MASTER PLAN

Social and Emotional Learning

2022 – 2025

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Purpose

The purpose of this initiative is to provide students with the Social and Emotional Learning (SEL) Skills to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. According to the Collaborative for Academic, Social and Emotional Learning (CASEL), the practice of SEL has five different competencies which include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Howard, 2019) (Domitrivich, Durlak, Staley and Weissberg, 2017). Furthermore, SEL is the process through which social-emotional competence develops. It can be helpful to frame the broad construct of social emotional competence into two domains: *intrapersonal* and *interpersonal* skills or competencies; this serves to better organize the terms and definitions that align with SEL (CASEL, 2013, 2015; Weisberg, Durlak, Domitrivich & Gullotta, 2015). To these ends, the primary goal, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the *required* SEL knowledge and skills. Broward County Public Schools (BCPS) strive to provide all students with instruction in social and emotional skills that will prepare them to be resilient and achieve individual success academically, interpersonally and throughout their lives. Our new motto is simply: SEL: Inspire. Nurture. Challenge.

Implementation of SEL programs in schools provides a foundation for creating a safe learning environment where all students can succeed. Effective program includes multi-component school-based interventions involving classroom-based curricula that focuses on teaching students' skills to enhance social and emotional competencies as well as academic learning. Educators have the unique responsibility of delivering content as well as helping students move to the direction of personal growth and development (Howard, 2019). Schwartz (2019) also articulated that systemic SEL implementation takes a coordinated approach that engages the entire school, all classrooms, families and community partners. As part of this systemic approach, we share ideas for creating a sense of belonging and emotional safety within the classroom (Schwartz, 2019; Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D., 2019, 2020).

Academic Achievement. Through SEL, students can learn to handle their feelings for a number of purposes, including helping them to focus on their studies and improve individual performance. Better social skills have been shown to correlate with students' increased time-on-task and with higher achievement scores and higher grades. SEL has become more widely accepted as a component of education. In a recent national survey of teachers, 95 percent of respondents said that SEL is teachable; 97 percent said that SEL can benefit students from all socioeconomic backgrounds (Bridgeland, J., Bruce, M., & Hariharan, A.,2013). Programs that promote SEL now operate in thousands of US schools and in many other countries.14 States and school districts have (Humphrey, N., 2013, *Social and Emotional Learning: A Critical Appraisal*. Washington, DC: Sage; Torrente, C. et al., "International Perspectives on SEL," in Durlak et al., Handbook, 566–88) established policies to foster young people's social-emotional growth alongside academic growth, and federal legislation increasingly supports educating the whole child (Greenberg, M. T., Domitrovich, C. E., Weissberg, R. P., & Durlak, J. A. (2017).

Healthy Personal-Social Development. Through SEL, students can learn to exhibit pro-social behavior and character skills that will serve them well not only in school, but throughout their lives. They can

learn to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, make responsible decisions, and solve problems. According to the Yale Center for Emotional Intelligence (2013), emotions drive learning, decision-making, creativity, and establishing healthy relationships. Schools are also arenas where children and adolescent spend a great deal of time interacting with their peers, often in cross cultural circumstances (Guerra, Williams and Sadek, 2011). Schools can be pivotal to the development of strategies aimed at multicultural understanding and combating racism (McLaren and Torres, 1999; Forrest, J., Lean, G., & Dunn, K., 2016). According to CASEL (2020), schools like greater society, are becoming increasingly more diverse in culture, ethnicity, race, language, values and beliefs. This diversity has countless positive benefits and can also elicit challenges. As a result, it is crucial for all school staff to reflect on their own biases to create safe, equitable, supportive and inclusive environments for all students, staff and families. Aligning with BCPS purpose, SEL implementation and CASEL competencies (e.g. *self-awareness* and *social awareness)* can help promote practices that encourage engaging, interactive, cooperative, culturally responsive environments that focus on growth mindset for student and staff capabilities and potential (CASEL, 2020, 2015, 2013).

