

CASEL Guide to Schoolwide SEL: Implementation Timeline

Schoolwide SEL implementation is an ongoing 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: Practice Continuous Improvement](#) is intended to be used throughout all of implementation.

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 ([Focus Area 1A](#)).
- Review current implementation, needs and resources. Set goals and develop an implementation plan ([Focus Area 1](#)).
- Plan a professional learning strategy ([Focus Area 1B](#)).
- Establish a communications plan ([Focus Area 1B](#)).
- 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 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](#)).
- Adopt an evidence-based SEL program ([Focus Area 3](#)).
- Collect and review implementation and outcome data ([Focus Area 4](#)).

Month 11-12

- Take the Schoolwide SEL Implementation Rubric to update progress ([Focus Area 1B](#)).
- Summarize and review SEL data ([Focus Area 4](#)).
- Based on progress and data, revisit the implementation plan to make adjustments for coming year ([Focus Area 4](#)).

YEARS 2 AND BEYOND

SUMMER/
BEGINNING
OF YEAR

- Review team roles, norms, and procedures and set meetings and agendas for the school year ([Focus Area 1A](#)).
- Review implementation and outcome data from previous year(s) of implementation ([Focus Area 4](#)).
- Complete the Schoolwide SEL implementation rubric to track current progress ([Focus Area 1B](#)).
- Based on data, set goals and develop or refine the implementation plan ([Focus Area 1B](#)).
- Summarize data and next steps and present to staff, families, and community partners ([Focus Area 1A](#)).
- Engage all staff, families, and community partners in a refresher on SEL, and onboard new staff ([Focus Area 1A](#)).

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 ([Focus Area 4](#)).

END
OF YEAR

- Take the Schoolwide SEL Implementation Rubric to update progress ([Focus Area 1B](#)).
- Summarize and review SEL data ([Focus Area 4](#)).
- Based on progress and data, revisit the 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 1A:
Build Awareness, Commitment, and Ownership



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 identified 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, norms, and meeting procedures, and put weekly meetings on the calendar for each Tuesday for the school year. ◦ Attend a two-day districtwide training on schoolwide SEL implementation. • Throughout the year, team drafted agendas and ensured that invitations were shared with family partnership lead and key community partners. 	<p>Foundational Learning</p> <ul style="list-style-type: none"> • Team planned and provided an all-staff SEL 101 introduction during an in-service day before the start of the school year. • Team planned and provided 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, team also surveyed staff on their perceptions of school and classroom climate and what support they need for SEL implementation. 	<p>Shared Vision</p> <ul style="list-style-type: none"> • Held all-staff meeting to brainstorm priorities for shared vision. • Team used notes from all-staff meeting to draft shared vision. • Introduced draft vision to all parents and community partners on Back-to-School Night and invited feedback. • Integrated all feedback from families, students, and community partners into the vision. • Shared a final draft to school staff. • 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>Rubric and Goal Setting Communication Planning</p> <ul style="list-style-type: none"> • Team completed Schoolwide SEL implementation rubric. • Based on rubric and staff survey, team identified three key priorities for school year: strengthen staff SEL and relationships, adopt an evidence-based program, and strengthen classroom climate. • Team developed a communication plan using school's newsletter and social media account to provide updates and invited families and community partners to reply and share feedback. 	<p>Learn</p> <ul style="list-style-type: none"> • Initiated an adult SEL professional learning series. • Scheduled and planned three professional learning sessions for all staff using two hours during each school in-service day. <ul style="list-style-type: none"> ◦ SEL team planned sessions on: <ul style="list-style-type: none"> - Developing staff shared agreements (October) - Setting personal SEL goals (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:

Practice Continuous Improvement



Focus Area 3:

Promote SEL for Students



Focus Area 4:

Practice Continuous Improvement

Month(s)	Month(s)	Month(s)		Month(s)
October - November	November - December	November - February	March - May	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"> Team collaborated with classroom teachers during grade-level team meetings to develop a plan for engaging students in classroom shared agreements. Team developed and provided a protocol with clear written instructions, examples. Grade-level teams met after developing shared agreements to debrief process. 	<ul style="list-style-type: none"> Team conducted learning walk throughout the building to collect observational data on the progress of SEL implementation. Team summarized, reviewed, and shared staff survey and walkthrough data to staff at the beginning of an all-staff meeting. 	<ul style="list-style-type: none"> Convened an advisory committee 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. Reviewed program finalists and pricing. Held vote and identified program to adopt. Shared updates in school newsletter. 	<ul style="list-style-type: none"> Principal communicated adoption of new SEL program during all-staff meeting and after-school family meeting. Team planned a rollout of the program and professional learning: Pilot in two classrooms per grade band for the remainder of the year. Full rollout to all classrooms in following school year. Purchased program materials for all teachers, and teachers previewed materials during grade-level team meetings. Pilot teachers attended initial training in March and began implementation in May with bi-weekly coaching. Pilot teachers provided feedback on training and coaching. Team communicated updates from pilot classroom to all staff and planned full staff professional learning for the summer. 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 conducted end-of-year staff survey and a learning walk throughout the building. Team completed Schoolwide SEL implementation rubric. Team compiled all data to track progress throughout the year and engaged in a data review protocol to reflect and plan next steps. Team shared summary of data and next steps to all staff and families through newsletter. Developed priorities for the following school year: <ul style="list-style-type: none"> Implement evidence-based program with fidelity. Continue strengthening staff SEL and relationships. Engage student feedback and ideas in SEL implementation. Integrate SEL into academics.