

## SMART Goal Worksheet- Climate and Culture

**School:** Vaughn

**Team:** Dustin, Lisa, Jennifer, Elise,  
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**Leader:** Lily

- **District Goal:** The primary focus of our work is for all students to meet or exceed rigorous standards. All students are challenged to perform at their highest level and will show continuous improvement.
- **Strategies:** Deliver an articulated K-12 core curriculum that is aligned with standards and taught with fidelity; Utilize assessment data that measures progress and informs instructional decisions; Provide additional instructional support for every student falling below achievement expectations; Align resources for classroom support, professional development and evidence – based teaching strategies.
- **Measures:** Improvement in individual scores in reading, writing, math, and science as indicated by district and state assessments; Increased numbers of students moving up in level of achievement; Increased enrollment and success in AP and advanced courses and exams; Increased numbers of students prepared for success in the workplace, post-secondary education, and civic responsibilities; Increased number of ninth graders on track to graduate.

**SMART Goal:** By Spring of 2020, students at Vaughn will consistently demonstrate behaviors that reflect a Respectful, Responsible, Safe and “Ready to Learn” SCHOOL CLIMATE as assessed by a variety of measurement tools such as positive referrals, discipline and attendance records, and surveys. The desired outcome is 85% rate at Tier I, 10% at Tier II, and 5% at Tier III\* referrals and student suspensions. In addition a decline in tardy rates, decrease in student bullying behaviors, and an increase in student attendance and school connectedness.

\*Tier I-any student with 0-1 referrals

\*Tier II-any student with 2-5 referrals

\*Tier III-any student with 6 or more referrals

**Rationale:** Students must be taught the mindsets and behaviors necessary to become successful and socially responsible. A school setting should be organized in such a way that promotes positive behavior from all students. A safe and respectful school setting helps improve safety for all students and staff. All Vaughn Staff have adopted the philosophy that every child who comes through our doors are “All Our Students”. All staff will be responsible for fostering and creating a positive climate and culture that aligns with our goal.

Tier One Interventions (All)

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
<b>Engagement, Collaboration, and Communication</b> All Vaughn students will learn and utilize the problem solving strategies and common language outlined in the “Kelso’s Choice” problem solving curriculum. All students trained on district and building policies and procedures for Recognizing, Refusing, and Reporting Harassment, Intimidation, and Bullying. Second Step curriculum will be taught in all classrooms Kindergarten is teaching Emotional ABC’s.	The building Principal, Dean of Students, and Counselor will provide the leadership. All staff will be responsible for implementation with all students. Staff and counselor will teach Second Step curriculum.	Counselor will train every class in Kelso’s choices, by end of December 2019. Dean will train every class HIB by end of November 2019. Second Step will be taught throughout year. Dean will teach Bullying prevention lessons by end of March 2020.	Increase in positive referrals. Decrease in discipline referrals. Observation of students’ ability to solve small problems independently. Improved student attendance.	The building Principal, Dean of Students and Counselor will train and answer any questions from staff.
<b>Collaboration, Communication, and Engagement</b> Vaughn PBIS Tier I continuation, Sound Discipline data team, Parenting with Positive Discipline	The building Behavior RTI point person(s) and PBIS committee. All staff will implement. Sound Discipline trainer CIS	4 positive expectations posted around school-September Rules developed and posted around school for specific areas-September Staff creation of expectations and progressive discipline outlined-August Ongoing classroom lessons -throughout school year.	Increase in positive referrals-Husky Paws connected to PBIS expectations. Decrease in discipline referrals. Observation of student behavior. Improved student attendance. Discipline data entered weekly and shared monthly with staff Staff PBIS survey-Fall 2018, Spring 2019	Monthly PBIS team meetings. PBIS team share progress at a staff meeting twice a trimester (September, November, January, March, May, June) Sound Discipline Data Team
<b>Collaboration and Communication</b> Staff and students will recognize the month of October as “National Bullying Prevention Month.” A focus on Bullying will be presented with Taproot Theater and Morning	All Staff	Ongoing throughout school year, focus in October.	Increase in positive referrals. Decrease in discipline referrals. Observation of student behavior. Decrease in bullying behaviors. Increased student attendance.	The building Principal, Dean of Students, and Counselor will provide any necessary training.