School Climate. A sustainable, positive school climate can be supported and furthered by SEL, as can efforts to reduce dropout rates, to foster youth development and academic achievement, and to increase the knowledge, skills, and disposition necessary for students to be responsible and productive members of the school community and society. SEL can increase attendance, and a related sense of connection to school and to adult members of the school community. When school members feel safe, valued, cared for, engaged, and respected, learning can measurably increase.

Goals:

I. Create a SEL culture and climate that supports a warm, welcoming, positive school environment and experiences that will maximize the benefits of a SEL education.

II. Advance the knowledge, attitude, skills, aspirations, and behaviors essential to effectively implement CASEL competencies so that all stakeholders, at all levels of the organization, have clearly defined roles, opportunities to experience and understand the benefits and ways to implement SEL competencies.

III. Instill in all stakeholders a greater motivation to learn and a deeper commitment to the educational process, leading to authentic engagement, better classroom behavior, and improved attendance and graduation rates.

IV. Collaborate with staff, district departments, and schools to organize, plan, and provide staffs and students with multi-layered systems of support and resources to ensure the successful implementation of SEL practices.

Long Term Benefits and Objectives:

▪ **Improved academic achievement:** Students involved in SEL programming will experience significantly greater academic achievement than students who do not receive SEL.

- **Improved school attitudes and behaviors**: SEL will instill greater motivation to learn, a deeper commitment to school, increased time devoted to schoolwork, better classroom behavior, and improved attendance and graduation rates.
- **Fewer negative behaviors**: Among students receiving SEL instruction, disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals will decrease significantly.
- **Reduced emotional distress**: Reports of student depression, anxiety, stress, or social withdrawal will decrease among students receiving SEL instruction, thereby enhancing social and emotional well-being and resiliency of the whole child.
- **Enhanced Social and Emotional well-being:** Students involved in SEL explicit and implicit programs will cultivate ways to manage stress, increase resilience by developing self-awareness, self-management, social awareness, social skills, and responsible decision making.
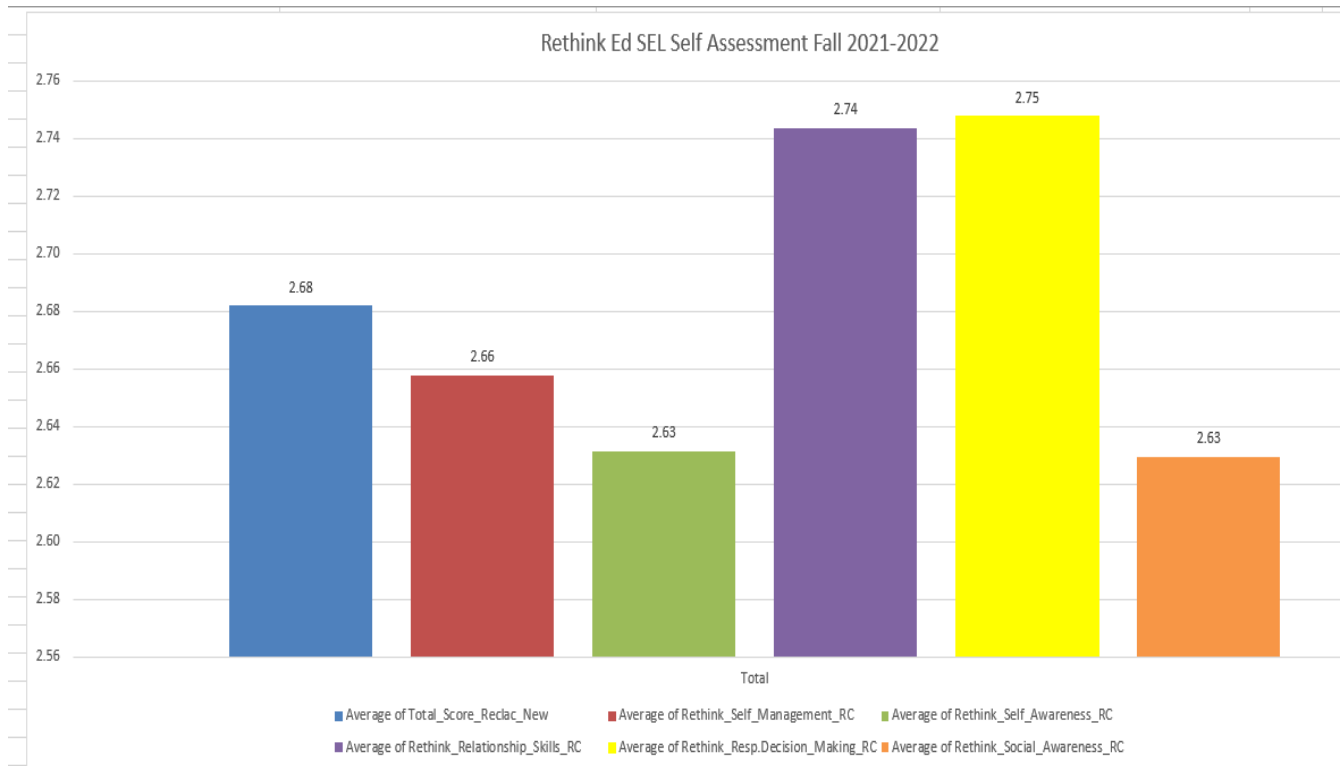
Needs Assessment

