SMARTIE Goals

SPECIFIC – concrete, detailed, objective, and well defined

MEASURABLE – outcomes that make it clear when a goal has been achieved

ACHIEVABLE – considers the "reach" of the goal

REALISTIC – brings change but not so challenging that success is unlikely

TIME-BOUND – includes a clear deadline and check in dates

INCLUSIVE – inclusive of historically marginalized groups

EQUITABLE – considers an element of fairness or justice

Examples

- **Input, Flexibility, and Autonomy:**
  By the end of the school year, the district schools' administration will collect anonymous surveys from the entire school staff regarding organizational climate. The district schools' administration will use the data to review the top areas of concern for staff and develop an action plan to address the top one to two areas highlighted by staff.

- **Professional Development and Recognition:**
  By the end of the first month of school, district schools' employee wellness committees will create a bulletin board in the staff lounge to highlight employees' professional accomplishments and personal milestones and will regularly update the board to highlight the diversity of interests and accomplishments at their school.

Template

- **By** [time frame]**, we will accomplish a** [measurable amount of] [our goal] **to improve** [quality indicator]**.**

    o Be specific about how the goal or strategy is inclusive and equitable.

Work Climate & Environment

Indicators:

1. My school exterior and interior spaces are well-lit and physically well maintained *(e.g., clean, secure, healthy)*.

2. My school provides employees with adequate resources to complete their job duties *(e.g., providing adequate space, good Informational Technology (IT) systems, other practice supports)*.

3. Information and resources about employee rights and staff well-being are posted in places that are visible.

4. My school does not tolerate and appropriately responds to sexual harassment and other forms of harassment by adults or students.

5. My school has a formal, confidential process for employee grievances/complaints that is managed by those in the appropriate role.

6. My school only schedules meetings or activities that are relevant to my work and/or are an efficient use of my time.

7. Leaders in my school delegate work effectively.

8. Employees in my school are supported in setting and adhering to healthy workload boundaries.

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Diversity, Equity, Inclusion, & Access

Indicators:

1. My school has a clear working definition of diversity, equity, inclusion, and access.

2. Information about diversity, equity, inclusion, and access is posted in places that are visible.

3. My school regularly engages continuous quality improvement of organizational processes and practices related to DEIA.

4. My school provides training to all employees on diversity, equity, inclusion, and access.

5. My school engages in equitable decision-making by including input from multiple sources.

6. There is a clear feedback process and point of contact for diversity and equity related matters, including mechanisms to support employees harmed by acts of discrimination.

7. My school provides culturally relevant instruction, supports, and services to its students.

8. Employees feel accepted and respected in my school.

Define Success
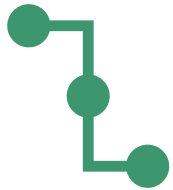
How would you know change occurred in this domain?

What would your school look and feel like?

What teams, programs, or people are doing similar work that you can collaborate with?

Action Steps

What is one small change your school could make?