

# Sample Goal – Whole Child

**GOAL** (Choose “Organizational”): *Whole Child (WC): Every student will experience a complete education which encompasses the tenets of the ASCD Whole Child initiative. (Healthy, Safe, Engaged, Supported, Challenged)*

## Objective:1

Students will decrease bullying and violent behaviors by 2% as measured by the MiPHY Physical and Emotional Safety data or the Ottawa County Youth Assessment Survey bullying and violence data by June 2016.

Possible Data Sources to measure the Objective:

- Ottawa County Youth Assessment Survey (YAS)
- Michigan Profile for Healthy Youth Survey (MiPHY)
- Bully Free School Survey (BFS)
- Michigan School Climate Assessment Instrument (MiSCAL)
- Centers for Disease Control Healthy School Action Tool (HSAT)
- ASCD Whole Child School Improvement Tool
- District created survey, discipline data (i.e. SWIS), etc.
- Search Institute Asset Survey

## Strategy Name:

### WC 1: School Climate

*How will this strategy work?*

Teachers and administrators will create and promote a positive school climate where students and staff are accepting of cultural and personal differences and value the understanding of these differences as an important part of the learning process.

*State the research to support this strategy:*

National School Climate Center, School Climate Research Summary  
<http://www.schoolclimate.org/climate/documents/policy/sc-brief-v3.pdf>

Let's Put Caring into the Common Core,  
Maurice J. Elias, Ph.D., professor of psychology and director of the Social-Emotional and Character Development (SECD) Lab at Rutgers.

<https://www.njea.org/news-and-publications/njea-review/feb-2014/common-core>

Bullying and School Climate, American Psychological Association  
<http://www.apa.org/about/gr/issues/cyf/bullying-school-climate.aspx>

The Effects of School Culture and Climate on Student Achievement

Angus J. MacNeil, Doris L. Prater and Steve Busch  
International Journal of Leadership in Education  
<http://donnieholland.wiki.westga.edu/file/view/school+culture+climate+%26+achievement.pdf>

School Climate through Students' Eyes, Bill Preble and Larry Taylor  
<http://www.ascd.org/publications/educational-leadership/dec08/vol66/num04/School-Climate-Through-Students'-Eyes.aspx>

### **Activity Name:**

#### **WC 1.1: Climate PD**

*Activity Type:*

Professional Learning

*Activity Description:*

Staff will engage in professional development to help them implement research-based strategies that positively impact schoolwide and classroom climate.

*Dates: July 1 to June 30 Responsible Staff: school staff*

*Possible Activities:*

Attend Professional Development / Staff Training Sign In Sheets  
Complete Professional Development / Staff receive Training Certificate

*Resources:*

ASCD's Whole Child Approach  
Olweus Bullying Prevention Program  
McEvoy Bullying Prevention Workshop  
Positive Behavior Support  
Michigan Integrated Behavior and Learning Support Initiative MiBLSi  
Michigan Model for Health Curriculum  
Capturing Kids Hearts  
Staff Wellness Program  
Sexual Minority Youth Workshop

### **Activity Name:**

#### **WC 1.2: Essential Components for (given program)**

*Activity Type:*

Implementation

*Activity Description:*

Staff will implement the essential components of the professional development that positively impact schoolwide and classroom climate and articulate the components to all staff.

*Dates: July 1 to June 30 Responsible Staff: Building Staff*

*Possible Activities:*

Leadership Team provides training to ALL Staff  
Student Training in Bystander Strategies and Target Hardening  
Parent Meetings  
15 Second Interventions  
Disciplinary Referrals  
Student Education in Positive Social Skills  
Individual Intervention Plan  
Anonymous Student Reporting Forms

**Activity Name:**

**WC 1.3: Supporting key aspects of implementation**

*Activity Type:*

Monitoring

*Activity Description:*

Leadership team of staff will monitor the implementation of essential components that positively impact schoolwide and classroom climate and provide support (not judgement) to assure implementation with fidelity.

