



# BLUEPRINT FOR BRILLIANCE



*The Mission of the Little Chute Area School District is dedicated to fostering a community of learners where we meet the academic, social, and emotional needs of ALL students.*

Developed: September 2014

Approved: July 2015

Expires: July 2017

# BLUEPRINT FOR BRILLIANCE



## MISSION

*The Mission of the Little Chute Area School District is dedicated to fostering a community of learners where we meet the academic, social, and emotional needs of **ALL** students.*

## VISION

*Little Chute schools will be learning communities where students express a genuine desire to learn in a welcoming and secure environment. We will challenge **ALL** learners to become engineers of their own future by nurturing their creative and intellectual growth. We will provide the launch pad for students to excel in any field of interest by developing the whole child in a diverse and technical society.*

## DISTRICT VALUES

### Parent and Community—

*We value parents as their child's first teacher, and we value a community that actively supports education and partners with us in providing rich learning experiences and facilities.*

### Purposeful Curriculum—

*We value the development of a strong curriculum that embraces purposeful learning experiences with high expectations for all and assessments that measure student learning and growth.*

### Learning—

*We value learning as a lifelong endeavor for **ALL**.*

### Integrity—

*We value responsible, accountable, ethical behavior in an atmosphere of honest, open communication with mutual respect and caring for each other.*

### Collaboration—

*We value using the strengths of all team members to creatively solve problems.*

### Innovation—

*We value creative risk taking and enthusiastic pursuit of new ideas.*

### Continuous Improvement—

*We value continuous improvement of our programs, services and processes through employee empowerment and professional development in a team-based culture.*

### Safety—

*We value safe and purposeful learning environments free from discrimination, intimidation, and hazards.*

### Extra-Curricular Opportunities—

*We value exceptional opportunities for students to explore and demonstrate their unique talents and to develop team skills.*



## DISTRICT LEARNER GOALS

**Artistic Appreciator** - A student who perceives the world's creative values as intrinsic and who understands that the application of design principles enhances their life.

**Cooperative Societal Contributor** - A student who shares their time, energies, and talents to improve the quality of life with their peers, school, and community.

**Effective Communicator** - A student who is able to decipher and assess information through reading, writing, speaking, and listening and who effectively demonstrates ideas through a variety of methods.

**Global Cultural Participant** - A student who is aware of local, national, and international issues and cultures; who can interact in a responsible manner and who understands how these interactions impact others.

**Problem-Solver and Critical Thinker** - A student who identifies, assesses, integrates, and uses available resources and information to reason, make decisions, and solve problems in a variety of contexts.

**Participator in Personal Wellness** - A student who is capable of taking action to achieve physical, mental, and social well being.

**Self-Directed Learner** - A student who sets priorities and achievable goals, creates options for themselves, monitors and evaluates their progress, assumes personal responsibility, and uses core values to create positive visions for their future.

**Technology/Quality Producer** - A student who uses advanced technologies to create practical, intellectual, and physical products, which reflect originality and high standards.



## STUDENT ACHIEVEMENT

# BLUEPRINT FOR BRILLIANCE

*To maximize the learning of ALL students and of all abilities, we will incorporate classroom strategies and practices that provide a robust educational experience. The vision of learning we embrace focuses on teaching students to become critical thinkers and problem solvers; artistic appreciators and technology innovators; effective communicators and self-directed learners; cooperative societal contributors and global cultural participants; and advocates for their personal wellness.*

*To keep pace with a dynamic and changing world, LCASD schools will offer rigorous, relevant and engaging opportunities for students to learn—and require students to apply their knowledge and skills in meaningful ways.*

*To this end, LCASD stakeholders will provide ALL students with a 21st century education that will position them with the knowledge and skills they need to thrive whether a student continues their formal education at the post-secondary level or selects another post-secondary career option.*

## CURRICULUM/ INSTRUCTION

*We follow a Curriculum Development & Renewal Process when reviewing and revising curriculum in all areas. District faculty and administrators will use this process as a systematic way to consider a variety of factors, issues and components in the Teaching and Learning Framework.*

### Process goals include:

- *Maintaining a research based curriculum that provides teachers and students with the most up to date curriculum.*
- *Analyzing current practices for strengths, weaknesses, opportunities and threats.*
- *Infusing technology into the teaching and learning framework.*
- *Embedding literacy into each curriculum area.*

