

# SEL Schoolwide Action Plan Tool—Multilayered Systems

Critical SEL Element: **Multilayered Systems Responding to School and Student Needs**—Teams work together in developing systems to monitor all students' SEL growth and to determine how to address learners who need additional time and support as well as finding ways to support a home-school partnership.

## Indicators:

- Schoolwide social-emotional support system to monitor SEL growth; the climate of the school; and the usage of best practices, policies, and professional development.
- Systems to monitor individual students' SEL growth and development.
- Collaborative communication with families about student progress and learning needs.

Schoolwide	Classroom
<p>What it looks like, sounds like, feels like</p> <p><b>Schoolwide SEL Support System:</b></p> <ul style="list-style-type: none"> <li>• The school develops a common system to monitor the overall SEL growth and climate of the school and support the usage of best practices, policies, and professional development.</li> </ul> <p><b>Systems to Monitor Student Growth:</b></p> <ul style="list-style-type: none"> <li>• School teams use a problem-solving-based approach and common language to discuss student behavior, learning, and development.</li> <li>• School teams meet every six to eight weeks to monitor student progress in academics and SEL.</li> <li>• In progress-monitoring meetings, school teams use additional knowledgeable staff within the building to identify positive interventions to support a student's ability to feel safe, regulated, and connected.</li> <li>• School teams identify which building block a child may be having difficulty with and work together to develop plans to support that child.</li> </ul> <p><b>Communication with Families:</b></p> <ul style="list-style-type: none"> <li>• Families understand that every teacher their child works with understands their child's development and SEL.</li> <li>• School staff continuously communicates with families throughout the year (in person or virtually).</li> </ul>	<p>What it looks like, sounds like, feels like</p> <p><b>Schoolwide SEL Support System:</b></p> <ul style="list-style-type: none"> <li>• Individual classroom reflects the schoolwide commitments to best practices, policies, and professional development.</li> <li>• Teams use schoolwide common systems and tools for monitoring students' growth of SEL.</li> </ul> <p><b>Systems to Monitor Student Growth:</b></p> <ul style="list-style-type: none"> <li>• Classroom teachers model and support their students in identifying and monitoring SEL goals.</li> <li>• Students engage in goal-setting practices to monitor their own growth in both academic and social-emotional learning.</li> <li>• Teachers monitor students' behavior and collect data as agreed on by their team.</li> <li>• Teachers collect data, analyze the data within their team, and use them to inform teaching practices and target student learning.</li> </ul> <p><b>Communication with Families:</b></p> <ul style="list-style-type: none"> <li>• Teachers connect and collaborate with parents and communicate what students are learning, their overall progress, and their individual needs throughout the year.</li> </ul>

**Schoolwide examples:**

- Administration ensures grade-level teams have opportunities to engage in embedded professional development (weekly common planning meetings to plan instruction and meetings throughout the year to monitor student progress). Additional professional development around monitoring students' SEL occurs during designated teacher professional development days throughout the year, or in other job-embedded professional development (for example, teacher or team observations).
- Teams (guiding coalition, SEL team, or equity team) support the development of common schoolwide tools that can be used across the school for monitoring students' progress.
- Teachers discuss student behavior with an inquisitive, problem-solving lens. The school has a common schoolwide approach to monitoring SEL, and teams develop systems to support intervention.
- When discussing students' learning, development, and behaviors, teachers use common language and knowledge, are mindful of their language, and speak respectfully to peers and about students.
- Families feel welcomed and part of the school community, and every team develops systems for communicating with families about students' SEL. The school has multiple layers of supports (guiding coalition, SEL and equity teams, and so on). All teams are diverse and find time to collaborate and support the school's mission and vision.

**Schoolwide nonexamples:**

- Teachers use different vocabulary and terminology when discussing student behavior and SEL learning across the school setting and with parents. Student behavior and emotional development is not discussed at progress-monitoring meetings, and behavior is simply seen as interfering with academics.
- Common tools for monitoring students' SEL growth are not used; rather individual teachers or teams create their own systems.
- A select group of staff members receives training on SEL, and these individuals are not always given the opportunity to share information schoolwide. Teachers vary in their SEL competencies, and student SEL outcomes are based on teacher effectiveness and level of SEL knowledge.
- The school has designated various teams to support learning but the teams all operate in silos and have very little opportunity to collaborate with one another. When teams do collaborate, it is around academic learning and not SEL.

**Classroom examples:**

- Teachers use a balance of informal formative assessments and team-developed common formative assessments to monitor students' learning of SEL and inform their daily instruction. The classroom teacher collaborates and plans with the grade-level team, administrators, counselors, specialists, and various other staff members to support all student needs.
- Students use SEL vocabulary and can identify their feelings and ways to support their own social-emotional regulation, including when to ask for help in regulating themselves.
- Teachers assist students in individual goal setting and find unique ways of celebrating student growth. Teachers continually collaborate with families about what students are learning and their progress.

**Classroom nonexamples:**

- SEL is taught to students, but not monitored. Or, SEL is taught to students and assessed, but the teacher does not engage in meaningful data discussions with colleagues to support student needs or use it to direct their instruction.
- Students' learning of social-emotional skills and knowledge is not monitored, nor is any aspect communicated with parents.

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Source: Adapted from CASEL, 2019; The National School Climate Council, 2007.