*Dates: July 1 to June 30 Responsible Staff: Leadership Team*

*Possible Activities:*

Reviewing data from

- 15 second interventions
- Behavioral Referrals
- Individual Interventions
- Anonymous Student Reporting Forms
- Teacher Training Attendance Sheets
- Teacher Logs for Student Education
- Parent Meeting Sign In Sheets

**Strategy Name:**

**WC 2: Student Health Curriculum**

*How will the strategy work?*

Staff will address the needs of all learners by implementing a comprehensive, research based health curriculum which addresses the needs of the whole child, taking into account the developmental and health needs (physical, mental, and emotional) that impact learning.

*State the research to support this strategy:*

Centers for Disease Control & Prevention: Health and Academic Achievement

[http://www.cdc.gov/healthyyouth/health\\_and\\_academics/pdf/health-academic-achievement.pdf](http://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf)

Health and Academic Achievement:

Cumulative Effects of Health Assets on Standardized Test Scores

[http://www.yaleruddcenter.org/resources/upload/docs/what/communities/Health\\_and\\_Academic\\_Achievemnet\\_JOSH\\_1.14.pdf](http://www.yaleruddcenter.org/resources/upload/docs/what/communities/Health_and_Academic_Achievemnet_JOSH_1.14.pdf)

The Critical Connections between Student Health and Achievement

How Schools and Policymakers can Achieve a Positive Impact

[http://www.calendow.org/uploadedFiles/Publications/By\\_Topic/Access/General/Critical%20Connection%20between%20Student.pdf](http://www.calendow.org/uploadedFiles/Publications/By_Topic/Access/General/Critical%20Connection%20between%20Student.pdf)

### **Activity Name:**

#### **WC 2.1: Curriculum PD**

*Activity Type:*

Professional Learning

*Activity Description:*

Teachers will participate in professional development for implementation of an evidence based health curriculum that teaches social and emotional skills necessary to maintain and /or improve a classroom climate conducive to learning (e.g. empathy, effective communication, conflict resolution, goal setting, decision making)

Dates: July 1 to June 30

Responsible Staff: teachers

*Possible Activities:*

Attend Professional Development / Staff Training Sign In Sheets

Complete Professional Development / Staff receive Training Certificate

*Resources:*

Whole Child Professional Development

Michigan Model for Health Curriculum

Olweus Bullying Prevention Program

### **Activity Name:**

#### **WC 2.2: Curriculum implementation**

*Activity Type:*

Implementation

*Activity Description:*

Staff will implement the essential components of the professional development by implementing the evidence based health curriculum that teaches social and emotional skills necessary to maintain and /or improve a classroom climate conducive to learning (e.g. empathy, effective communication, conflict resolution, goal setting, decision making)

Dates: July 1 to June 30

Responsible Staff: Staff

*Possible Activities:*

Teachers develop an implementation plan to teach all lessons

Teachers record lessons on implementation logs

### **Activity Name:**

#### **WC 2.3: Curriculum monitoring**

*Activity Type:*

Monitoring

*Activity Description:*

Leadership staff will monitor the essential components of the professional development by monitoring the implementation of the evidence based health curriculum that teaches social and emotional skills necessary to maintain and /or improve a classroom climate conducive to learning (e.g. empathy, effective communication, conflict resolution, goal setting, decision making)

Dates: July 1 to June 30

Responsible Staff: Leadership staff

*Possible Activities:*

Review Teacher Logs

Observe Instruction

Monitor Disciplinary Referrals and other data sources

### **Objective: 2**

Students will increase overall health by 2% as measured by the MiPHY Student Physical and Emotional Health data or the Ottawa County Youth Assessment Survey Physical and Emotional Health data by June 2016.

Possible Data Sources to measure the Objective:

Ottawa County Youth Assessment Survey (YAS)

Michigan Profile for Healthy Youth Survey (MiPHY)

Bully Free School Survey (BFS)

Michigan School Climate Assessment Instrument (MiSCAL)

Centers for Disease Control Healthy School Action Tool (HSAT)

ASCD Whole Child School Improvement Tool

District created survey, discipline data (i.e. SWIS), etc.

Search Institute Asset Survey

### **Strategy Name:**

#### **WC 3: Student Health**

*How will the strategy work?*

Staff will meet the needs of all learners using a comprehensive approach that explores and addresses the needs of the whole child, taking into account the developmental and health needs (physical, mental, and emotional) that impact learning.