In the fall of 2021, BCPS conducted a District-wide survey developed and administered through ReThink Ed. In the SEL Student Survey, 79,000 students in grades 3-12 participated. The metrics indicated a District average of 2.68 out of 5 on the SEL Core Competencies (i.e., self-awareness, self-management, social awareness, relationship skills, and responsible decision making). The data indicated the greatest need for improvement is in the areas of social awareness. The trends were upward for other areas.

In school year 2020-2021, BCPS conducted a District-wide survey developed and administered through ReThink Ed. In the fall SEL Student Survey, 72,000 students in grades 3-12 participated. The metrics indicated a District average of 2.65 out of 5 on the SEL Core Competencies (i.e., self-awareness, self-management, social awareness, relationship skills, and responsible decision making). The data indicated the greatest need for improvement is in the areas of self-management and self-awareness.

The spring survey results for 2021 had a smaller sample with an average of 2.73 out of 5 (almost 3000 students) indicating a trend upward, but still the same areas of need. To maintain and improve other areas of the 5 SEL Core Competencies including social awareness, relationship skills, and responsible decision making, the SEL Strategic Plan will be implemented with the goal of increasing outcomes to 3.2 out of 5 by Year 5 (2024).

Another area of needed improvement based on the Panorama survey is school belonging (2020 and 2021) and self-regulation (2021), is school belonging, which was indicated as the lowest area despite improvements since 2017. Targeting self-management, self-awareness, and an increase in the sense of school belonging are the prime areas of SEL needs to be addressed through professional learning. Maintaining student skills in the areas of social awareness, social skills, and responsible decision making is a secondary need with SEL.

Research has shown that well-implemented Social and Emotional programs that are SAFE (sequential, active, focused, and explicit) result in, on average, an 11% gain in academic achievement as well as decreases in behavioral issues. Moreover, students participating in SEL programs have more self-control and self-regulation skills, develop positive social skills such as empathy, compassion, patience, and generosity, and experience more joy and optimism, and have greater enthusiasm for learning.

Rethink Ed SEL Self Assessment Fall 2021-2022

Chart: Rethink Ed SEL Self Assessment Fall 2021-2022 (Total)
- Average of Total_Score_Reclac_New: 2.68
- Average of Rethink_Self_Management_RC: 2.66
- Average of Rethink_Self_Awareness_RC: 2.63
- Average of Rethink_Relationship_Skills_RC: 2.74
- Average of Rethink_Resp.Decision_Making_RC: 2.75
- Average of Rethink_Social_Awareness_RC: 2.63

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan.