## PROFESSIONAL DEVELOPMENT

*The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—will have a profound implications for schools in our District.*

*Every professional in our schools will engage with colleagues in the ongoing exploration of four crucial questions that drive the work of those within our professional learning community model:*

- *What do we want each student to learn?*
- *How will we know when each student has learned it?*
- *How will we respond when a student experiences difficulty in learning?*
- *How will we respond when a student already knows it?*

## HEALTH AND WELLNESS

*We believe that for ALL students to be successful in the classroom, we must allocate resources and coordinate programs that support the physical, emotional, and mental well-being of all students. Ongoing health and wellness programing will be developed and implemented to promote student and school health and wellness by incorporating the strategies below:*

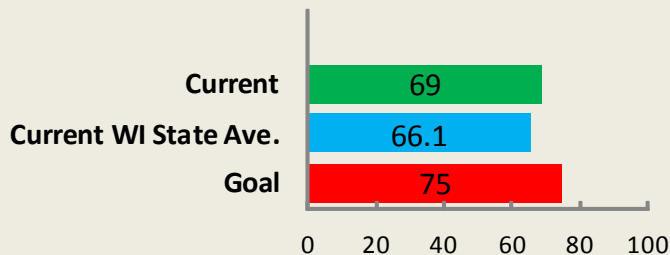
- *Prepare teachers and principals to promote student health and wellness.*
- *Provide schools with strategies and resources to partner with parents.*
- *Incorporate health and wellness into school metrics and accountability.*



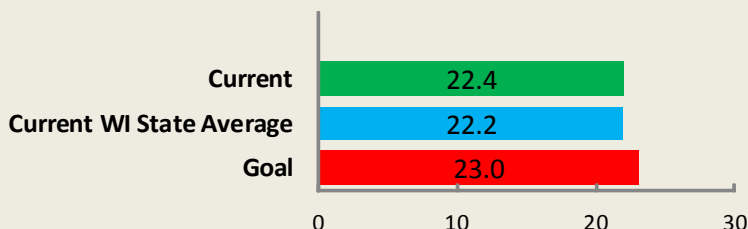


## Student Achievement

Wisconsin Department of Public Instruction District Report Card



High School ACT Test Score

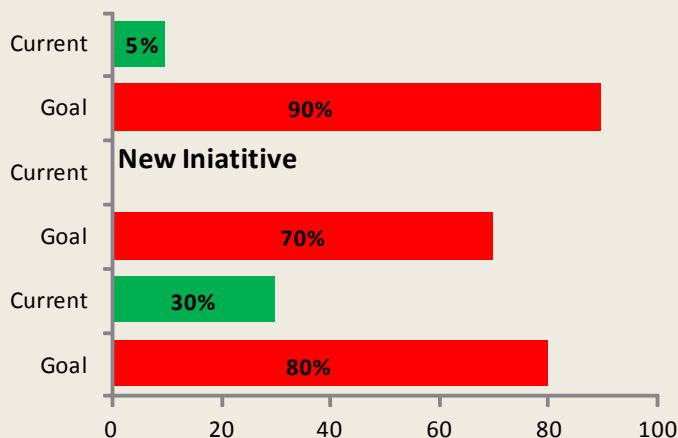


## Curriculum/Instruction

By the beginning of the 2016-17 school year, 90% of special education students will be receiving Tier 1, grade level instruction in a co-taught classroom setting, in the content areas of English Language Arts and Mathematics.

Board adopted technology standards integrated into 4k-12 curriculum.

Implement the District's Curriculum Development, Review and Revise Protocol as outline and approved.



## Professional Development

Implement a District-wide Professional Learning Community (PLCs) Program to support data driven curriculum development and Student/School Learning Objectives (SLOs). PLCs will drive and support instruction that is relevant and rigorous, while SLOs will reflect clear and challenging, but attainable goals for students. SLOs must set high expectations for what our students can achieve over time, based on where they stand academically at the beginning of the school year.

