



# Develop Annual Goals and Action Plan for SEL

<b>Estimated time for completion</b>	Section 1: 2 hours per goal Section 2: 3-4 hours per goal
<b>Materials needed</b>	<a href="#">Districtwide SEL SMARTIE goals</a> and completed <a href="#">long-term SEL implementation roadmap</a> , district-specific guidance or templates for action-planning.

The purpose of this tool is to help district SEL teams develop goals and an action plan for a single year of districtwide SEL implementation.

By using this tool, district teams engage in implementation planning and answer the question **“How do we get from where we are now to where we want to be?”** in relation to systemic SEL implementation.

### How to use this tool

This tool provides a template for setting annual goals followed by a basic process to create a one-year action plan. CASEL recommends that you use your district’s unique action-planning process or template to develop your full project plan and track each activity. This tool will be particularly useful in ensuring annual goals, milestones, and activities are consistent with the long-term vision and roadmap for SEL and will drive toward desired outcomes.

Use this tool after defining the district’s [long-term goals](#) and long-term [SEL implementation roadmap](#). Schedule a meeting with all members of the district’s SEL team, and also be sure to include a member focused on district data and accountability, such as a representative from the district’s research and evaluation department.

This tool will walk you through the following steps:





## Section 1: Develop Annual SMARTIE Goals for SEL

**1. Review your district's long-term SEL SMARTIE goals for SEL and the targets you have written for this year within your SEL Implementation Roadmap.** What needs to happen this year to achieve the year's targets?

**2. Consider what observable outcomes will need to occur.** Remember, outcome goals reflect direct impact on students or adults. In some districts, the culture may be such that changes in student-level outcomes are expected each year. At the same time, if a district is just getting started with implementing systemic SEL, it may be difficult to set realistic goals that are focused on measurable changes for students. In this case, you may want to consider outcomes related to changes in adult knowledge, skills or behaviors that you can connect to student outcomes over time.

**3. Consider what implementation changes will make it possible to achieve the intended outcomes for this year.**

Consider what programs, practices, structures, and professional learning will be needed.

- Provide professional learning and coaching for SEL program implementation, coordinate SEL competence assessment and program fidelity assessment at all 5 elementary schools (implementation goal)
- Establish committee inclusive of middle grades and high school teachers and students to participate in research and vetting of SEL programs for secondary schools and select program (implementation goal).

For example, an SEL team may identify the following intended outcomes and implementation changes for their **Year 1 goals**:

**Outcomes:**

- 60% of all students participating in SEL program are meeting growth targets on social and emotional competence assessment (year 1 target identified on the Long-term Implementation Roadmap)
- Teachers in all 5 elementary schools implementing an evidence-based SEL curriculum with fidelity

**Implementation changes:**

- Elementary teachers attend professional learning and coaching for SEL program implementation
- All elementary schools implement SEL competence assessment and program fidelity assessments

**4. For each long-term goal, develop one or more annual goals using the template below.**

**Example: Completed Long-Term SEL SMARTIE Goal Template**

**Year 1 target that leads up to our long-term goal:**

Ex: All 5 elementary schools are implementing an SEL program with fidelity.

<p>In order to move toward target, <b>what change is going to occur in the next year?</b> (specific)</p>	<p>Specifically, address the following questions: What will this look like in action? What is a compelling, actionable description that will help bring together district stakeholders? Ex: Elementary teachers will build a strong classroom community, model warm and respectful classroom interactions, develop shared agreements with students, and use SEL-infused routines for collaboration and reflection.</p>
<p><b>Who are the stakeholders who will be primarily involved with and affected by this change?</b> (specific, relevant)</p>	<p>Ex: Elementary teachers, elementary students</p>
<p><b>How will this change be measured?</b> <b>When will measurement take place?</b> (specific, measurable)</p>	<p>Consider existing data sources and any new data sources you may need. Some common sources of data 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.  Ex: We will use the program's built-in fidelity assessment in combination with the <a href="https://bit.ly/SELWalkthrough">Walkthrough Protocol</a> (bit.ly/SELWalkthrough)</p>
<p>How will the process or outcomes address <b>inclusion?</b> (inclusive)</p>	<p>Encourage the team to think critically about traditionally excluded or marginalized groups in the district. The team wants to make sure they are not excluded here and will benefit from this goal.  Ex: The team that conducts the walkthrough will include family members from the school community and at least two middle/high school students, as well as school and district SEL team leaders.</p>
<p>How will the process or outcomes address <b>equity?</b> (equitable)</p>	<p>To answer the question on the left, consider how to eliminate or decrease disparities in outcomes between subgroups.  Ex: The walkthrough team will receive training from the equity department before conducting walkthroughs so that they are primed to look with this lens during the walkthrough.</p>
<p><b>By how much will this change occur in the next year?</b> (specific, measurable, attainable)</p>	<p>Ex: Built-in program fidelity assessment will show that 100% of teachers are using all components of the program most weeks or every week, walkthrough data will reflect an average rating of 3 or better in community-building.</p>

**Annual goal statement that incorporates all SMARTIE criteria:**

Ex: By the time of our final [SEL walkthrough](#) in May of next year, aggregated data collected by teams that include students and family members as well as school and district SEL leaders will show an average rating of 3 or better in community-building at each of our five elementary schools.