Desired Outcomes and Performance Indicators

All Staff: Instructional and Non-Instructional
1.0 Self-Awareness: Recognize one's emotions and thoughts and how they influence behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism. The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence. (casel.org)
1.1 Desired Outcome: Participants help students understand their feelings and beliefs as well as develop self-confidence. **1.2 Desired Outcome**: Implement effective self-awareness practices into everyday academic curriculum.
1.3 Desired Outcome: Participants will cultivate a mindfulness practice to help focus on their present experience with non-judgmental awareness that promotes the calm, relaxed, and enlivened classroom environments their students need to learn. **1.4 Desired Outcome**: Participants will help students to learn how to pay attention, in a particular way, on purpose, in the present moment, non-judgmentally by explicit integration of mindfulness practices in the classroom. **1.5 Desired Outcome:** Help students to develop self-efficacy and self-esteem by recognizing their own strengths, limitations, needs and values**.** **1.6 Desired Outcome:** Participants demonstrate to students how to create a personalized self-care plan that reflects self-awareness. healthy and responsible decision-making both intrapersonal and interpersonally. **1.7 Desired Outcome:** Participants will develop and execute a personalized self-care plan for themselves that reflect self-awareness. healthy and responsible decision-making both intrapersonal and interpersonally.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Teach students how to integrate personal and social identities. Teach students how to identify personal, cultural, and linguistic assets. Teach students how to identify their emotions.	Guide students to integrate personal and social identities. Guide students to identify personal, cultural, and linguistic assets. Guide students to identify their emotions. Guide students to demonstrate honesty and integrity.	Aware of the need for students to integrate personal and social identities. Aware of the need for students to identify personal, cultural, and linguistic assets. Aware of the need for students to identify their emotions.	Lack awareness of the need for students to integrate personal and social identities. Lack awareness of the need for students to identify personal, cultural, and linguistic assets. Lack awareness of the need for students to identify their emotions.

Teach students to demonstrate honesty and integrity. Teach students how to link feelings, values, and thoughts. Teach students how to examine prejudices and biases. Presenting the opportunity for students to experience self-efficacy. Teach students to have a growth mindset Encourage students to develop interests and a sense of purpose. (casel.org)	Guide students to link feelings, values, and thoughts. Guide students to examine prejudices and biases. Guide students to develop interests and a sense of purpose.	Aware of the need for students to demonstrate honesty and integrity. Aware of the need for students to link feelings, values, and thoughts. Aware of the need for students to examine prejudices and biases. Aware of the need for students to develop interests and a sense of purpose.	Lack awareness of the need for students to demonstrate honesty and integrity. Lack awareness of the need for students to link feelings, values, and thoughts. Lack awareness of the need for students to examine prejudices and biases. Lack awareness of the need for students to develop interests and a sense of purpose.

All Staff: Instructional and Non-Instructional

2.0 Self-Management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals. (casel.org)

2.1 Desired Outcome: Participants will help students to manage and express emotions appropriately, control impulses.

2.2 Desired Outcome: Participants will learn how to implement effective self-management practices into their everyday academic curriculum.

2.3 Desired Outcome: Participants help students to overcome challenges, set goals and persevere.

2.4 Desired Outcome: Participants will create a trauma-informed learning environment.

2.5 Desired Outcome: Participants will demonstrate to students how to create a personalized self-care plan that reflects self-management.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Teach students how to manage their emotions.	Guide students to manage their emotions.	Awareness of the need for students to manage their emotions.	Lack awareness of the need for students to manage their emotions.
Teach students how to identify and use stress management strategies	Guide students to identify and use stress management strategies	Awareness of the need for students to identify and use stress management strategies	Lack awareness of the need for students to identify and use stress management strategies
Teach students how to exhibit self-discipline and self-motivation.	Guide students to exhibit self-discipline and self-motivation.	Awareness of the need for students to exhibit self-discipline and self-motivation.	Lack awareness of the need for students to exhibit self-discipline and self-motivation.
Teach students how to set personal and collective goals.	Guide students to set personal and collective goals.	Awareness of the need for students to set personal and collective goals.	Lack awareness of the need for students to set personal and collective goals.
Teach students how to use planning and organizational skills.	Guide students to use planning and organizational skills.	Awareness of the need for students to use planning and organizational skills.	Lack awareness of the need for students to use planning and organizational skills.
Teach students the courage to take initiative.	Guide students to have the courage to take initiative.	Awareness of the need for students to have the courage to take initiative.	Lack awareness of the need for students to have the courage to take initiative.
Teach students personal and collective agency.			
(Casel.org)			

All Staff: Instructional and Non-Instructional

3.0 Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. (casel.org)

3.1 Desired Outcome: Participants will apply social awareness skills to help students use strategies to become aware of others' emotions, develop an awareness, respect and appreciation for diversity.