*State the research to support this strategy:*

Centers for Disease Control & Prevention: Health and Academic Achievement

[http://www.cdc.gov/healthyyouth/health\\_and\\_academics/pdf/health-academic-achievement.pdf](http://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf)

Health and Academic Achievement:

Cumulative Effects of Health Assets on Standardized Test Scores

[http://www.yaleruddcenter.org/resources/upload/docs/what/communities/Health\\_and\\_Academic\\_Achievemnet\\_JOSH\\_1.14.pdf](http://www.yaleruddcenter.org/resources/upload/docs/what/communities/Health_and_Academic_Achievemnet_JOSH_1.14.pdf)

The Critical Connections between Student Health and Achievement

How Schools and Policymakers can Achieve a Positive Impact

[http://www.calendow.org/uploadedFiles/Publications/By\\_Topic/Access/General/Critical%20Connection%20between%20Student.pdf](http://www.calendow.org/uploadedFiles/Publications/By_Topic/Access/General/Critical%20Connection%20between%20Student.pdf)

### **Activity Name:**

#### **WC 3.1: Health PD**

*Activity Type:*

Professional Learning

*Activity Description:*

Teachers will participate in professional development for implementation of an evidence based health curriculum that teaches social and emotional skills necessary to maintain and /or improve a classroom climate conducive to learning (e.g. empathy, effective communication, conflict resolution, goal setting, decision making)

Dates: July 1 to June 30

Responsible Staff: teachers

*Possible Activities:*

Attend Professional Development / Staff Training Sign In Sheets

Complete Professional Development / Staff receive Training Certificate

*Resources:*

Whole Child Professional Development

Michigan Model for Health Curriculum

Olweus Bullying Prevention Program

### **Activity Name:**

#### **WC 3.2: Implementation of Health Curriculum**

*Activity Type:*

Implementation

*Activity Description:*

Staff will implement the essential components of the professional development by implementing the evidence based health curriculum that teaches social and

emotional skills necessary to maintain and /or improve a classroom climate conducive to learning (e.g. empathy, effective communication, conflict resolution, goal setting, decision making)

Dates: July 1 to June 30      Responsible Staff: Staff

*Possible Activities:*

Teachers develop an implementation plan to teach all lessons  
Teachers record lessons on Implementation Logs

**Activity Name:**

**WC 3.3: Supporting Health Curriculum**

*Activity Type:*

Monitoring

*Activity Description:*

Leadership staff will monitor the essential components of the professional development by monitoring the implementation of the evidence based health curriculum that teaches social and emotional skills necessary to maintain and /or improve a classroom climate conducive to learning (e.g. empathy, effective communication, conflict resolution, goal setting, decision making)

Dates: July 1 to June 30      Responsible Staff: Leadership staff

*Possible Activities:*

Review Teacher Logs  
Observe Instruction  
Monitor Disciplinary Referrals and other data sources

**Activity Name:**

**WC 3.4: Leadership PD**

*Activity Type:*

Professional Learning

*Activity Description:*

The principal or principal designee will research and form a building level Coordinated School Health Team which will attend training and implement a systemic approach to maximize health resources around 10 component areas of health for students and families.

Dates: July 1 to June 30

Responsible Staff: Coordinated School Health Team

*Possible Activities:*

Attend Coordinated School Health Meetings at OAISD  
Attend OAISD Coordinated School Health Training

**Activity Name:**

**WC 3.5: Data Analysis**

*Activity Type:*  
Implementation

*Activity Description:*

The building level Coordinated School Health Team will analyze data, identify student health problems and maximize resources by implementing the systemic Coordinated School Health model, and improving the health of students and families around 10 component areas.

Team.

Dates: July 1 to June 30

Responsible Staff: Coordinated School Health Team

*Possible Activities:*

Minutes of Meetings

Success Stories

Student Surveys

### **Activity Name:**

**WC 3.6: Evaluate the program**

*Activity Type:*

Monitoring

*Activity Description:*

The building level Coordinated School Health Team will analyze data, review student health problems to determine the effectiveness of team activities to improve student and family health around 10 component areas.

