**Develop Goals for Schoolwide SEL**

The purpose of this tool is to help the SEL team progress from a broad, shared vision for SEL to specific, short-term SEL goals that will guide action steps for the coming year. By using this tool, the SEL team will begin to answer the question **“How do we get from where we are now to where we want to be?”** in the cycle of SEL implementation and continuous improvement.

**Supporting documents to complete and gather before using this tool:**

* [Shared vision](https://schoolguide.casel.org/resource/steps-for-developing-a-shared-vision-for-schoolwide-sel/) for schoolwide SEL
* Existing school strategic goals, such as those from a school improvement plan
* Current results on the [Schoolwide SEL Rubric](https://schoolguide.casel.org/rubric/)
* Completed [Schoolwide SEL Program and Initiative Inventory](https://schoolguide.casel.org/resource/schoolwide-sel-program-and-initiative-inventory/)

**This tool will take you through the following steps:**

1. Determine SEL priorities
2. Sketch out a long-term roadmap for SEL implementation
3. Set SMARTIE goals for year 1 of SEL implementation

**Section 1: Determine SEL Priorities**

Estimated time: 1 hour

**Review your school’s shared vision for schoolwide SEL.**

The shared vision should be an aspirational statement that describes what your school community would like to be true as a result of implementing systemic SEL. It serves as an anchor for your SEL goals and all that the school does to support students academically, socially, and emotionally. Reference CASEL’s [vision-setting protocol](https://schoolguide.casel.org/resource/steps-for-developing-a-shared-vision-for-schoolwide-sel/) for guidance on developing a shared vision.

**Break down the shared vision into key SEL priorities**

* As a team, reflect on the key ideas in your vision. These ideas may relate to students, adults, the learning environment, the community, resources, etc. A facilitator may prompt the group by asking “What big ideas do you see represented in our shared vision?”
* Ask each team member to reflect and write each distinct idea on separate sticky notes.
* Taking turns, have each team member share one of their sticky notes and post it on a surface that is visible to everyone such as a whiteboard. After each turn, ask the full team whether anyone named a similar idea, and add their sticky notes to make a cluster on the board. Repeat the process until all major ideas in the vision have been named.
* After reviewing each cluster of sticky notes, ask the group: “How will SEL implementation support this idea?”
* From this discussion, write a single phrase to summarize how SEL implementation will lead to each key idea in the vision. Aim to narrow down to about 3 phrases. These phrases are a first draft of your school’s SEL priorities.

**Example:**

|  |  |  |
| --- | --- | --- |
| **Vision Statement:** *Our school empowers all students to achieve their potential, becoming lifelong learners and compassionate, respectful citizens who contribute to positive change within their local community and global society.* | ⏩ | **Priority 1:** *Through schoolwide SEL, we will create an equitable learning environment that empowers all students to achieve their potential*. |
| **Priority 2:** *We will foster compassion and respect by teaching and practicing social and emotional competencies.* |
| **Priority 3:** *By integrating SEL into schoolwide practices and instruction, we will teach skills and facilitate opportunities for students to contribute to positive change locally and globally.* |

**Compare this draft of your school’s SEL priorities with existing school strategic goals, revise and finalize.**

Your school’s SEL priorities should serve as levers that will move the school community closer to achieving any other strategic goals that are in place, particularly since the existing strategic plan (e.g. your school improvement plan) is most likely connected to accountability measures. Your team will need to be able to articulate clearly how SEL implementation contributes to the strategy that staff are already working toward. As a team, review each drafted priority.

* Is this priority directly related to one or more of our overall strategic goals?
* If not *directly* related to overall strategic goals, could this priority help overcome obstacles to accomplishing our overall strategic goals?
* Is there anything we want to add, change, or reframe to clarify the connection between our SEL priorities and our overall strategic goals?

**Section 2: Sketch out a Long-Term Roadmap for SEL Implementation**

Estimated time: 2 hours

List your SEL priorities from Section 1 in the **first column** of a chart like the one below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Priority** | **Current Status** | **Year 1** | **Year 2** | **Year 3** | **Ideal Status** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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As a team, clarify what specifically will change when each priority is achieved and fill in the **ideal status column**.   
When our shared vision for SEL is realized...

* What will we expect to see, feel, and hear in our classrooms, school, or family/community partnerships with respect to this priority?
* What systems will be in place?
* What specific evidence will signal that this priority was met?

Next, with your ideal status in mind, discuss the current status of each priority in your school and fill in the **current status column**. If you completed the [Schoolwide Program and Initiative Inventory](https://schoolguide.casel.org/resource/schoolwide-sel-program-and-initiative-inventory/), reference the charts you made that summarize the SEL work that has/is already taking place.

* What are we already doing that is moving us closer to the ideal status?
* What obstacles do we currently face?
* What data do we have that tells us where we stand right now?

Finally, review your current results on the [Schoolwide SEL Rubric](https://schoolguide.casel.org/rubric/) to sketch out the roadmap that will take you from your current to your ideal status in the **columns for Year 1, 2, and 3**. If your usual planning cycle is not aligned with the academic year, feel free to adjust these column headings to match your context.

