

Goal, Strategies & Activities Implementation Template

<p>Directions: Fill in the blank cells with the activities (tasks), targets, components and variations of each strategy the district will carry out in each stage of strategy implementation to achieve the desired goal.</p>		<p>Goal #1: Wellness (SMART goal) Increase student wellness by % by end of year as measured by assessment.</p>				
		<p><u>Strategy #1:</u></p> <p>Increase/teach Growth Mindset</p>	<p><u>Strategy #2:</u></p> <p>Increase frequency of physical Activity</p>	<p><u>Strategy #3:</u></p> <p>Improve nutrition/healthy eating</p>	<p><u>Strategy #4:</u></p> <p>Utilize garden/green spaces/Outdoor Learning</p>	<p><u>Strategy #5:</u></p> <p>Increase Mental Health</p>
<p>Exploration</p> <p>(Assess need, examine fit and buy-in)</p> <p>Research</p>	<p>Activities:</p> <p>Activities are what you will do to prepare for and implement the strategy. You should have activities related to each of the four stages of NIRN implementation.</p>	<ul style="list-style-type: none"> - Leader in Me (ES) - PBIS (ES/MHS) - TRAILS (MHS) - WEB (MHS) - LINK (HS) 	<ul style="list-style-type: none"> -Alter schedules to accommodate more PE time -Add variety of PE options -Technology -Incentives for sports/band/extra curricular activities - Health Service/ Prevention Lessons 	<ul style="list-style-type: none"> - Taste testing in the cafeteria - Nutrition curricular standards - Waste audit for composting - Garden subcommittee focused on nutrition - Collect EJMHS data about student eating 	<ul style="list-style-type: none"> -Form a committee -Gather data -Explore Curriculum/NGSS -Find Garden Assessment -Consider hiring a Garden Coordinator -Research hoop house models. 	<ul style="list-style-type: none"> -Student centered building meetings monthly. - Provide skill building activities & presentations in classrooms K-12. - Provide PD for teachers on supporting high need student behavior.

				and optimal meal settings	-Consider an outdoor book club. -Explore collaboration	
	<p>Interim Target(s):</p> <p>Interim targets are the implementation and outcome benchmarks you will use to monitor progress toward your goal related to each strategy. You should have an interim target for each phase of implementation for each strategy.</p>	<ul style="list-style-type: none"> - Increase TFI by June 2023 - Decrease Major ODR - LINK training be provided by March 2023 	<ul style="list-style-type: none"> -Proposed PE schedule for 2023-24 by end of current school year (low impact class, mileage club, MS s/c)(approved schedule of 45 mins day) -Provide list of applications/products to be used in PE courses (heart monitors/fitbits, projectors in gymnasium, apps -Compare current PE enrollment to that of next year --Get into classrooms to teach health education and prevention skills. (Dino) 	<ul style="list-style-type: none"> -Monthly taste tests -Identify 5+ nutrition-related curricular standards -Increase number of k-6 classrooms that incorporate nutrition standards -Conduct waste audit once/year -Invite 5-10 more school staff to participate in the subcommittee (cross w/ fam engagement goal) - Collect EJMHS data about student eating and optimal meal settings 	<ul style="list-style-type: none"> -Identify committee members and invite them to attend. -Create meeting agenda and objectives -Conduct Garden Assessment -Identify possible sizes and brands. -Send out an interest survey in an outdoor wellness book club. -Identify teachers, staff, and community partners for potential collaboration 	<ul style="list-style-type: none"> -Start meeting with key personnel at beginning of the school year. - MHS will target health/PE & Seminar classes to teach mental health -ES will target each class in grade level -During staff meetings, schedule time for teaching strategies during crisis situations. -Offer a wellness lesson during PD All Staff Day - consult w/superintendent to secure date

	<p>Gold Standard(s)/Critical Components: (Non-negotiables)</p> <p>Critical components are the practices that must be in place during this phase of implementation of the strategy to ensure the “gold standard” will be met.</p>	<p>-TRAILS will reach 10% of student population</p>	<p>-Support from administration -Approval prior to funding is assessed -Vertical alignment -Time to familiarize and/or assess different application options -Weekly lessons to all students for health prevention and education.</p>	<p>- Continuing collaboration between teachers, cafeteria, garden, and community - Identify opportunities in school day for nutrition teaching moments - Keep track of classrooms already using nutrition examples in academic learning - Continue to prioritize service of scratch food and fresh fruits/vegetables</p>	<p>-Committee members from diverse areas of community; -High committee attendance at regularly scheduled meetings -Decisions are data and evidence based. -Find ways to collect data for time spent outside. -Work with art teacher on design ideas. -Appropriate for climate and sustainability/ease of access. -Diverse group of staff get together, spend time outside, and read about research on wellness/educational benefits of being outside. -Meet with</p>	<p>-Create a crisis management team in each school. -Teach lessons 2x/month to staff and students in their classrooms on mental health strategies.</p>
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					identified collaborators	
	Acceptable/Unacceptable Variations: These are variations or changes to this phase of strategy implementation that are allowable or not allowable across different grades, disciplines, student groups, etc. (Indicate phasing in of groups, for example.)		<i>-Acceptable: *Updated class options/times *Not having fitness monitors but must install projectors</i> <i>-Unacceptable: *Current class offerings *Zero technology upgrades</i>	<i>- Unacceptable: decrease nutrition education already happening, decrease school meal quality</i>	<i>acceptable - zoom; meetings every other month; meetings outdoors</i> <i>unacceptable - attendance less than 5; meeting less than every other month; meetings around a table</i>	
Installation (Allocate resources, develop supports and capacity) ***Exploration and Installation refer to readiness. This	Activities: Activities are what you will do to prepare for and implement the strategy. You should have activities related to each of the four stages of NIRN implementation .		-Request approval for the implementation of the updated PE schedule -Approved funding for technology advances	- Use staff wellness challenges for staff nutrition education that can later be modeled for students - Use family engagement/wellness challenges for nutrition education	-track hours outside sept to earth day develop list of options/ access points for teachers to participate relationships with teachers already on-board to	

