# TOOL: Developing Goals for Schoolwide SEL

The purpose of this tool is to help the SEL team develop and document goals for schoolwide SEL implementation and outcomes.

**How to Use this Tool**

This tool presents the “SMARTIE” goal-setting process and includes a template that can be used to document goals. It is designed to be used in conjunction with the school’s vision statement to prioritize clear, motivating goals for SEL.

After defining the school’s SEL goals using the reflection questions in this tool, the SEL team can get input from the rest of the school community to refine and finalize the goals.

SMARTIE goals are a useful link between a needs and resources assessment and an action plan. We recommend integrating the school’s SEL goals with other school priorities and improvement plans.

**SMARTIE Goals for SEL\***

Answers to these questions will help to ensure that goals are SMARTIE:

* ***Specific*:**

Does each goal clearly state what is to be accomplished? Where appropriate, does it specify where and by whom activities should be carried out?

* ***Measurable*:**

Does each goal refer to a measurable outcome? Does it set a standard that will allow the team to know whether or not the goal has been met?

* ***Attainable/Ambitious***:

Does the goal seem reachable given where things are now? At the same time, is it challenging enough that success would mean significant progress for the school?

* ***Relevant*:**

Will attaining this goal make a difference in the quality of students’ lives? Is the goal aligned with other school improvement goals?

* ***Time-bound*:**

Has a timeframe been established for achieving the goal? Have shorter-term benchmarks been set so progress can be monitored along the way?

* ***Inclusive*:**

Does this goal invite traditionally excluded individuals to make decisions and contribute in a way that shares power?

* ***Equitable*:**

Does this goal include an element of fairness or justice that seeks to address systemic injustice, inequity, or oppression?

**Reflection Questions for Setting SMARTIE Goals**

* What would your school like to see change as a result of SEL implementation?
  + How will SEL enhance students’ social and emotional skills, competencies, and mindsets?
  + How will it enhance academic performance?
  + How will it positively impact school climate?
  + How will it lead to more equitable outcomes?
  + How will it impact teacher effectiveness?
  + How will it strengthen partnerships between the school and families?
  + Will it decrease undesirable outcomes, such as suspension or dropout rates?
* Who is supposed to change as a result of SEL?
  + Are changes expected for students?
  + Are changes expected for other members of the school community? Teachers? School administration? Families? Community members?
* How much change is expected?
  + What magnitude of change would indicate that a difference is being made?
* When will the change occur?
  + How long would the desired changes take (e.g., six months, one year)?
  + By what specific date would the change be projected to happen?
* How will the changes be measured?
  + What are any existing measures (e.g., surveys, administrative data) that can aid in measuring change?
  + What would signify that “change happened” (e.g., integrating SEL into daily functioning of the school, teachers using an evidence-based SEL program, staff interacting more positively with each other, stronger relationships between students and staff)?

**Examples of SMARTIE Goals for Schoolwide SEL Implementation:**

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| **Goal for Building an SEL Team** | |
| What will change? *(specific)* | Our school will have an SEL team that meets regularly to drive the work of our SEL action plan. |
| For whom? *(specific)* | School administrators and staff |
| By how much? *(specific, measurable, attainable/ambitious)* | The SEL team will meet every three weeks throughout the school year and will consist of six or more members including an administrator, and each meeting will end with clear action steps to be completed between meetings. This would represent a significant improvement from previous teams that met irregularly with poor participation, and will require intentional recruitment and culture-building within the team. |
| When will the change occur? *(specific, measurable, relevant, time-bound)* | Recruitment of the team will occur throughout September. Regular meetings will begin in October and continue through June, to be scheduled on days/times that the team selects together in October. |
| How will it be measured? *(specific, measurable)* | Each SEL team meeting will be documented within an agenda/note-taking template that includes the date, members present, agenda items and next steps. This will provide data showing whether we met our goal. |
| How will the process or outcomes address equity and inclusiveness? *(inclusive, equitable)* | The six+ member team will include an administrator, a counselor, two or more teachers representing different grade bands and at least one special education teacher, one or more non-instructional staff members, and a designated school-family liaison. This liaison will lay the groundwork to include family representatives on the team the following year. In the past, our teams have often excluded the voices of special education teachers, non-instructional staff, and students’ families. |
| ***Example of a metric that incorporates all of the SMARTIE criteria:***  We will recruit a six+ member SEL team with representatives from core stakeholder groups by September 30. The full team (at least six members present) will meet every three weeks between October 1 and June 15, and maintain a record of meetings and action steps. | |