3.2 Desired Outcome: Participants will use teaching strategies to cultivate and promote SEL best practices that encourage engaging, interactive, cooperative, and culturally responsive environments.

3.3 Desired Outcome: Participants will learn how to implement effective social-awareness practices into their everyday academic curriculum.

3.4 Desired Outcomes: Participants will learn how to use creative art forms such as poetry, musicianship, etc. to teach and reinforce SEL competency of social awareness**.**

3.5 Desired Outcome: Participants will understand the impact of Adverse Childhood Experiences (ACE) and trauma, and their implications for social-emotional learning and behaviors.

3.6 Desired Outcome: Participants will learn how to create a trauma-informed learning environment. (Where we left off 4/4/22)

3.7 Desired Outcome: Participants will demonstrate to students how to create a personalized self-care plan that reflects social-awareness.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Teach students how to take others' perspectives.	Guide students to take others' perspectives.	Awareness of the need for students to take others' perspectives.	Lack awareness of the need for students to take others' perspectives.
Teach students to recognizing strengths in others.	Guide students to recognize strengths in others.	Awareness of the need for students to recognize strengths in others.	Lack awareness of the need for students to recognize strengths in others.
Teach students to demonstrate empathy and compassion.	Guide students to demonstrate empathy and compassion.	Awareness of the need for students to demonstrate empathy and compassion.	Lack awareness of the need for students to demonstrate empathy and compassion.
Teach students how to show the concern for the feelings of others.	Guide students to show the concern for the feelings of others.	Awareness of the need for students to show the concern for the feelings of others.	Lack awareness of the need for students to show the concern for the feelings of others.
Teach students how to understand and express gratitude.	Guide students to understand and express gratitude.		
	Guide students to identify diverse social		

Teach students to identify diverse social norms, including unjust ones. Teach students to recognize situational demands and opportunities. Teach students to understand the influences of organizations and systems on behavior. (Casel.org)	norms, including unjust ones. Guide students to recognize situational demands and opportunities. Guide students to understand the influences of organizations and systems on behavior.	Awareness of the need for students to understand and express gratitude. Awareness of the need for students to identify diverse social norms, including unjust ones. Awareness of the need for students to recognize situational demands and opportunities. Awareness of the need for students to understand the influences of organizations and systems on behavior.	Lack awareness of the need for students to understand and express gratitude. Lack awareness of the need for students to identify diverse social norms, including unjust ones. Lack awareness of the need for students to recognize situational demands and opportunities. Lack awareness of the need for students to understand the influences of organizations and systems on behavior.

All Staff: Instructional and Non-Instructional

4.0 Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflicts constructively, and seeking and offering help when needed.

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. (casel.org)

4.1 Desired Outcome: Participants will help students communicate effectively, listen actively, cooperate socially, and resist inappropriate social pressure.

4.2 Desired Outcome: Participants will teach students to negotiate conflicts constructively and seek and offer help as needed.

4.3 Desired Outcome: Participants will learn how to implement effective relationship skill practices into their everyday academic curriculum.

