



Develop Long-Term Goals for Districtwide SEL

Estimated time for completion	4-6 hours
Materials needed	Your district's shared vision (either an overarching vision or an SEL-specific vision). Because district vision-setting may take several months, you might consider moving ahead to set goals based on a strong draft of the vision if it is still undergoing stakeholder review, revision, and final district approval.

This tool helps district SEL planning committees develop long-term goals for districtwide SEL implementation by further answering the question **“Where do we want to go?”**

Long-term goals outline what the SEL planning committee aims to accomplish within three to five years. They draw directly from your shared vision and define what it will look like for the district to realize its vision for SEL. CASEL strongly encourages starting with long-term goals (rather than goals for just one year) to ensure a link between your SEL vision and what you aim to accomplish.

How to use this tool

This tool provides a goal-setting template along with a process and examples. Assemble a committee that includes district staff who support SEL directly as well as cross-departmental leaders who may help carry out SEL implementation over time. It is also important to include a committee member who is focused on district data and accountability, such as a representative from the district's research and evaluation team. This broad team will help ensure that SEL is integrated with other district and school improvement processes.

After using this tool, the committee can get input from other stakeholders to refine and finalize the goals.

This tool includes the following:



Section 1: Review Guidelines for SMARTIE Goals for SEL¹

As a committee, review the following guidelines for SEL SMARTIE goals to develop a shared understanding and expectations for what your goals will include.

SMARTIE goals are:

Specific: The goal clearly states what will be accomplished, where, and by whom.

Measurable: The goal includes a measurable outcome. The team will be able to know whether the goal has been accomplished by looking at measurable evidence.

Attainable: The goal can be reasonably achieved given the current status of the district and any prior progress toward the goal.

Relevant: The goal matters for improving the quality of students' educational experience and aligns with district priorities and improvement goals.

Time-bound: The goal includes a specific time frame for achievement and regular, shorter-term benchmarks to check in on interim progress before the final goal deadline.

Inclusive: The goal invites members of traditionally excluded or marginalized groups to make decisions and contribute in a way that shares power.

Equitable: The goal includes an element of fairness or justice that seeks to address systemic injustice, inequity, or oppression.

SEL Planning Committee Reflection and Check-In:

Take a moment to reflect on the SMARTIE guidelines. We suggest individually reflecting on these questions and then discussing them as a committee to ensure there's a shared understanding of the SMARTIE guidelines.

A. What aspect of the SMARTIE goal-setting process seems like the most challenging to create? Which seems like the easiest? Why?

B. Who else needs to be included to ensure inclusivity and equity in our goal-planning process?

C. How comfortable are you individually with creating long-term SMARTIE goals? How comfortable is this committee with developing long-term SMARTIE goals? Select your response from these options and bring your perspective to the committee discussion:

1. Not at all comfortable 2. Slightly comfortable 3. Moderately comfortable 4. Very comfortable

¹ Based on the model from [The Management Center](https://www.managementcenter.org/) – visit [managementcenter.org](https://www.managementcenter.org/) to learn more.



Section 2: Develop Long-Term SMARTIE Goals for SEL

1. Review your [shared vision](#) The committee's long-term SEL SMARTIE goals will elaborate on the shared vision and provide specific, measurable, attainable, relevant, time-bound, inclusive, and equitable statements about what it will mean to achieve the vision.

Print the vision statement for each committee member or display it on the wall where everyone can see it. You may also want to include it in the box below for your records.

Our Shared Vision

Example: District Shared Vision

Our district will provide a world-class education that prepares all students academically, socially, and emotionally to be caring and contributing students, family members, friends, and civically engaged community members.

2. Break down the shared vision into key SEL priorities that are more manageable statements. Consider this approach as an example that supports equity of voice:

- Members of the SEL planning committee individually read your district's shared vision and think about the vision's major ideas. The 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 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. If you have more than three to five clusters of sticky notes, try to condense them if possible, since each cluster will be developed into a SMARTIE goal.
- After reviewing each cluster of sticky notes, write a single phrase to summarize the main idea in a way that logically connects to SEL implementation.
- By the end of this exercise, the group should have three to five key SEL priorities that will be used to develop SMARTIE goals.

Record the key SEL priorities stemming from your district's shared vision here:

1.

2.

3.

4.

Example: Key SEL Priorities within a District Shared Vision

1. Provide a world-class education that prepares all students academically, socially, and emotionally.
2. Prepare all students to be caring and contributing students, family members, and friends.
3. Prepare all students to be civically engaged community members.

3. Use the template to develop an SEL SMARTIE goal statement for each SEL priority.

- As a committee, discuss how you would describe each priority to a typical community member in your district. This will help to transition from aspirational language to more practical, concrete language.
- Write this in the top row of the SMARTIE goal template on the following page.
- Now the committee will turn attention toward the rest of the template. Discuss and develop an answer for each question on the left and write your collective answer to the question in the righthand column. Prompts are included to help stimulate your thinking, and an example follows.

Implementation vs. Outcome Goals

In order to actualize your long-term vision, you'll need to identify the intended outcomes that directly benefit students and adults. To achieve these outcome goals, you may also want to set long-term implementation goals that specify what your district will do to achieve intended outcomes.

- *Outcome goals* relate to specific changes (in experience, knowledge, skills, behavior, etc.) for students and adults.
- *Implementation goals* relate to development of structures and processes that will support your district's SEL work and that will make it possible to achieve the outcomes for students and adults.