**5. Repeat this process for each long-term goal you've developed** so that you now have at least one annual goal to build toward each long-term goal.



## Section 2: Develop a One-Year Action Plan for Districtwide SEL Implementation

In a one-year action plan, you'll identify specific points throughout the year when you will reflect on data to review progress toward each annual goal and determine necessary adjustments given your reflection.

### 1. Complete a table like the example on the next page with each of the following components:

- **Annual goal:** Copy one annual goal into the first row.
- **Rationale for milestone:** Before identifying milestones, discuss with your team the approach you plan to take to achieve progress toward your goal.
  - For example, if your goal is focused on classroom climate, your milestones for this year may revolve around the development of a climate framework, or on the implementation of an evidence-based program focused on supportive classroom climate.
  - Use the [CASEL District Resource Center key activities for SEL implementation](#) to help identify possible areas of focus given your annual goal.
- **Milestone:** Identify what your team should accomplish in each quarter to achieve the annual goal by the end of quarter 4.
- **Key activities:** List priority action steps to achieve each milestone. Use the [CASEL District Resource Center key activities for SEL implementation](#) to identify activities that may support progress toward quarterly milestones.
- **Responsible team member:** Assign an SEL team member who is responsible for moving work forward in each quarter. This may be the same person across quarters. Ideally, ownership will be distributed across team members to ensure the work can build on all team members' strengths and to avoid burnout.
- **Data for tracking progress:** Name source(s) of data that will help your team assess progress toward the milestone using the [Data Sources to Analyze SEL Implementation and Outcomes](#) tool.

[Download a blank One-Year Action Plan template here.](#)

### Example: One-Year Action Plan

**Annual Goal:** Aggregate middle school [school walkthrough data](#) (bit.ly/SELWalkthrough) will have an average rating of 3 or better in community-building.

**Rationale for Milestones:** Because annual school climate survey results in our middle schools show students don't feel a sense of community with their peers and walkthrough observations have reflected this with lower ratings in community-building, we've identified a list of evidence-based programs (EBPs) that focus on peer to peer interaction, collaboration, and community-building. Our milestones are aligned to this approach.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Milestone</b>	Provide district-selected short-list of 5 EBPs that middle schools can select from.	Middle schools select an EBP using a collaborative and inclusive process.  Begin offering PL for middle school SEL teams.	Conduct monthly PL sessions for middle school SEL teams.  At each middle school, the SEL team will convene small group PLCs monthly.	All middle schools will begin implementing their selected EBP.
<b>Key Activities</b>	<ol style="list-style-type: none"> <li><a href="#">Align resources for SEL:</a> Designate/identify district coach to support EBP pilot and PL development for middle schools.</li> <li><a href="#">Adopt (and implement) evidence-based programs and practices:</a> Use the <a href="#">CASEL Program Guides</a> to identify a list of 5 programs that middle schools can select from.</li> </ol>	<ol style="list-style-type: none"> <li><a href="#">Design and implement an SEL professional learning program for schools:</a> Conduct one monthly PL session for middle school SEL teams.</li> <li><a href="#">Adopt (and implement) evidence-based programs and practices:</a> Introduce district short-list of EBPs to middle schools. Provide schools with resources to facilitate their selection process.</li> </ol>	<ol style="list-style-type: none"> <li><a href="#">Strengthen staff social, emotional, and cultural competence:</a> Provide resources for cohort schools to plan for and begin to implement small group PLCs for classroom teachers.</li> <li><a href="#">(Adopt and) implement evidence-based programs and practices:</a> All classroom teachers receive EBP curriculum.</li> </ol>	<ol style="list-style-type: none"> <li><a href="#">Implement evidence-based programs and practices:</a> Classroom teachers begin to implement EBP and document practice.</li> <li><a href="#">Strengthen staff social, emotional, and cultural competence:</a> SEL team continues to convene PLCs monthly.</li> </ol>
<b>Responsible Team Member(s)</b>	SEL Coordinator/SEL Coach	District SEL coach	District SEL coach	District SEL coach
<b>Data Needed to Track Progress</b>	Aggregate walkthrough tool data (for baseline)	PL session and PLC attendance	PL session and PLC attendance	Aggregate walkthrough tool data (May)

Now that your SEL team has developed goals and an action plan for the coming year of SEL implementation, you've engaged in the "Implement" phase of systemic SEL implementation and answered the question **"How do we get from where we are now to where we want to be?"** in relation to systemic SEL implementation.

### Next Steps

- Use your district's unique templates and your team's style of collaboration to develop a more detailed work plan that can guide regular team check-ins or meeting agendas.
- Regularly reference your goals and action plan and use data to track progress. Make changes to your work plan as needed to ensure goals are met.