<u>Current</u>	<u>Goal</u>
New Initiative	100%

## Health and Wellness

Health and Wellness Behaviors Plan-

1. Create a comprehensive K-12 student physical and emotional health and wellness plan that identifies, implements and monitors school-site programs/activities that address physical and emotional health of students, based on data reviewed from the *Youth Risk Behavior Survey*, *Climate Survey*, other pertinent data and K-12 physical education assessments.

Health and Wellness Goals -

1. Increase physical activity through active wellness and PE once a quarter per building.
2. Educate students and staff regarding six at-risk themes during the months of October, November, January, February, March, and April. Themes may include: mental health, LGBTQ, suicide, diversity, Autism, poverty, healthy choices (safe sex, AODA, tobacco use).
3. Increase parent and family communication to at least once per month per building. Monthly communication will include newsletters, Marty the Mustang Facebook, the IS/MS Facebook page, and will include the six at-risk populations.

<u>Current</u>	<u>Goal</u>
New Initiative	100%

3 Year Planning Document ~ **Achievement**

**Goal:** To maximize the learning of all students and of all abilities, we will incorporate classroom strategies and practices that provide a robust educational experience that results in our student’s scoring a 75 (or greater) on the LCASD state report card and our high school age students scoring a composite scoring of 23.0 (or greater) on the ACT test.

	2014-15	Task Completed	2015-16	Task Completed	2016-17	Task Completed
<b>Summer</b>	Review school district data to determine specific areas for improvement in the areas of math & reading. - <b>Kurt</b>	Completed	Review instruction strategies data from formative observations and compare with John Hattie’s research on effect size to develop professional development focus areas for 2015-16 school year - <b>Kurt</b>  Present Data finding to Board of Education at Annual Data Retreat, comparing data from previous year to determine growth and areas to improve - <b>Admin Team</b>		Review instruction strategies data from formative observations and compare with John Hattie’s research on effect size to develop professional development focus areas for 2015-16 school year - <b>Kurt</b>  Present Data finding to Board of Education at Annual Data Retreat, comparing data from previous year to determine growth and areas to improve - <b>Admin Team</b>	
<b>Fall &amp; Winter</b>	Review school and district report cards and set achievement goal for 2016-17 for district achievement based on the school report card score - <b>Admin Team</b>  Provide staff with professional development on new state assessments and the shifts in classroom	Completed  Completed	Review school and district report cards and progress towards achievement goal for 2016-17. - <b>Admin Team</b>  Provide staff with professional development on new state assessments and the shifts in classroom instruction to meet		Review school and district report cards and progress towards achievement goal for 2016-17. - <b>Admin Team</b>  Provide staff with professional development on new state assessments and the shifts in classroom instruction to meet	

	<p>instruction to meet rigor of new assessments - <b>Kurt</b> Provide staff with formative feedback (using established District Walkthrough tool) on instructional strategies to determine future professional development needs - <b>Admin Team</b></p>	<p><b>Completed</b></p>	<p>rigor of new assessments - <b>Kurt</b> Provide staff with formative feedback (using established District Walkthrough tool) on instructional strategies to determine future professional development needs - <b>Admin Team</b></p>		<p>rigor of new assessments - <b>Kurt</b> Provide staff with formative feedback (using established District Walkthrough tool) on instructional strategies to determine future professional development needs - <b>Admin Team</b></p>	
<p><b>Spring</b></p>	<p>Continue providing staff with professional development on instructional delivery strategies to increase Depth of Knowledge questioning in all content areas - <b>Kurt</b></p> <p>Provide staff with formative feedback (using established District Walkthrough tool) on instructional strategies to determine future professional development needs - <b>Admin Team</b></p>	<p><b>Completed</b></p> <p><b>Completed</b></p>	<p>Continue providing staff with professional development on instructional delivery strategies to increase Depth of Knowledge questioning in all content areas - <b>Kurt</b></p> <p>Provide staff with formative feedback (using established District Walkthrough tool) on instructional strategies to determine future professional development needs - <b>Admin Team</b></p> <p>Review Blueprint for Brilliance during Spring District Retreat in the areas of curriculum, professional development, and health &amp; wellness - <b>Admin Team, Board of Education, &amp; Building Level Professional Education Representatives</b></p>		<p>Continue providing staff with professional development on instructional delivery strategies to increase Depth of Knowledge questioning in all content areas - <b>Kurt</b></p> <p>Provide staff with formative feedback (using established District Walkthrough tool) on instructional strategies to determine future professional development needs - <b>Admin Team</b></p> <p>Review Blueprint for Brilliance during Spring District Retreat in the areas of curriculum, professional development, and health &amp; wellness - <b>Admin Team, Board of Education, &amp; Building Level Professional Education Representatives</b></p> <p>Determine if District Goal of 75 was met and if ACT Composite</p>	