4.4 Desired Outcome: Participants will demonstrate to students how to create a personalized self-care plan that reflects relationship skills.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Teach students to communicate effectively. Teach students to develop positive relationships. Teach students to demonstrate cultural competency. Teach students to practice teamwork and collaborative problem solving. Teach students to resolve conflicts constructively. Teach students to resist negative social pressure. Teach students to show leadership in groups. Teach students to seek or offer support and help when needed. Teach students to stand up for the rights of others. (Casel.org)	Guide students to communicate effectively Guide students to develop positive relationships Guide students to demonstrate cultural competency Guide students to practice teamwork and collaborative problem solving. Guide students to resolve conflicts constructively Guide students to resist negative social pressure Guide students to show leadership in groups Guide students to seek or offer support and help when needed Guide students to stand up for the rights of others	Awareness of the need for students to communicate effectively Awareness of the need for students to develop positive relationships Awareness of the need for students to demonstrate cultural competency Awareness of the need for students to practice teamwork and collaborative problem solving. Awareness of the need for students to resolve conflicts constructively Awareness of the need for students to resist negative social pressure Awareness of the need for students to show leadership in groups Awareness of the need for students to seek or offer support and help when needed Awareness of the need for students to stand up for the rights of others	Lack awareness of the need for students to communicate effectively Lack awareness of the need for students to develop positive relationships Lack awareness of the need for students to demonstrate cultural competency Lack awareness of the need for students to practice teamwork and collaborative problem solving. Lack awareness of the need for students to resolve conflicts constructively Lack awareness of the need for students to resist negative social pressure Lack awareness of the need for students to show leadership in groups Lack awareness of the need for students to seek or offer support and help when needed Lack awareness of the need for students to stand up for the rights of others

All Staff: Instructional and Non-Instructional			
5.0 Responsible Decision-Making Skills. The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations based on ethical standards, safety concerns and social norms.			
5.1 Desired Outcome: Participants will help students to consider a variety of factors when making decisions and how to be aware of consequences.			
5.2 Desired Outcome: Participants will implement effective responsible decision-making skills into the everyday academic curriculum.			
5.3 Desired Outcome: Participants will demonstrate to students how to create a personalized self-care plan that reflects healthy and responsible decision-making both intrapersonal and interpersonally.			
Level 4	Level 3	Level 2	Level 1
Teach students to practice curiosity and open-mindedness. Teach students to make reasoned judgement after analyzing information, data, and facts. Teach students how to identify solutions for personal and social problems. Teach students to anticipate and evaluate the consequences of one's actions. Teach students to recognize how critical thinking skills are useful both inside and outside. Teach students to reflect on one's role to promote personal, family, and community wellbeing. Teach students to evaluate personal, interpersonal, community, and institutional impacts. (casel.org)	Guide students to practice curiosity and open-mindedness. Guide students to make reasoned judgement after analyzing information, data, and facts Guide students to identify solutions for personal and social problems. Guide students to anticipate and evaluate the consequences of one's actions. Guide students to recognize how critical thinking skills are useful both inside and outside. Guide students to reflect on one's role to promote personal, family, and community wellbeing. Guide students to evaluate personal, interpersonal, community, and institutional impacts.	Awareness of the need for students to practice curiosity and open-mindedness. Awareness of the need for students to make reasoned judgement after analyzing information, data, and facts Awareness of the need for students how to identify solutions for personal and social problems. Awareness of the need for students to anticipate and evaluate the consequences of one's actions. Awareness of the need for students to recognize how critical thinking skills are useful both inside and outside. Awareness of the need for students to reflect on one's role to promote personal, family, and community wellbeing.	Lack awareness of the need for students to practice curiosity and open-mindedness. Lack awareness of the need for students to make reasoned judgement after analyzing information, data, and facts Lack awareness of the need for students how to identify solutions for personal and social problems. Lack awareness of the need for students to anticipate and evaluate the consequences of one's actions. Lack awareness of the need for students to recognize how critical thinking skills are useful both inside and outside. Lack awareness of the need for students to reflect on one's role to promote personal, family, and community wellbeing.

		Awareness of the need for students to evaluate personal, interpersonal, community, and institutional impacts.	Lack awareness of the need for students to evaluate personal, interpersonal, community, and institutional impacts.
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All Staff: Instructional and Non-Instructional

6.0 Creating a SEL Culture & Nurturing Learning Environment: For SEL to flourish, it needs to be implemented within an effective overall SEL Culture. SEL Culture consists of developing a warm, welcoming, and positive environment. It is essential for students to feel emotionally and psychologically safe and supported throughout the learning process. Successful SEL Cultures require comprehensive instructional practices, using research and evidence-based programs. In addition, integration of SEL into the academic subject areas is necessary to maximize student growth. High impact SEL consists of a comprehensive approach within every area of the school community.

