughout the year. These opportunities include structured activities that support staff in practicing self-care and examining their mindsets and biases.	Meaningful opportunities for all staff (school and OST program) to reflect on and develop their own social, emotional, and cultural competencies are built into regular staff meetings and part of the overall professional learning strategy. These opportunities include structured activities to support staff in practicing self-care and examining their mindsets and biases. The SEL team regularly reviews data related to adult SEL and cultural competence to plan ongoing support.
Staff Collaboration	Staff do not yet have opportunities to build collaborative relationships.	Staff have dedicated time for collaboration, and have developed norms or shared agreements to guide collaboration. This collaboration, however, does not cross between school and OST program staff.	The SEL team and leadership regularly review their approach for fostering community, shared purpose, and collaboration among staff. Staff have dedicated time for collaboration, both internally and between school and OST. Staff norms or shared agreements guide respectful interactions, effective collaboration, and an inclusive staff culture.	The SEL team and leadership intentionally foster a sense of community and shared purpose among staff, including using data on staff perceptions to improve the work climate. School and OST program staff have dedicated time to learn from each other, share best practices, and collaboratively problem-solve around SEL implementation challenges. Staff norms or shared agreements guide respectful interactions, effective collaboration, and an inclusive staff culture.
Staff Modeling of SEL	Leadership and/or staff have not yet prioritized modeling social, emotional, and cultural compe-tencies in their interactions.	The SEL team is developing an approach to support leadership and staff in modeling social, emotional, and cultural competencies in their language and interactions with other staff, youth, families, and community partners.	Leadership and staff regularly model social, emotional, and cultural competencies in their language and interactions with most staff, youth, families, and community partners. Staff efforts and contributions are sometimes acknowledged.	Leadership and staff regularly model social, emotional, and cultural competencies in their language and interactions with other staff, youth, families, and community partners. Leaders and the SEL team have built supportive relationships with staff and regularly acknowledge staff efforts and contributions.

CASEL **Guide to Schoolwide SEL**

Promote SEL for Youth

Note your site's progress and needs in these areas:	1	2	3	4
Supportive Learning Environment	Staff have not yet prioritized the use of inclusive, relationship-centered, and culturally responsive practices to create supportive learning environments.	Staff have prioritized and planned to build inclusive, relationship-centered, and culturally responsive practices to create supportive learning environments. Shared agreements have been collaboratively developed in some classrooms and program spaces.	Some staff use inclusive, relationship-centered, and culturally responsive practices to create supportive learning environments. Strategies are developmentally appropriate and focus on meeting the needs of all youth. Shared agreements are collaboratively developed and modeled by most adults and youth.	Staff use inclusive, relationship-centered, and culturally responsive practices to create supportive learning environments. Strategies are developmentally appropriate and focus on creating a community of learners that supports, honors, and acknowledges the cultural assets, contributions, and needs of all youth. Shared agreements are collaboratively developed, consistently modeled by adults and youth, and woven into daily routines and practices.
Explicit SEL Instruction and Programming	There is not yet dedicated time for youth to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction or programming.	Some youth have dedicated time during the school day or in OST programming to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction or programming.	All youth have dedicated time during the school day or in OST programming to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction or programming. SEL instruction is provided by staff; is sequenced with connected and coordinated activities; uses active forms of learning; focuses on developing social and emotional skills; and explicitly targets specific SEL goals.	All youth have dedicated time during the school day and in OST programming to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction and programming. SEL instruction is provided by teachers; is sequenced with connected and coordinated activities; uses active forms of learning; focuses on developing social and emotional skills; and explicitly targets specific SEL goals.
SEL-Integrated Instruction and Programming	Staff have not yet prioritized the integration of SEL into instruction or OST program activities.	SEL standards/goals are embedded in learning in some classrooms or program spaces. Some staff use discussion and collaborative structures to engage youth, and encourage youth to connect their perspectives and experiences to instruction.	SEL standards/goals are clearly embedded in learning. All staff use discussions and collaborative structures to engage youth. Staff encourage youth to connect their perspectives and experiences to instruction.	SEL standards/goals are clearly embedded in learning, and youth regularly share their perspectives on how social and emotional competencies connect to what they're learning. Staff actively engage youth in co-constructing knowledge and making meaning of content through discussions and collaborative structures. Staff use intentional strategies to foster youth ownership over their learning, including connecting their perspectives and experiences to instruction and programming.

