# TOOL: Developing SMARTIE Goals for SEL

The purpose of this tool is to help the SEL team develop and document goals for 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 SEL vision statement to prioritize clear, motivating goals for SEL.

After defining the 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 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 community like to see change as a result of SEL implementation?
  + How will SEL enhance young people’s social and emotional skills, competencies, and mindsets?
  + How will it enhance academic performance?
  + How will it positively impact climate?
  + How will it lead to more equitable outcomes?
  + How will it impact educator effectiveness?
  + How will it strengthen partnerships between the school, OST program, 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 young people?
  + Are changes expected for other members of the school community? Staff? Leadership? 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 activities and structures, staff using an evidence-based SEL program or practices, staff interacting more positively with each other, stronger relationships between youth and adults)?

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

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| **Goal for Building an SEL Team** | |
| What will change? *(specific)* | Our school community will have an SEL team that meets regularly to drive the work of our SEL action plan. |
| For whom? *(specific)* | Leadership and staff from both the school and OST program |
| 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 leadership from both the school and OST program, 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 leadership and staff from both the school and OST program, and a designated 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 family and OST program voices. |
| ***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 Evidence-Based SEL Programs and Practices** | |
| What will change? *(specific)* | Our school community 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 youth, including non-instructional staff and OST program staff. |
| By how much? *(specific, measurable, realistic)* | All staff will use core program practices and language to a degree that youth 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 at least two teachers in each grade band by the end of February. Program selection will be finalized. Professional learning for all staff will occur in fall of next school year for all staff, so that non-instructional staff and OST program staff align language, expectations and practices. 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 staff meetings, meetings for non-instructors, and with randomly selected youth. 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 youth feedback which will help us select the program that is the best fit for our school community. Youth 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:***  The school community will select an SEL evidence-based program by the end of the school year, collecting input from staff, families and youth. In preparation for full implementation, all staff are beginning to apply core practices and language from the program and becoming familiar with the program monitoring tool. | |

**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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