Dates: July 1 to June 30

Responsible Staff: Coordinated School Health Team

*Possible Activities:*

Success Stories

Student Surveys

Student Absenteeism

### **Strategy Name:**

**WC 4: Poverty**

*How will this strategy work?*

Staff will understand the impact of poverty on student learning, school climate and parent-school communication and explore ways to minimize the impact.

*State the research to support this strategy:*

Teaching with Poverty in Mind and How Poverty Affects Classroom Engagement, Dr. Eric Jensen, ASCD & Brain Based Technique Author

<http://www.jensenlearning.com/>



A Framework for Understanding Poverty, Dr. Ruby Payne  
[www.ahaprocess.com](http://www.ahaprocess.com)

Profiles of Risk: School Readiness  
[http://www.icphusa.org/filelibrary/profilesofrisk\\_no8\\_schoolreadiness.pdf](http://www.icphusa.org/filelibrary/profilesofrisk_no8_schoolreadiness.pdf)

### **Activity Name:**

#### **WC 4.1 Poverty PD**

*Activity Type:*  
Professional Learning

*Activity Description:*  
Staff will participate in professional development to understand the impact of poverty on student learning and identify ways to minimize the impact.  
Dates: July 1 to June 30      Responsible Staff: school staff

#### *Possible Activities*

Attend Poverty Training  
Participate in OAISD Book Study

#### *Resources:*

Framework for Understanding Poverty Series  
Eric Jensen Book Study  
OAISD/Community Poverty Training  
Capturing Kids Hearts

### **Activity Name:**

#### **WC 4.2 Poverty strategies**

*Activity Type:*  
Implementation

*Activity Description:*  
Staff will implement professional development strategies to minimize the impact of poverty on student learning.  
Dates: July 1 to June 30      Responsible Staff: school staff

#### *Possible Activities*

Build Relationships with Students (Greet by name, Silent Mentoring)  
Remove Barriers to Classroom Assignments  
Teach Hidden Rules  
Teach Formal Register

### **Activity Name:**

#### **WC 4.3 Poverty support of implementation**

*Activity Type:*

## Monitoring

### *Activity Description:*

Building leaders will observe staff to determine extent of implementation and continue to hold staff discussion around the topic.

Dates: July 1 to June 30      Responsible Staff: Principal / Lead Teachers

### *Possible Activities*

Staff Observations

Staff Meeting Agendas

School Data

Student Survey on School Connectedness

## **Activity Name:**

### **WC 4.4: Coordinated School Health PD**

#### *Activity Type:*

Professional Learning

#### *Activity Description:*

The principal or principal designee will research and form a building level Coordinated School Health Team which will attend training and implement a systemic approach to maximize health resources around 10 component areas of health for students and families.

Dates: July 1 to June 30

Responsible Staff: Coordinated School Health Team

#### *Possible Activities:*

Attend Coordinated School Health Meetings at OAISD

Attend OAISD Coordinated School Health Training

#### *Resources:*

Allegan/Ottawa Regional Coordinated School Health Team Meetings

Explore Nursing Services for Students through Area Hospitals

Michigan Department of Education Health Related Policies

Michigan Department of Education Nutrition Standards Toolkit

District Wellness Policies

Staff Wellness Programming

## **Activity Name:**

### **WC 4.5: Coordinated School Health Data analysis**

#### *Activity Type:*

Implementation

*Activity Description:*

The building level Coordinated School Health Team will analyze data, identify student health problems and maximize resources by implementing the systemic Coordinated School Health model, and improving the health of students and families around 10 component areas.

Dates: July 1 to June 30

Responsible Staff: Coordinated School Health Team

*Possible Activities:*

Minutes of Meetings

Success Stories

Student Surveys

**Activity Name:**

**WC 4.6: Coordinated School Health Evaluation**

*Activity Type:*

Monitoring

*Activity Description:*

The building level Coordinated School Health Team will analyze data, review student health problems to determine the effectiveness of team activities to improve student and family health around 10 component areas.

Dates: July 1 to June 30

Responsible Staff: Coordinated School Health

*Possible Activities:*

Success Stories

Student Surveys

Student Absenteeism