<p>work occurs BEFORE we fully implement. What structural changes do we need to make? What systems do we need before we start.</p>				<p>learning opportunities</p> <ul style="list-style-type: none"> - Increase classrooms utilizing FoodCorps or other nutrition lessons - Collaborate with physical education subcommittee - Taste tests - Explore scheduling potential for all K-6 students going to recess before lunch 	<p>become LAB classrooms</p> <ul style="list-style-type: none"> -Identify experts and volunteers to install hoop house. -Request books for book club. Determine meeting times. -Determine location of hoop house and work with maintenance on water and electricity. <p>ex</p>	
	<p>Interim Target(s):</p> <p>Interim targets are the implementation and outcome benchmarks you will use to monitor progress toward your goal related to each strategy. You should have an interim target for each phase of implementation for</p>		<ul style="list-style-type: none"> -View proposed schedule changes constructed in cooperation with the administration and/or counselor -Technology purchased prior to beginning of the school year 	<ul style="list-style-type: none"> - 3+ wellness events or challenges for staff/family per year involving nutrition information - Identify 1 or more new avenues for nutrition education in the school day - 2+ physical 	<ul style="list-style-type: none"> -Teachers sign up to continue with GGNCC. -Teachers are interested in additional outdoor learning activities. -Garden beds in hoop house designated for each grade. –Set date for 	

	each strategy.			education/nutrition combined lessons or events per year - Monthly taste tests - Revamped schedule created to accommodate for all K-6 students going to recess before lunch	book club and invite people. Prep lesson.	
	Gold Standard(s)/Critical Components: Critical components are the practices that must be in place during this phase of implementation of the strategy to ensure the “gold standard” will be met.		-Finances to purchase equipment and/or technology -Communication to the students and parents regarding new course offerings	- Staff interest in nutrition education		
	Acceptable/Unacceptable Variations: These are variations or		-Acceptable: *Reduced amount of technology purchased *Reduced	- Unacceptable: Broken/absent communication between teachers and nutrition		

	changes to this phase of strategy implementation that are allowable or not allowable across different grades, disciplines, student groups, etc.		sections of course offerings -Unacceptable: *No funding for technology *No sections of new course offerings	subcommittee - Acceptable: events, challenges, and lessons are interchangeable and can be virtual or in-person		
Initial Implementation (Initiate practice, use data to improve and adjust)	Activities: Activities are what you will do to prepare for and implement the strategy. You should have activities related to each of the four stages of NIRN implementation .	- Leader in Me fully installed in ES classrooms (Fall 2022) - Leader in Me lessons provided by classroom teachers through the utilization of LIM Scope and Sequence -TRAILS training coach and staff, be up and running (Fall 2022)	-Begin school year with a before or after school mileage club -Students enrolled in low impact and MS Strength and Conditioning Classes -Train students on proper use of technology and the intent of using it -Formative and Summative evaluations of student outcomes, attitudes, improvements, etc.	- Recess before lunch for all K-6 students - Incorporate Indigenous practices around Honorable Harvests and Grandfather Teachings to develop culturally responsive pathways for managing food relationships, waste, etc. - Work with teachers to broadly incorporate nutrition education - Continue	ready to offer list of options/ access points kick off hours tracking for earth day celebration do core subject integration with identified teachers (eg catey kerr)	

				physical education/nutrition collaboration - Work with community members and partners to offer supplemental nutrition resources/close gaps in WSCC nutrition		
	Interim Target(s): Interim targets are the implementation and outcome benchmarks you will use to monitor progress toward your goal related to each strategy. You should have an interim target for each phase of implementation for each strategy.		-Participation number of students in mileage club	- Nutrition lessons incorporated into every classroom and other identified pathways for food education - Physical education/nutrition lessons are smoothly integrated	having the things and outreach/contact kick-off of strategy and how-to (where to track, rules for what counts) identifying the teachers and the lessons and the standards they fill	
	Gold Standard(s)/Critical Components:			- Whole staff engagement in nutrition endeavors	100% of teachers find something on the list that	

	<p>Critical components are the practices that must be in place during this phase of implementation of the strategy to ensure the “gold standard” will be met.</p>			-	<p>they are willing to do</p> <p>100% of teachers tracking hours</p> <p>x number of pilot lessons in core subjects</p>	
	<p>Acceptable/Unacceptable Variations:</p> <p>These are variations or changes to this phase of strategy implementation that are allowable or not allowable across different grades, disciplines, student groups, etc.</p>				<p>75% of teachers find something on the list that they are willing to do</p>	
<p>Full Implementation</p> <p>(Consistent delivery of practice, continued)</p>	<p>Activities:</p> <p>Activities are what you will do to prepare for and implement the strategy. You should have activities related to</p>		<p>MiPHY assessment</p>		<p>professional development (internal LAB, external speakers)</p> <p>admin support (policy/ culture)</p>	<p>Individual and group therapy sessions provided in school building.</p> <p>Risk Assessment tools being administered to determine student</p>

	Gold Standard(s)/Critical Components: Critical components are the practices that must be in place during this phase of implementation of the strategy to ensure the “gold standard” will be met.				Some high level (# of teachers/ # of hours) of outdoor project based learning as the norm	
	Acceptable/Unacceptable Variations: These are variations or changes to this phase of strategy implementation that are allowable or not allowable across different grades, disciplines, student groups, etc.					

Possible data sources: