

## Implementation Inventory

**Directions:** This implementation inventory is intended to help leadership teams monitor and nurture the first year of a new initiative's lifespan. Combining the SMARTIE goal concept (CASEL, 2020; Doran, 1981) with the Chiefs for Change (2022) checklist, add details from your own implementation plan in the right column.

SMARTIE Components	Implementation Checklist	Implementation Plan Features
<b>STRATEGIC AND SPECIFIC</b> What will change during Year 1, where, and for whom?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lead team members</li> <li><input type="checkbox"/> Staff involved</li> <li><input type="checkbox"/> Student groups affected</li> <li><input type="checkbox"/> Materials needed</li> <li><input type="checkbox"/> Locations</li> <li><input type="checkbox"/> How and when the rollout will take place</li> </ul>	
<b>MEASURABLE</b> What outcome measures or data sources should we use to measure success? What is a reasonable magnitude of the change that we should strive for?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Equity-centered standards to be met</li> <li><input type="checkbox"/> Metrics to track impact across student groups</li> <li><input type="checkbox"/> Baseline data collection</li> <li><input type="checkbox"/> Midyear targets</li> <li><input type="checkbox"/> End-of-year targets</li> </ul>	
<b>ATTAINABLE</b> Given our current status and rate of progress toward what we want to accomplish during phase 1, what can we expect to achieve that is both ambitious and feasible?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Links to existing accountability systems</li> <li><input type="checkbox"/> Access to current and necessary information</li> <li><input type="checkbox"/> Research-based evidence to support growth targets</li> </ul>	
<b>RESULTS ORIENTED</b> Is this change clearly moving us closer to our shared vision for SEL and our school's overall strategic goals? How will we ensure this alignment is clear for our stakeholders?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Problem of practice rationale</li> <li><input type="checkbox"/> Connections to existing implementations or other district programs</li> <li><input type="checkbox"/> Alignment with other equity-centered initiatives</li> </ul>	
<b>TIME BOUND</b> What is the time frame for this accomplishment, and when will there be checkpoints along the way?	Dates or milestones for: <ul style="list-style-type: none"> <li><input type="checkbox"/> Training and professional learning sessions</li> <li><input type="checkbox"/> Communications, outreach, and engagement</li> <li><input type="checkbox"/> Data collection, analysis, and reporting</li> <li><input type="checkbox"/> Board or community presentations</li> </ul>	

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<b>INCLUSIVE</b> As we later plan a series of action steps to accomplish this goal, how will we bring in traditionally excluded or marginalized groups to make decisions and contribute in a way that shares power?	<input type="checkbox"/> Leadership roles <input type="checkbox"/> Feedback loop <input type="checkbox"/> Input mechanisms <input type="checkbox"/> Complaint resolution or remedy process	
<b>EQUITABLE</b> Is this change clearly moving us toward greater equity in our school? In what ways will this address issues of injustice or oppression?	Systemic injustice to address: <input type="checkbox"/> Reduction of first, second, and third-order barriers <input type="checkbox"/> Expected learning, behavioral, and social outcomes <input type="checkbox"/> Associated indicators impacted (for example, discipline, attendance, graduation, dropout rates)	

*Source: Chiefs for Change. (2022, August). The implementation engine: A guidebook to support leaders from initiative planning to execution. Washington, DC: Authors. Accessed at [chiefsforchange.org/download-media/the-implementation-engine-a-guidebook-to-support-leaders-from-initiative-planning-to-execution](https://chiefsforchange.org/download-media/the-implementation-engine-a-guidebook-to-support-leaders-from-initiative-planning-to-execution) on November 2, 2022.; Collaborative for Academic, Social, and Emotional Learning. (2020). Develop goals for Schoolwide SEL. Accessed at <https://schoolguide.casel.org/resource/developing-goals-for-schoolwide-sel> on November 2, 2022.; Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. *Management Review*, 70(11), 35–36.*