					Score of district outperformed State average. - <b>Admin Team</b>	
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3 Year Planning Document ~ Co-teaching

**Goal: By the beginning of the 2016-17 school year, 90% of special education students will be receiving Tier 1, grade level instruction in a co-taught classroom setting, in the content areas of English Language Arts and Mathematics**

	2014-15	Task Completed	2015-16	Task Completed	2016-17	Task Completed
<b>Summer</b>	<p>Research models of co-teaching ~ <b>Kurt &amp; Laura</b></p> <p>Review District Data ~ <b>Kurt &amp; Laura</b></p>	<p>Completed</p> <p>Completed</p>	<p>Provide two day training opportunity for all selected staff ~ <b>Kurt &amp; Laura</b></p> <ul style="list-style-type: none"> <li>• PK-6 ~ 8 Teaching Teams (19 total Teachers)</li> <li>• 7-12 ~ 5 Special Education, 3 Math, &amp; 3 ELA Teachers</li> </ul> <p>Provide teaching teams with planning time ~ <b>Administrative Team</b></p> <p>Attend National Co-Teaching Conference in Chicago ~ <b>Kurt &amp; Laura</b></p>	<p>Completed</p> <p>Completed</p> <p>Completed</p>	<p>Provide two day training opportunity for newly identified co-teaching staff members ~ <b>Kurt &amp; Laura</b></p> <p>Provide teaching teams with planning time ~ <b>Administrative Team</b></p>	
<b>Fall &amp; Winter</b>	<p>Administers complete survey related to Co-Teaching in the LCASD ~ <b>Administrative Team</b></p> <p>Peggy Black will provide Administration Team with Training and discussion on implementation ~ <b>Administrative Team</b></p>	<p>Completed</p> <p>Completed</p>	<p>Provide teaching teams with follow-up coaching sessions provided by Shelby Thomson &amp; Tara Strasburg on a quarterly basis</p> <p>Provide quarterly Co-Teaching meeting for teaching staff to share successes, pose questions, and ask for support. ~ <b>Kurt &amp; Laura</b></p>		<p>Provide teaching teams with follow-up coaching sessions provided by Shelby Thomson &amp; Tara Strasburg on a quarterly basis</p> <p>Provide quarterly Co-Teaching meeting for teaching staff to share successes, pose questions, and ask for support ~ <b>Kurt &amp; Laura</b></p>	



	<p>Meet individually with Building Principals to discuss implementation at individual buildings ~ <b>Kurt, Laura, &amp; Building Principals</b></p> <p>Meet with Special Education Teachers at each building to discussion implementation and partner selection. ~ <b>Kurt, Laura, &amp; Building Principals</b></p> <p>Complete Site Visits ~ <b>Laura, Building Principals, &amp; Co-Teaching pairs</b></p> <p>January, 2015 - Present Co-Teaching model &amp; explore budget implications with Superintendent &amp; Business Manager. ~ <b>Kurt &amp; Laura</b></p> <p>January, 2015 - Attend Co-Teaching at Work Conference ~ <b>Kurt &amp; Laura</b></p> <p>February 2015 - Finalize LCASD Co-Teaching to Administrative Team ~ <b>Kurt &amp; Laura</b></p>	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p>				
<p><b>Spring</b></p>	<p>March, 2015 - Present final proposal to Board of Education for approval beginning in summer of 2015 ~ <b>Kurt &amp; Laura</b></p>	<p>Completed</p>	<p>Provide teaching teams with follow-up coaching sessions provided by Shelby Thomson &amp; Tara Strasburg on a quarterly basis</p> <p>Provide quarterly Co-Teaching meeting for teaching staff to</p>		<p>Provide teaching teams with follow-up coaching sessions provided by Shelby Thomson &amp; Tara Strasburg on a quarterly basis</p> <p>Provide quarterly Co-Teaching meeting for teaching staff to</p>	