* Which activities in the rubric could be levers to help move from your current status to your ideal status?
* What are the shorter-term milestones that will need to take place to get to your ideal status?
* The **Year 1 column** should contain milestones you will begin working toward this year. It may take more than a single school year to reach these, so expect to adjust this roadmap as necessary at the end of each year.
* The **Year 2 column** should contain milestones that you will begin working toward after you have completed Year 1 milestones. It can also contain actions the team will take to maintain the progress of Year 1.
* The **Year 3 column** should contain milestones that you will begin working toward after you have completed Year 1 and 2 milestones. It can also contain actions the team will take to maintain and continuously improve earlier progress.

Example:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Priority | Current Status | Year 1 | Year 2 | Year 3 | Ideal Status |
| *Equitable Environment* | *Students and families that are ELL or have an IEP are outliers on school climate survey – rating lower levels of support. Students of color are 3 x more likely to be suspended than white students. 40% of low-income students are meeting state standards, while 65% of others are.* | *Initial staff-wide professional learning on culturally responsive instruction (CRI).*  *Focus groups with students and families that are ELL and have IEPs.*  *Review discipline procedures and practices and revise to integrate SEL and reduce disparity.*  *Identify classrooms with highest number of discipline referrals for support with community-building and proactive discipline.* | *Staff-led PLCs and peer observations/feedback on CRI strategies.*  *Increase family partnerships, targeting families with low-income, ELL, or IEP status.*  *Review discipline data disaggregated by race for continuous improvement.*  *Ongoing coaching and goal setting with identified staff.* | *Evidence of CRI in at least 80% of classrooms according to walkthrough data.*  *Engage family partners in revising action plan based on progress data on discipline, achievement, and school climate equity.* | *Culturally responsive instruction implemented with quality in all classrooms, all demographic groups have equally positive responses on school climate survey, and no discipline or achievement disparities present between student subgroups.* |
| *Compassion and Respect* | *We are not yet using an SEL assessment or conducting SEL-focused walkthroughs.* | *Identify and secure resources for use of an evidence based SEL program (EBP), implement in pilot classrooms.* | *Expand EBP to all classrooms.*  *Select and use an SEL assessment.* | *Focus coaching support on quality of implementation of EBP and improving results of SEL assessment.* | *All adults and students model strong SEL, all students demonstrate increased competence on SEL assessment from year to year.* |
| *Contribute to Positive Change* | *4 of 21 classroom teachers are using project-based learning (PBL). We are using portfolio-based assessments in all classrooms but at this time all rubric categories are focused on core academic content.* | *Expand youth participatory action research (YPAR) and PBL to all middle grades.*  *Draft portfolio rubric to include SEL and leadership items, share with stakeholders.* | *Expand YPAR and PBL to grades 3-5.*  *Roll out new portfolio rubric, add opportunities to fulfill SEL and leadership items.* | *Expand YPAR and PBL to grades K-2.*  *Focus on increasing % of students with robust SEL and leadership portfolios.* | *All students successfully engage in self-directed project-based learning to address challenges they identify, all student portfolios include community leadership.* |

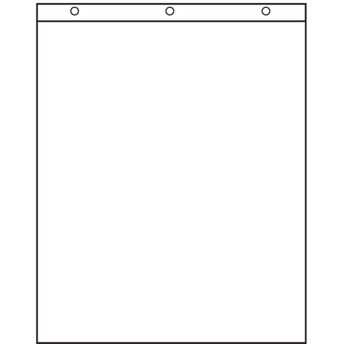
**Section 3: Set SMARTIE Goals for Phase 1 of SEL Implementation**

Estimated time: 1 hour per SMARTIE goal

A SMARTIE goal is:

* **S**pecific
* **M**easurable
* **A**ttainable
* **R**elevant
* **T**ime-bound
* **I**nclusive
* **E**quitable

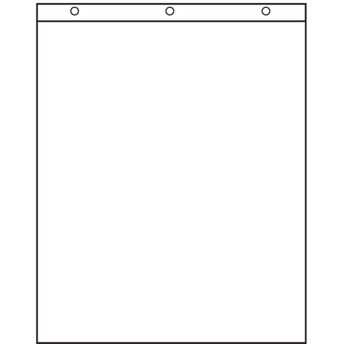
CASEL recommends that SEL teams set up to 3 SMARTIE goals at a time. At the end of a school year or implementation phase, goals can be updated based on progress, and new SMARTIE goals can be added when appropriate. For now, focus on what your team has written into the **Year 1 column** from Section 2. Using chart paper, brainstorm answers to the following questions (the order below may feel more logical than following the acronym):