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| **Goal for Supportive Classroom Environment** | |
| What will change? *(specific)* | Classroom environments throughout the school will be characterized by inclusive, relationship-centered, and culturally responsive practices. |
| For whom? *(specific)* | Teachers and students |
| By how much? *(specific, measurable, realistic)* | Positive climate survey responses from students and their families will increase by 20%. Classrooms previously in the top quartile for office disciplinary referrals will have increased support to improve the classroom environment in order to reduce referral rate by 30%. |
| When will the change occur? *(specific, measurable, realistic, time-bound)* | Over the course of one school year. |
| How will it be measured? *(specific, measurable)* | Climate survey will be completed by students and families in May and will be compared to results from May of last year; responses will be disaggregated to examine differences among demographic groups. Closer support will be targeted to teachers who were in top quartile for ODRs using data from previous two school years, and their ODR rates will be monitored monthly and compared to previous YTD data for their classroom. |
| How will the process or outcomes address equity and inclusiveness? *(inclusive, equitable)* | The use of culturally responsive, community-building SEL practices will improve relationships and school connectedness for all students and their families. In some classrooms, we also expect that it will reduce the use of exclusionary discipline, keeping students engaged in classrooms and boosting success. African-American male students are disproportionally referred to the office, so our focus on supporting teachers who most frequently use ODRs should result in more equitable outcomes for this population. |
| ***Example of a metric that incorporates all of the SMARTIE criteria:***  The results of the school climate survey in May will demonstrate a 20% increase in positive responses from students and families, and increase will occur among all identified demographic groups. By end of year, teachers who have received targeted classroom environment support will reduce ODRs by 30% compared to last year. | |

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| **Goal for Evidence-Based SEL Programs and Practices** | |
| What will change? *(specific)* | Our school will adopt an evidence-based SEL program and all staff will implement the program within the next three years. |
| For whom? *(specific)* | All staff that work directly with students, including staff who supervise students outside of classrooms. |
| By how much? *(specific, measurable, realistic)* | All staff will use core program practices and language to a degree that students will be able to recognize and explain how they apply the five SEL competencies in different settings. |
| When will the change occur? *(specific, measurable, realistic, time sensitive)* | The SEL team will narrow a list of programs to present to school community by Thanksgiving break. One to two programs will be selected to be piloted by one to two teachers in each grade band by the end of February. Program selection will be finalized and schoolwide professional learning will occur in fall of next school year and implementation will be monitored quarterly and targeted support will be provided to result in full implementation by all staff within two school years (not including selection/pilot year). |
| How will it be measured? *(specific, measurable)* | Implementation monitoring tools from program provider (observation and self-report), a focus group tool to be designed by the SEL team and administered in grade-level team meetings, meetings for non-instructors, and with randomly selected students from each classroom. Focus groups will be conducted in May. Data from other monitoring tools will be reviewed by the SEL team once per quarter. |
| How will the process or outcomes address equity and inclusiveness? *(inclusive, equitable)* | Our selection process will gather input from the full school community --- options will be presented to all staff teams and will be prominent and available for review at all family events. The pilot process will allow us to gather student feedback from each grade band which will help us select the program that is the best fit for our school community. Student feedback will be disaggregated by subgroup to ensure that the selected program is a strong fit for all students. |
| ***Example of a metric that incorporates all of the SMARTIE criteria:*** By the end of school year 2021-22, all school staff will apply core practices and language from an evidence-based SEL program, which will be selected over the course of the present school year using input from staff, families, and students in pilot classrooms. | |

**SMARTIE Goals for Schoolwide SEL Implementation**

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| **Goal Category:** | |
| **Goal Statement:** | |
| What will change? |  |
| For whom? |  |
| By how much? |  |
| When will the change occur? |  |
| How will it be measured? |  |
| How will the process or outcomes address equity and inclusiveness? |  |
| **How will this goal be achieved?** | |

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