	<p>Send Co-Teaching update to all special education parents ~ <b>Laura</b></p> <p>Create a coaching job description ~ <b>Kurt &amp; Laura</b></p> <p>Work with special education teachers to arrange IEP's for students who require Co-Taught instruction. ~ <b>Laura &amp; Special Education Staff</b></p> <p>Arrange for common planning time with Co-Teaching partners. ~ <b>Building Principals</b></p>	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p>	<p>share successes, pose questions, and ask for support. ~ <b>Kurt &amp; Laura</b></p>		<p>share successes, pose questions, and ask for support. ~ <b>Kurt &amp; Laura</b></p>	
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3 Year Planning Document ~ Professional Learning Community Implementation

**Goal: Implement a District-wide Professional Learning Community (PLCs) Program to support data driven curriculum development and Student/School Learning Objectives (SLOs). PLCs will drive and support instruction that is relevant and rigorous, while SLOs will reflect clear and challenging , but attainable goals for students . SLOs must set high expectations for what our students can achieve over time, based on where they stand academically at the beginning of the school year.**

	2014-15	Task Completed	2015-16	Task Completed	2016-17	Task Completed
Summer	<p>Research PLC training programs and identify possible options for training all PreK-12 faculty and administration regarding the PLC procedure and format. - <i>Kurt and Dave</i></p>	<p><b>Completed</b></p>	<p>Begin training of Administrative Team &amp; PLC Committee as defined during Spring 2015 presentation. - <b>Administrative Team &amp; PLC Committee</b></p> <p>Finalize LCASD's PLC plan and implementation timeline that defines the 2015-16 &amp; 2016-17 school years - <b>Administrative Team &amp; PLC Committee</b></p> <p>Building Level Leadership Teams meet to review previous school year data and set building level goals for the 2015-16 school year - <b>Building Level Leadership Teams</b></p> <p>During August Professional Development Days - Begin initial training of staff on PLC model for LCASD which includes training the trainers. PLC Teams will determine norms and SMART goal for 2015-16 school year - <b>PLC Committee</b></p>		<p>Building Level Leadership Teams meet to review previous school year data and set building level goals for the 2015-16 school year - <b>Building Level Leadership Teams</b></p> <p>Finalize 2016-17 Early Release Matrix - <b>Administrative Team &amp; PLC Committee</b></p>	