6.1 Desired Outcome Develop warm, welcoming, and positive learning environments by incorporating the following Collaborative for Academic Social & Emotional (CASEL) 3 Signature Practices to create a safe and supportive classroom culture characterized by respectful and productive relationships. 1. Facilitate welcoming interactions among students. 2. Facilitate interactive activities among students. 3. Facilitate an optimistic closure.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Design a SEL learning environment that is warm and welcoming, student/staff/community friendly, and visually observable or print rich. Incorporate each of the 3 CASEL Signature Practices school wide. For example, greet students or staff at the door and encourage caring conversations to create a sense of welcome and belonging. Include optimistic closures for meetings, classrooms, quarterly, and school year.	Design a SEL learning environment that is warm and welcoming, student friendly, and visually observable or print rich. Incorporate 2 of the 3 CASEL Signature Practices. For example, greet students or staff at the door and encourage caring conversations to create a sense of welcome and belonging. Include optimistic closures for meetings, classrooms,	Design a SEL learning environment that is warm and welcoming, visually observable or print rich. Incorporate 1 of the 3 CASEL Signature Practices. For example, greet students at the door and encourage caring conversations to create a sense of welcome and belonging. Include optimistic closures for meetings. Facilitate group processes encouraging students and staff to interact with one	Design a SEL learning environment that is visually observable or print rich. Incorporate 1 of the 3 CASEL Signature Practices. For example, greet students at the door and encourage caring conversations to create a sense of welcome and belonging. Facilitate group processes encouraging students to interact with one another to foster positive and productive peer communication. Establish educator-student relationships

Facilitate school family, ownership and group processes encouraging students and staff to form connections and relationships, interact with one another to foster positive and productive peer communication, conflict resolution, and collaboration.

Establish, train, and regularly evaluate educator-student relationships based on care, compassion, and trust. Include personalization, small groups, and mentoring between educators – students.

Facilitate development of avenues for student and staff perspectives, and group norms that encourage respect and student voice and choice.

Conclude instruction and meetings with an optimistic closure to clarify next steps, celebrate successes, and gain positive momentum for future learning. | Facilitate group school family and processes encouraging students and staff to interact with one another to foster positive and productive peer communication and collaboration.

Establish and train on topics of educator-student relationships based on care, compassion, and trust. Include small groups and mentoring opportunities

Facilitate development of avenues for student and staff perspectives, and group norms that encourage respect and student voice and choice.

Conclude instruction and meetings with an optimistic closure to celebrate successes and clarify next steps. | another to foster positive and productive peer communication.

Establish educator-student relationships based on care, compassion, and trust. Include small groups

Conclude instruction with an optimistic closure to clarify next steps. | based on care, compassion, and trust.

Conclude instruction with an optimistic closure. |

6.2 Desired Outcome Use data analysis to select the appropriate research and evidence based SEL program(s) and implement with fidelity to meet the needs of students, staff, family, and the wider school community.			
Level 4	Level 3	Level 2	Level 1
Actively seek out updated information and new learning opportunities, analyzing data to meet the	Actively seek out updated information and new learning opportunities, analyzing	Actively seek out updated information and new learning opportunities, analyzing	Participate in professional learning to enhance SEL competence and implementation.

needs of students using surveys, attendance, behavioral and academic reports to maximize students' well-being and acquisition of SEL skills.

Participate in professional learning to enhance SEL competence and implementation. Identify and apply sequenced lessons/activities that meet the needs to targeted students.

Demonstrate instructional leadership by sharing SEL knowledge and practices with students, families, and colleagues. | data to meet the needs of students using surveys, attendance, behavioral and academic reports to maximize students' well-being and acquisition of SEL skills.

Participate in professional learning to enhance SEL competence and implementation.

Demonstrate instructional leadership by sharing SEL knowledge and practices with students, families, and colleagues. | data to meet the needs of students using surveys, attendance, behavioral and academic reports to maximize students' well-being and acquisition of SEL skills.

Participate in professional learning to enhance SEL competence and implementation.

