PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

PSU Improvement Plan for
Social Emotional Learning (SEL) and School Mental Health (SMH)
(per NC SBOE Policy SHLT-003)

Note: PSUs whose District MTSS teams have completed the Core SEL Practices course and developed a Core SEL implementation plan around instruction, curriculum, and environment will be well situated to develop a compliant local improvement plan for promoting student health and well-being by July 1, 2021, per SHLT-003 requirements.

In addition, it is strongly recommended that a local needs assessment and resource mapping be conducted prior to completing the improvement plan below. Completion of the SHAPE Quality Assessment and/or use of the needs assessment and resource mapping tools on the NCDPI SEL and Crisis Response Practice Guide will provide the data needed for the targeted improvement planning below.

PSU Compelling Why & Vision for SEL and School Mental Health Improvement: [insert your vision statement here]

CORE SEL and Mental Wellness Supports

Content	Action Items/Status	Person(s) responsible & Timeline	Helpful Resources
SEL and MH Prevention Strengths & Needs			FAM-S YRBS (Youth Risk Behavior Survey) Annual School Health Services Report Healthy Active Children report PowerSchool data Say Something App data SHAPE (School Health Assessment and Performance Evaluation) ECATS MTSS Early Warning System data District Report Card data Racial Equity Report Card data

Describe existing PSU SEL/ MH prevention initiatives	(e.g., MTSS, trauma-informed schools, restorative practices, character education, WSCC framework, bullying prevention, etc.)		
Build/Align Infrastructure	- Adopt/implement mental health training program which includes adult SEL and mental wellness - Adopt/implement suicide risk referral protocol (school personnel who work directly with students [teachers, instructional support personnel, principals, and assistant principals; this may also include, in the discretion of the PSU other school employees who work directly with students] in grades 6-12 [required] and K-5 [recommended]) - Improve SISP staffing ratios - Engage relevant stakeholders, including families, students, community providers, and cross-system partners (e.g., county agencies, faith-based organizations, professional associations, etc.), with the goal of building school, family, and community partnerships to strengthen SEL and MH prevention		FAM-S SEL in Homes and Communities
Align with Academic Objectives			NC SEL Standards Mapping Documents Webinar Series Recordings: Integrating SEL into the Content Areas Aligning SEL and Academic Objectives Aligned SEL Sample Lesson Plan
SEL/MH prevention curriculum SEL/MH prevention			Evidence-based Programs Decision Tree NC Professional Teaching Standard II

instruction			
SEL/MH prevention environment			[CASEL Supportive School/Classroom Environment](#)
SEL and MH prevention Data Evaluation -student data (screening)			[Create SEL/ MH Data Evaluation Plan](#) [School Mental Health Quality Guide: Screening](#) [MTSS Assessment Guidelines](#)

System of Interventions for SEL and Mental Health

Content & Time	Action Items/Status	Person(s) responsible & Timeline	Helpful Resources
Early Intervention	● Identify students who are at risk of developing SEL and/or mental health issues at school ● Identify students experiencing SEL and/or mental health issues at school ● Provide intervention for at-risk or struggling students ● Annually review of crisis intervention policies, practices, and personnel ● Annually review of discipline policies, practices, and personnel ● Ensure PSU is included in local community emergency preparedness plan		[MTSS Module 2.4 Develop a Behavior/ Social-Emotional and Attendance Component to System of Interventions](#) ECATS Early Warning System
Treatment, Referral, Re-entry	● improve access to school-based and community-based services for students and their families ● improve transitions between and within school and community-based services ● Formalize protocol for students re-entering school following acute/residential mental health		[Resources for Early Intervention and Treatment](#)

	treatment		

Improvement Plan Review
- Update at each team meeting
- Review quarterly based on evaluation data