<p><b>Fall &amp; Winter</b></p>	<p>Introduce the PLC format to the administrative team and PDC for feedback and direction. Schedule a conference call meeting with Solution Tree to discuss a hybrid version of a PLC training for administration and faculty. - <b>Kurt and Dave</b></p> <p>Assemble a team of teachers to explore the implementation at local districts. Establish guiding questions and set-up site visits (possible locations - Denmark, Hortonville, Winneconne, Mishicot and Stevenson, IL)</p> <ul style="list-style-type: none"> <li>● <b>Team Members:</b> <ul style="list-style-type: none"> <li>○ Kurt Krizan</li> <li>○ Tiffany Scheeler</li> <li>○ Alisa Matthies</li> <li>○ Sam Appleton</li> <li>○ Alissa Strelka</li> <li>○ Katie Rebrachek</li> <li>○ Jessica Ryan</li> </ul> </li> </ul> <p>Update Board of Education, PDC, and Administrators on the progress of implementation of PLCs in the Little Chute Area School District - <b>PLC Committee</b></p> <ul style="list-style-type: none"> <li>● Include 2015-16 School Calendar &amp; Professional Development</li> <li>● Preliminary Budget implications</li> </ul>	<p><b>Completed</b></p> <p><b>Completed</b></p> <p><b>Completed</b></p>	<p>Building Level Leadership Teams meet monthly to review data, assess progress on building level goals, and to determine strategies to help improve teaching and learning in every classroom in the school. - <b>Building Level Leadership Teams</b></p> <p>Established PLC Teams will meet regularly (as defined by District Early Release Matrix) to review student data, assess progress on PLC teams goal, and begin answering PLC Question #1 ~ What do we want our students to learn? - <b>PLC Teams</b></p> <p>Review Budget and determine the need of future participation in the PLC at Work Institute. If applicable, determine team members to train, complete registration, and plan itinerary for the Institute. - <b>Kurt</b></p>		<p>Building Level Leadership Teams meet monthly to review data, assess progress on building level goals, and to determine strategies to help improve teaching and learning in every classroom in the school. - <b>Building Level Leadership Teams</b></p> <p>Established PLC Teams will meet regularly (as defined by District Early Release Matrix) to review student data, assess progress on PLC teams goal, and begin answering PLC Question #2 ~ How will we know that students have learned it? - <b>PLC Teams</b></p>	
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	<ul style="list-style-type: none"> <li>determine structure and necessity of building level leadership team</li> </ul> <p>Select participants to attend Professional Learning Communities at Work Institute in Minneapolis, MN June 22-24th - <b>PLC Committee</b></p>	<b>Completed</b>			
<b>Spring</b>	<p>Final presentations for Administrators, PDC, Board of Education, and LCASD Professional Educators on the direction/program regarding the implementation of PLCs in the Little Chute Area School District - <b>PLC Committee</b></p> <p>Present Committee findings to faculty during designated faculty meeting times - <b>PLC Committee</b></p> <p>Finalize Budget to implement LCASD's PLC program - <b>Kurt and Dave</b></p> <p>Determine and communicate summer 2015 PLC training - <b>Kurt</b></p> <p>Finalize participants and agenda for Minneapolis trip</p> <ul style="list-style-type: none"> <li><b>Team Members:</b> <ul style="list-style-type: none"> <li>Dave Botz</li> </ul> </li> </ul>	<p><b>Completed</b></p> <p><b>Completed</b></p> <p><b>Completed</b></p>	<p>Building Level Leadership Teams meet monthly to review data, assess progress on building level goals, and to determine strategies to help improve teaching and learning in every classroom in the school. - <b>Building Level Leadership Teams</b></p> <p>Established PLC Teams will meet regularly (as defined by District Early Release Matrix) to review student data, assess progress on PLC teams goal, and begin answering PLC Question #1 ~ What do we want our students to learn? - <b>PLC Teams</b></p> <p>Building Level Leadership Teams and PLC Teams will assess final progress on meeting their established 2015-16 Goals (documentation to be determined) and establish a plan for summer and/or 2016-17 needs. - <b>Building Level Leadership Teams &amp; PLC Teams</b></p>		<p>Building Level Leadership Teams meet monthly to review data, assess progress on building level goals, and to determine strategies to help improve teaching and learning in every classroom in the school. - <b>Building Level Leadership Teams</b></p> <p>Established PLC Teams will meet regularly (as defined by District Early Release Matrix) to review student data, assess progress on PLC teams goal, and begin answering PLC Question #2 ~ How will we know that students have learned it? - <b>PLC Teams</b></p> <p>Building Level Leadership Teams and PLC Teams will assess final progress on meeting their established 2016-17 Goals</p>

	<ul style="list-style-type: none"> <li>○ Laura McCormick</li> <li>○ Kurt Krizan</li> <li>○ Jim Neubert</li> <li>○ Lori VanHandle</li> <li>○ Dan Valentyn</li> <li>○ Jerry Verhagen</li> <li>○ Tiffany Scheeler</li> <li>○ Alisa Matthies</li> <li>○ Chuck Boland</li> <li>○ Alissa Strelka</li> <li>○ Katie Rebracheck</li> <li>○ Jessica Ryan</li> <li>● <b>Members attending through online streaming:</b> <ul style="list-style-type: none"> <li>○ Anna Maass</li> <li>○ Sam Appleton</li> </ul> </li> </ul> <p>Establish framework for creating Building Level Leadership Teams, complete team member roles and responsibilities, and finalize application process - <b>Building Principals</b></p>		<p>If applicable, determine and finalize team members to attend PLC at Work Institute, complete registration, and plan itinerary for the Institute. - <b>Kurt</b></p>		<p>(documentation to be determined) and establish a plan for summer and/or 2017-18 needs. - <b>Building Level Leadership Teams &amp; PLC Teams</b></p>	
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Success Indicator:

- Develop an evaluation tool that measures the impact of Professional Learning Communities on a semi-annual and annual basis (developed in initial training) to determine the need for future training.