Examples of Implementation vs. Outcome Goals	
Implementation Goal	Outcome Goal
All high schools will implement evidence-based SEL programs.	95% of high school students will achieve their personal growth goals on district social and emotional competency assessments.
All teachers will attend professional learning on SEL and academic integration, community-building, and culturally sustaining classroom practices.	90% of students and staff, including 90% within each racial and socioeconomic subgroup, will report strong ratings of school and classroom climate.
All schools will use restorative approaches to discipline and regularly review discipline data for racial disproportionality.	95% of all office referrals will be resolved with restorative practices rather than detentions or suspensions. No racial disproportionality will exist in office referral and suspensions data districtwide and in any school.



SEL SMARTIE Goal Template

SEL Priority and Description:

<p>In order to achieve this priority as described, what change is going to occur in the next three to five years? (specific)</p>	<p>Write your committee’s collective answer to “what change is going to occur?” Specifically, address the following questions:</p> <ul style="list-style-type: none"> • What would this look like in action? • What is a compelling, actionable description that will help bring together district stakeholders? • Consider first what outcomes for students and adults will demonstrate this priority, and whether any changes in implementation must occur to achieve these outcomes.
<p>Who are the stakeholders who will be primarily involved with and affected by this change? (specific, relevant)</p>	
<p>How will this change be measured? When will measurement take place? (specific, measurable)</p>	<p>Consider existing data sources and any new data sources you may need. Common sources include student administrative data (e.g., attendance, behavior, grades); surveys administered to staff, students, or families on school/ classroom climate; student social and emotional competence data.</p>
<p>How will the process or outcomes address inclusion? (inclusive)</p>	<p>Encourage the committee to think critically about traditionally excluded or marginalized groups in the district. The committee should make sure they are not excluded here and will benefit from this goal.</p>
<p>How will the process or outcomes address equity? (equitable)</p>	<p>To answer the question on the left, consider how to eliminate or decrease disparities in outcomes between subgroups.</p>
<p>By how much will this change occur in the next three to five years? (specific, measurable, attainable)</p>	<p>Identify any baseline district data related to the type of measurement you need to monitor progress for this goal. Examine past rates of change to set a feasible yet ambitious target. If there is no baseline data, look for data from other districts that have implemented similar SEL work.</p>

Goal statement that incorporates all SMARTIE criteria:



Example: Completed Long-Term SEL SMARTIE Goal Template

Vision Statement Priority and Description: Provide a world-class education that prepares all students academically, socially, and emotionally.

In our district, “provide a world-class education that prepares all students academically, socially, and emotionally” means that all students, across grade levels, genders, racial and ethnic groups, abilities, and other demographic categories, are supported in their academic, social, and emotional development. This means providing students with educational experiences that promote skill development in identifying, appreciating, and responding to their emotions, and interacting with other students, staff, their families, and other community members in ways that foster positive relationships. These skills and relationships will strengthen the focus, persistence, and peer and adult support needed to engage with rigorous academic instruction.

<p>In order to achieve this priority as described, what change is going to occur in the next three to five years? (specific)</p>	<p>Students will experience social and emotional growth. We will implement an evidence-based SEL program, as well as instructional practices that will integrate SEL with academics throughout the day to promote student social and emotional knowledge and skills development.</p>
<p>Who are the stakeholders who will be primarily involved with and affected by this change? (specific, relevant)</p>	<p>Students in all schools, at all grade levels.</p>
<p>How will this change be measured? When will measurement take place? (specific, measurable)</p>	<p>Our district research and evaluation committee has selected a measure that assesses student social and emotional competence. This measure will be administered at the beginning and end of each school year. Interviews with students and staff (end of year).</p>
<p>How will the process or outcomes address inclusion? (inclusive)</p>	<p>SEL will be implemented as a Tier I support at all grade levels.</p>
<p>How will the process or outcomes address equity? (equitable)</p>	<p>All students will get the support they need to grow in their SEL competence. Disaggregated student data will be reviewed quarterly to ensure that all students are getting the type and level of support required to meet their needs for growth.</p>
<p>By how much will this change occur in the next three to five years? (specific, measurable, attainable)</p>	<p>90% of students will meet growth goals on a measure of student SEL competence (at the end of five years). To start, each year we will see some growth for all students, but the magnitude of the growth is expected to vary.</p>

Goal statement that incorporates all SMARTIE criteria:

In schools across the district, classroom teachers and other staff will implement evidence-based SEL programs and practices that will support all students’ capacity to acknowledge and respond to their emotions and build positive social relationships in and out of school. We’ll measure progress toward this goal each year by using an assessment that measures students’ social and emotional competencies, as well as interviews with students and staff. Five years from now, 90% of students will achieve the growth goals on the assessment that measures competencies such as self-awareness, social awareness, and relationship skills.



4. Once each goal statement is developed, share the statement and get feedback from district- and school-level stakeholders, including cross-department directors in the district.

Once feedback is received, the SEL planning committee should revise the goal statements. You can find additional examples of SMARTIE goals that have been developed and used by districts implementing systemic SEL [here](#).

Now that your SEL planning committee has developed long-term SEL SMARTIE goals, you've answered the question **"Where do we want to go?"** in relation to systemic SEL implementation. Your SMARTIE goal statements are concrete, measurable statements about what the district will accomplish in three to five years with its SEL implementation work. These goals are a fundamental building block when the district is in the "Organize" stage.

Next Steps

- Compare these long-term goals for SEL with the prominent overall goals of the district. It is critical that SEL goals align with the overall direction and message from district leadership. The clarity of this connection will likely impact the district's level of investment in SEL, the reception from the larger district community, and the sustainability of implementation.
- Take stock of where your district is now and where it has been in the past by completing or reviewing the [Districtwide SEL Implementation Rubric](#) and an [SEL Program and Initiative Inventory](#), in preparation for developing annual goals and an action plan for the coming year.