Promote SEL for Youth

Note your site's progress and needs in these areas:

	1	**2**	**3**	**4**
Cultural Responsiveness	Leadership and staff are unfamiliar with the cultural backgrounds and life circumstances of the young people in their classrooms or programs, and the local community context.	Leadership and staff are familiar with the cultural backgrounds and life circumstances of most of the young people in their classrooms or programs, and the local community context.	Leadership and staff are familiar with the cultural backgrounds and life circumstances of the young people in their classrooms or programs, and the local community context. Instructional and programming materials offer diverse representations of culture, race, gender, and other identities. SEL practices provide opportunities for some youth to learn about cultural differences.	Leadership and staff are deeply knowledgeable about the lived experiences and cultural backgrounds of the young people in their classrooms and programs, and the local community context. Instructional and programming materials offer diverse representations of culture, race, gender, and other identities. SEL practices provide opportunities for youth to learn about cultural differences, explore and celebrate their own social and cultural identities, and collaboratively develop inclusive and equitable learning environments.
School and OST Climate	The SEL team has not yet prioritized climate efforts.	The SEL team is beginning to plan climate improvement efforts. Norms and shared agreements have been collaboratively developed and aligned to the SEL vision.	The SEL team meets regularly to plan climate improvement efforts and is beginning to collect climate data. Norms, shared agreements, routines, and procedures support the SEL vision and climate.	The SEL team regularly assesses climate (through observational data, surveys, etc.) and meets regularly to plan improvement efforts based on data. Norms, shared agreements, routines, and procedures support the SEL vision and climate.
Evidence-based SEL Programs and Practices	The SEL team is in the process of collaboratively selecting an evidence-based program aligned to the vision and goals, and cultural and linguistic strengths.	The school and OST program are beginning to provide professional learning around evidence-based SEL program and practices aligned to the SEL vision and goals, and cultural and linguistic strengths.	The school and OST program are implementing with fidelity an evidence-based SEL program and practices for some youth, and providing ongoing implementation support to staff. Program and practices are aligned to the SEL vision and goals, and are culturally- and linguistically-responsive to youth.	The school and OST program are implementing with fidelity an evidence-based SEL program and practices for all youth, and providing ongoing implementation support to staff. Program and practices are aligned to the SEL vision and goals, and are culturally- and linguistically-responsive to youth. The SEL team regularly uses data on fidelity of implementation to inform planning.
Youth Voice and Engagement	Youth do not yet have opportunities to take on leadership and decision-making roles.	Some youth have opportunities to take on more traditional leadership roles such as student council, patrols, or leading announcements.	Youth are offered many opportunities to take on leadership and decision-making roles that inform SEL initiatives, instructional practices, and climate. Youth have opportunities to lead activities, solutions, and projects to improve their learning spaces and the broader community.	Staff honor and elevate a broad range of youth perspectives and experiences by engaging them as leaders, problem solvers and decision-makers, offering ways for youth to shape SEL initiatives, instructional practices, and climate. Youth regularly initiate and lead activities, solutions, and projects to improve their learning spaces and the broader community.