3 Year Planning Document ~ Health and Wellness

**Goal:** Create a comprehensive K-12 student physical and emotional health and wellness plan that identifies, implements and monitors school-site programs/activities that address physical and emotional health of students, based on data reviewed from the Youth Risk Behavior Survey, Climate Survey, other pertinent data and K-12 physical education assessments. Ongoing health and wellness programming will be developed and implemented to promote student and school health and wellness by incorporating the strategies below:

1. Increase school-wide physical activity through active wellness and physical education once a quarter per building.
2. Educate students and staff regarding six at-risk themes - these six themes may include - mental health, LGBTQ, suicide, diversity, Autism, poverty, healthy choices; (safe sex, AODA tobacco use).
3. Increase parent and family communication to at least once per month per building. Monthly communication will include newsletters, *Marty the Mustang* Facebook, the IS/MS Facebook page and will include the six at risk populations.

	2014-15	Task Completed	2015-16	Task Completed	2016-17	Task Completed
Summer & Fall			<p><b>Health and Wellness Leadership Team</b> identifies and writes measurable goals based on data collected and reviewed that supports improving physical, emotional health and wellness of students PreK-12. Measurable goals are shared with Anna and Laura for final approval. - <b>Anna, Laura and Health and Wellness Leadership Team</b></p> <p>Draft of comprehensive PreK-12 plan is developed and communicated to all building level stakeholders for discussion, review and finalization. Draft will include the completion of the 3-Year Health and Wellness Plan (2015-15, 2016-17). - <b>Anna,</b></p>			

			<b>Laura and Health and Wellness Leadership Team</b>			
<b>Fall &amp; Winter</b>	<p>Identify and assemble Prek-12 Health and Wellness Leadership Team. This team will have representation from all building level physical education teachers and pupil service staff members from each building level. Health and Wellness Leadership Team will be divided into two sub-groups regarding team task completion (Prek-4 Group and 5-12 Group) - <b>Anna, Laura, and Dave</b></p> <ul style="list-style-type: none"> <li>• Elementary School - Dawn Alft, Linda Giordana, Niki Smith</li> <li>• Intermediate/Middle School - Tracy Schmidt, Dan Miller</li> <li>• High School - Alex , Kevin Pratt, Diane Weyenberg, and Trevor Behm</li> <li>• Katie Biesterveld - District Nurse</li> <li>• Tiffany Scheeler - Health/Nutrition</li> <li>• Leon Biesterveld - Board Member</li> </ul> <p>On or before December, 19, 2014 First Health and Wellness Leadership Team Meeting is scheduled. Topics for first meeting will include</p>	<b>Completed</b>	<p>By October, 2016 finalize school/community wide activities/programs that address metrics and accountability through the data collected and analyzed. Activities/programs identified are directly connected to addressing goal/s of Blueprint of Brilliance Plan. - <b>Anna, Laura and Health and Wellness Leadership Team</b></p> <p><i><b>The remaining portion of this planning document - TBD by October, 2016</b></i></p>			



<p>Spring</p>	<p>but not limited to the following items below:</p> <ul style="list-style-type: none"> <li>● Why a comprehensive plan?</li> <li>● Roles and expectations of team members</li> <li>● Identify what is happening now regarding health and wellness in the District.</li> <li>● Set future meeting dates and goals of task completion regarding future meetings.</li> <li>● Identify what data should be reviewed by team <ul style="list-style-type: none"> <li>○ <b>YBRS</b></li> <li>○ <b>Climate Survey</b></li> <li>○ <b>BMI Fitness</b></li> <li>○ <b>Suspensions/ Expulsions</b></li> <li>○ <b>Attendance</b></li> <li>○ <b>Code Violations</b></li> <li>○ <b>Student Participation in Extra-Curriculars</b></li> </ul> </li> </ul> <p>Roles and responsibilities of Health and Wellness Leadership Team are</p>	<p>Completed</p> <p>Completed</p>				
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	<p>identified and communicated. Dates of meetings are identified. <b>Anna, and Laura</b></p> <p>Youth Risk Behavior Survey, Climate Survey and other pertinent data (determined by Health and Wellness Leadership Team) will be reviewed and leadership team will identify at least three but no more than four areas for improvement. - <b>Health and Wellness Leadership Team</b></p>					
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