Announcements Teachers will have students sign a No Bullying pledge which will be added to a bulletin board in the hall				
<b>Communication and Engagement</b> Other Positive Climate/School Connectedness Activities: Ice Cream Social/Meet The Teacher/Talent Show Recognize Birthdays (For those who celebrate) “Bucket Filler” book Husky Paws/Class Dojo Magnificent Milers	All Staff	Ongoing throughout school year.	Increase in positive referrals. Decrease in discipline referrals. Observation of student behavior. Decrease in bullying behaviors. Increased student attendance.	The building principal, counselor will train staff if necessary, and all staff will train students.
<b>Engagement</b> School wide presentation of rules and expectations Walking Reflection and/or Circle/Sound Discipline activities. Restorative practices Classroom matrixs Classroom meetings Morning greetings	Specialist Team Dean of Students All Staff	First Week in Sept. First Week in Jan. and as needed Ongoing connection to announcements Teach at beginning of year Parenting class in fall and spring	Reduction in discipline referrals and suspension. Discipline referral connection to tiers increased parent involvement and connection	None needed Provided by CIS coordinator Kirsten Roberts
<b>Engagement, Collaboration and Communication</b> Playworks- playground program. Playworks-Coaches Husky Coach Jr.Coaches	Dean of Students Counselor Recess Supervisors All Staff	Dean, Counselor, Recess Staff trained August 2018. First week of September 2018. Husky Jr. Coaches organized and trained in September.	Decrease in ODR on the playground. Increase in positive referrals. Observe student being inclusive, engage and safe on the playground.	Playworks Team will consult with the Playworks Trainer - Principal, Dean of Students, Counselor.

		Continued meetings with staff	Increase student leadership.	
Engagement, Assessment, Collaboration, and Communication. Attendance	Dean of Students CIS Coordinator Classroom Teacher	August training for Dean August shared new laws and attendance data and need for intervention CW Trimesterly review and share data.	Increase attendance Increase success academic and behavior performance	Dean Teachers Truancy Office Counselor Attendance Secretary
Tier Two Interventions (Some)				
Collaboration and Assessment RTI B Tier II team meetings (Tier II, B team) Sound Discipline Data Team	The RTI Behavior Tier II Team  Sound Discipline Trainer	Screen students-Fall. Identify students with SAEBRS screener and provide intervention groups-Fall and rescreen at-risk students at least twice throughout the year. Tier II Behavior Team meetings-monthly Sound Discipline- monthly	Decrease in Tier II students. Observation of student behavior. Increase SAEBRS scores.	Tier II Behavior Team will communicate support to classroom teacher. Counselor
Assessment Provide opportunities for individualized and group social skills instruction.	Counselor CIS Dean of Students Counselor Staff	Throughout the school year	Data gathered from behavior plans, implementation of new learning, SST forms, SAEBRS screener, discipline data	Training as needed. Curriculum, Mind Yeti, Second Step, books, Social Thinking, Zones of regulation, Social detective, We Thinkers, Superflex, CICO
Engagement, Assessment,	Counselor	Ongoing throughout	Pre/Post assessment	Counselor training,

<b>Communication, and Collaboration</b>  Implement Second Step Skills for Social and Academic Success		school year	SAEBRS	teacher training, parent training
Tier Three Interventions (Few)				
<b>Collaboration and Assessment</b> RTI B Tier III and IIII	The building behavior RTI point person, Behavior Specialist, IEP case manager, School Psychologist, Counselor, Classroom Teacher	Meet when FBA or BIP is required	Decrease in tier III students. Observation of student behavior.	FBA team (classroom teacher, case officer, behavior specialist, counselor, aid, support staff) will communicate frequently
Tier Four Interventions (SPED)				
<b>Collaboration and Assessment</b> RTI B Tier III and IIII	The building behavior RTI point person, Behavior Specialist, IEP case manager, School Psychologist, Counselor, Classroom Teacher	Meet when FBA or BIP is required  IEP goal progress monitoring	Decrease in tier III students. Observation of student behavior.	FBA team (classroom teacher, case officer, behavior specialist, counselor, aid, support staff) will communicate frequently
<b>Assessment</b> Behavior Support/Intervention curriculum Zones of Regulation Social Detective I can problem solve	Resource Teacher	September-June	IEP social emotional goals met	Resource teacher supports and communicates often to general education teacher

Social Thinking low-sensory lunch alternative recess plans				
<b>Assessment</b> Behavior Support-SEAL team Sandy, Denny Brennan	IEP Case manager, SEAL Team, Psychologist	4-6 weeks	IEP goals, frequency data	collaboration