Demonstrate instructional leadership by sharing SEL knowledge and practices with students and colleagues. | Demonstrate instructional leadership by sharing SEL knowledge and practices with students. |

6.3 Desired Outcome Integrate SEL into the subject areas through incorporating appropriate SEL programs and using research and evidence-based instructional practices.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Identify and implement effective SEL programs designed to incorporate the CASEL competencies into the subject areas. Including SEL standards in lesson planning.

Apply instructional practices that embed SEL into student learning and reflection.

Create opportunities for students to use SEL knowledge and skills within project-based learning and application to real-life scenarios. | Identify and implement effective SEL programs designed to incorporate the CASEL competencies into the subject areas.

Apply instructional practices that embed SEL into student learning and reflection.

Create opportunities for students to use SEL knowledge. | Identify and implement effective SEL programs designed to incorporate the CASEL competencies into the subject areas.

Apply instructional practices that embed SEL into student learning and reflection.

Create opportunities for students to use SEL knowledge. | Identify and implement effective SEL programs designed to incorporate the CASEL competencies into the subject areas.

Create opportunities for students to use SEL knowledge. |

6.4 Desired Outcome Provide a comprehensive SEL approach, reaching every area of the School Community.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Build understanding of students through interest	Build understanding of students through interest	Build understanding of students through interest	Build understanding of students through interest

inventories, and strengths and learning style surveys. Use data analysis and needs assessments to inform instructional practices. Provide opportunities for students and staff to learn and apply SEL within clubs, sports, extracurricular activities, and school-wide initiatives. Bring all stakeholders together to craft a SEL vision. Develop norms and expectations to ensure ongoing improvement as SEL is implemented in every area of the school.	inventories, and strengths and learning style surveys. Provide opportunities for students and staff to learn and apply SEL within school-wide initiatives. Bring all stakeholders together to craft a SEL vision. Develop norms and expectations to ensure ongoing improvement as SEL is implemented in every area of the school.	inventories, and strengths and learning style surveys. Provide opportunities for students and staff to learn and apply SEL within school-wide initiatives. Bring all stakeholders together to craft a SEL vision.	inventories, and strengths and learning style surveys. Provide opportunities for students and staff to learn and apply SEL within school-wide initiatives.

Data Collection Plan			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Attendance Feedback Form in PD Mgmt. System	1x/workshop	District SEL Team
2. Participants' Learning	Workshop-embedded pre- and post-tests	1x/workshop	District SEL Team
3. Organizational Supports	SEL School Action Plans SEL Consultation anecdotal notes	1x/year 1x/session	School SEL Team District SEL Team
4. Participants' Practice	Small Group Meeting Minutes SEL Rubric Observation: Teachers	1x/year Upon request	School SEL Team District SEL Team
5. Student Outcomes	Rethink Ed Survey School Climate Survey SEL Rubric Observation: Students	1x/year Upon request	School SEL Team District SEL Team

Look-Fors: Participants will gain knowledge, understand the attitudes, skills, aspirations, and behaviors essential to effectively experience and implement SEL competencies.

Implementation Plan: PL Providers will monitor, support, and document implementation through virtual and in person coaching sessions where there will be informal observation and feedback provided. PL Provider will support open communication and be available for participants needs.

Evaluation Plan

Level 1. Participant Reactions		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
SEL Participant	Attendance Feedback Form in PD Mgmt. System	Summary of attendance Summary of feedback
Level 2. Participant Learning		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
SEL Participant	Workshop-embedded pre/post-tests	Analysis of pre/post-test results
Level 3. Organizational Support		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
SEL Participant	SEL School Agreements	District Records of Info. Sessions
Level 4. Participants' Use of New Knowledge and Skills		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
SEL Participant	Small Group Meeting Minutes SEL Rubric Observation: Teachers	Review of Meeting Minutes Analysis of SEL Rubric Observation
Level 5. Student Learning Outcomes		
Level of Impact	Mid-Year Evaluation	End-of-Year Evaluation
Student	SEL Rubric Observation: Student Data	Analysis of SEL Rubric Observation Rethink Ed SEL Survey School Climate Survey

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