**SPECIFIC** – What will change during Year 1, where and for whom?

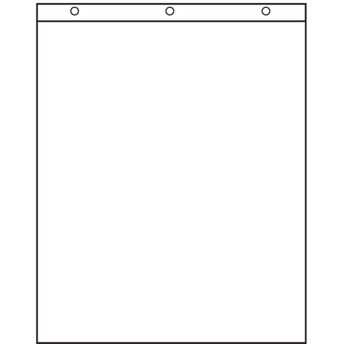
*SPECIFIC*

*For each SEL priority, describe what will change from the beginning to the end of Year 1. If your goal-setting group is large, consider dividing the priorities among smaller groups to brainstorm SMARTIE details on separate chart paper. Small group members can be designated by their area of expertise and/or to ensure each group has diverse stakeholder input.*



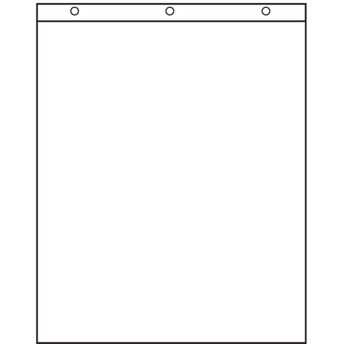
*RELEVANT*

**RELEVANT** – Is this change clearly moving us closer to our shared vision for   
SEL and our school’s overall strategic goals? How will we ensure this alignment   
is clear for our stakeholders?

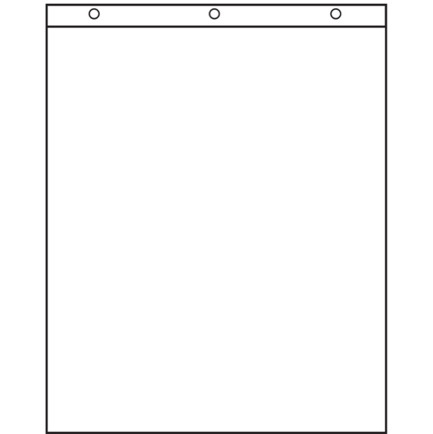


*EQUITABLE*

**EQUITABLE** – Is this change clearly moving us toward greater equity in our school? In what ways will this address issues of injustice or oppression?

**INCLUSIVE** – As we later plan a series of action steps to accomplish this goal,   
how will we bring in traditionally excluded or marginalized groups to make   
decisions and contribute in a way that shares power?

*INCLUSIVE*



**ATTAINABLE** – Given our current status and rate of progress toward what we want to accomplish during Phase 1, what can we expect to achieve that is both ambitious and feasible?

*ATTAINABLE*

*TIME-BOUND*

*MEASURABLE*

*As subpoints beneath ATTAINABLE, add detail to make the goal MEASURABLE and TIME-BOUND in a way that presents enough of a challenge to be inspiring without overwhelming stakeholders.*

* **MEASURABLE** – What outcome measures or data sources should we use to measure success? What is a reasonable magnitude of the change that we should strive for?
* **TIME-BOUND** – What is the timeframe for this accomplishment, and when will there be checkpoints along the way?

Using the results of the brainstorm for each of the bullet points from your SPECIFIC chart paper, draft a goal statement for each that meets SMARTIE criteria.

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Examples:

**Priority 1 – Schoolwide SEL will Support an Equitable Environment that Empowers All Students to Achieve their Potential**

The results of the school climate survey in May *(time-bound)* will demonstrate a 20% increase in positive responses *(measurable)* from students and families, and increase will occur among all identified demographic groups *(inclusive, equitable)*. By end of year *(time-bound)*, teachers who have received targeted classroom support will reduce office disciplinary referrals by 30% compared to last year *(specific, measurable)*.

**Priority 2 – Teaching and Practicing SEL Competencies will Foster Compassion and Respect**

By the end of school year 2021-22 *(time-bound, attainable)*, all school staff will apply core practices and language from an evidence-based SEL program *(specific, measurable)*, which will be selected over the course of the present school year using feedback from staff, families and students *(inclusive)* in pilot classrooms. Feedback will be disaggregated by subgroup to ensure that the selected program is a strong fit for all students *(equitable)*.

**Priority 3 – By Integrating SEL into Schoolwide Practices and Instruction We Will Teach Skills and Facilitate Opportunities for Students to Contribute to Positive Change**   
By the end of school year 2021-22 *(time-bound, attainable)*, all students will a complete growth portfolio that includes a focus on SEL and community leadership *(specific, measurable)*. This new portfolio rubric will be designed with input from staff, families, and students and will be differentiated by grade level *(inclusive, equitable)*, and at the middle grades level it will feature participatory action research and a student-led community action project *(specific)*.



Now that your SEL team has developed up to 3 SMARTIE goals for the first year of SEL implementation, you’ve answered the question **“How do we get from where we are now to where we want to be?”** in relation to systemic SEL implementation.

Your SMARTIE goal statements are concrete, measurable statements about what your school will accomplish with your SEL work.

**What’s next:**

* Use these goals to plan [SEL team action steps and benchmarks to measure progress](https://schoolguide.casel.org/resource/sel-team-agenda/) over the course of the school year.
* Revisit these goals and update as necessary whenever your school creates a new school improvement plan, updates results on the [Schoolwide SEL Rubric](https://schoolguide.casel.org/rubric/), or otherwise advances to a new phase of SEL implementation.