Promote SEL for Youth

Note your site's progress and needs in these areas:

	1	2	3	4
Continuum of Student Support (may not apply to OST)	A continuum of supports is not yet available.	A continuum of supports is partially in place. The SEL team is considering ways to create common language and align supports with SEL goals and priorities.	A continuum of supports is provided to meet the academic, social, emotional, and behavioral needs of all youth. The SEL team is taking steps to create common language and align all supports and related programs and and initiatives with SEL goals and priorities.	A continuum of supports is provided that meet the academic, social, emotional, and behavioral needs of all youth. The SEL team has created common language and aligned all supports and related programs and initiatives with SEL goals and priorities. Each year, the SEL team takes stock of all supports and is strategic about how to improve integration in the coming year.
Discipline Policies and Practices	Discipline policies and practices have not yet been reviewed to determine how well they align with SEL.	Discipline policies and practices are being reviewed for their alignment with SEL. Data have been reviewed to determine if policies and practices have been applied equitably.	Discipline policies and practices have been identified that support SEL and are restorative, instructive, and developmentally appropriate. Data are reviewed frequently to determine if policies and practices have been applied equitably.	Discipline policies and practices promote SEL, including providing opportunities for youth to reflect, problem solve, and build positive relationships. These policies and practices take into account young people's developmental stages, cultural backgrounds, and individual differences. Data demonstrates that these practices are used consistently and equitably in all spaces.
Family Partnerships	Staff do not yet communicate with families about SEL.	Staff provide updates to families about efforts to promote SEL.	Staff regularly communicates with and invites feedback from families about efforts to promote SEL.	Staff have multiple avenues for ongoing two-way communication with families, inviting families to understand, experience, inform, and support the social and emotional development of their young people in partnership with staff leadership. This partnership includes family participation on the SEL team and meaningful opportunities to learn more about and contribute to SEL.
School and Out-of-School Time Partnerships	School and OST partnerships to support SEL have not yet been developed.	School and OST partnerships that support SEL have been developed. OST partners and schools have begun to become familiar with one another's approach to SEL.	School and OST partnerships that support SEL have been established. OST partners and schools are familiar with one another's approach to SEL and are working to align priorities, language, and practices across settings.	School and OST partnerships that are strategic and aligned to support SEL have been developed. The school and OST partners are familiar with one another's approach to SEL and have worked to align and integrate supports where possible. These partnerships lead to increased youth and family access to a broad range of community services and expand the professional learning opportunities for SEL.

Note your site's progress and needs in these areas:

	1	2	3	4
Resources to Drive High Quality Continuous Improvement	The SEL team does not yet use implementation data and disaggregated outcome data to track progress toward SEL goals and monitor outcomes. Staff do not yet have the time and skills necessary to engage in cycles of continuous improvement.	The SEL team has begun to use some implementation and disaggregated outcome data to track progress toward SEL goals and monitor outcomes. Staff are developing the skills necessary to engage in cycles of continuous improvement.	The SEL team uses a full range of implementation and disaggregated outcome data to track progress toward SEL goals and monitor outcomes. Staff have the time and skills necessary to engage in cycles of continuous improvement.	The SEL team uses a full range of implementation data and disaggregated outcome data to track progress toward SEL goals and monitor outcomes. Staff are highly-skilled at data reflection and planning, and have dedicated time and resources to engage meaningfully in regular cycles of continuous improvement.
Systems to Promote Continuous Improvement	The SEL team has not yet identified a structured and ongoing process to collect, reflect on, and use data to inform decisions.	The SEL team is in the early stages of identifying a structured and ongoing process to collect, reflect on, and use data to inform decisions.	The SEL team has a structured, ongoing process to collect, reflect on, and use data to inform decisions. This process is used at strategic times (e.g., the beginning and end of each year), but does not yet happen consistently at each team meeting. The team communicates with and includes staff in this process on an annual basis.	The SEL team uses a structured, ongoing process to collect, reflect on, and use implementation and outcome data to inform decisions during each meeting. The team is empowered to lead staff in this process by regularly (at least quarterly) communicating their findings and creating opportunities to use data to drive continuous improvement at all levels (school, OST program, classroom, and community).