

Englewood Middle School School Health Improvement Plan (SHIP)



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| CSH component or SHI item that we are targeting: Do all who teach health education train students on the skills needed to adopt healthy lifestyles? (Question CC.5, Module 2). | Objective (desired change): By December 15, 2010, 100 percent of health education teachers at EMS will train students on the skills needed to adopt and maintain healthy lifestyles using a sequential health education curriculum that is consistent with state and/or national standards for health education. | | |
|--|--|--------------------------------------|---------------|
| Measure of Accomplishment: What data will you collect that will indicate the objective has been achieved? 1) 1 FTE for Health Education has been established, up from 0 FTE. 2) All Health Education teachers have access to curriculum materials (eg. curriculum guide, scope and sequence, lesson plans and activities, instructional support materials, student texts, workbooks/worksheets, media materials, and classroom space). 3) Health Education teachers receive professional development to learn effective teaching strategies. | | | |
| School-level outcome we are targeting: The school will support and promote sequential, developmentally appropriate, engaging, enjoyable, and personally relevant health education taught by qualified, motivated health education teachers. | | | |
| Student-level outcomes (health status, behavior or academic achievement): Students will learn and practice skills needed to adopt healthy lifestyles in accordance with state and/or national health education standards. | | | |
| Action Steps | Timeline | Person(s) Responsible | Budget Needed |
| | By when | | |
| CSH Team will review SHI and prioritize needs for Module 2 | 9/15/09 | Laura | N/A |
| CSH Team will establish 1FTE for Health Education | 11/30/09 | Mandy | N/A |
| CSH Team will author the SHIP | 1/15/10 | Laura | N/A |
| CSH Team will present SHIP to administration for approval. | 2/25/10 | Laura, Mandy, Cody | N/A |
| CSH Team will research sources and order preview copies of high quality curriculum materials | 3/15/10 | Laura | N/A |
| CSH Team will review curriculum and support materials | 4/15/07 | Laura, Dale | N/A |
| CSH Team will purchase health education curriculum materials, enough to begin 2010-11 school year. | 5/1/10 | Laura, Mandy, Central Administration | \$6800 |

Outcomes:

By December 15, 2010, 100 percent of health education teachers at EMS will train students on the skills needed to adopt and maintain healthy lifestyles using a sequential health education curriculum that is consistent with state and/or national standards for health education.

1. 1 FTE for Health Education established, up from 0 FTE.
2. All Health Education teachers have access to curriculum materials (e.g. curriculum guide, scope and sequence, lesson plans and activities, instructional support materials, student texts, workbooks/worksheets, media materials, and classroom space).
3. Health Education teachers will receive professional development to learn effective teaching strategies.

Background – Why was the effort needed? What was the environment like? *There has not been ANY formal health education at Englewood Middle School since its inception in 2007. Students have not had the opportunity to learn about healthy behaviors, develop skills to avoid risky behaviors, or to develop health literacy. Our school has worked hard to develop character in students, but without adequate information and skills with regard to personal, social, and emotional health, our adolescent students find themselves without guidance and instruction in the issues most relevant and critical to them.*

Situation – What contextual challenges did you encounter? How did you overcome them? *At the start of the 2009-2010 school year, EMS had 2FTE for physical education, and again, none for health education. Classroom space was not available, should any health instruction be considered. By the onset of 2010, it became clear that many cuts to staffing would take place as a result of the current economic situation faced by school districts around the state. As grade level teams found themselves faced with teacher reductions, it became apparent that classroom spaces might become available. That, coupled with the impending legislation that would require comprehensive health education by 2012, our principal made a difficult, but necessary cut to the physical education staff, reducing it by 1 FTE but reallocating that position to 1 FTE health education. In essence, she had to "rob Peter to pay Paul."*

Achievement – What did you accomplish? *The result of this repositioning meant that health education would be taught at EMS beginning in the 2010-2011 school year, in a stand-alone, classroom-based environment with a standards-based, sequential curriculum. Through Student Wellness Program grant funding, we were able to purchase classroom sets of the Glencoe Teen Health textbooks. A classroom has been assigned that will accomodate 30 students, with computers and internet access. The instructional materials have arrived, and teachers are using part of the summer break to plan lessons. Opportunities for professional development in the effective teaching of health education are also planned.*

Other Positive Changes at EMS:

- 1) Fitness Assessment - EMS' PE department continued gathering data using the FITNESSGRAM assessment. Students are testing at the beginning of the semester (pretest) and at the end (post test). Data is stored on all students K-12. Data Teams of physical education teachers analyze data and set achievement goals for individual students not reaching the Healthy Zone.
- 2) Instruction in Physical Education - Using activities and lessons in Physical Best, students are learning the components of fitness, the FITT Principle of Training, goal setting, and developing fitness improvement plans.
- 3) Using Technology in PE - Using Heart Rate monitors, pedometers, and the Borg Scale for Perceived exertion, physical education students are able to self-assess their fitness and activity levels. Polar's PE Manager has allowed teachers to set up class rosters, assessments using rubrics, input heart rate data from monitors, and create individual student reports.
- 4) Advisory Classes – Each student is enrolled in Advisory class. This class, first of the morning, acts as a homeroom for students, where they make connections with a caring adult. Many topics are covered throughout the year but most notable are team building activities through the Caring Classroom curriculum, Building Assets, and Youth Frontiers programs. These programs and selected activities focus on attributes such as kindness, caring, community, safety. Our bully- proofing program addresses issues of bullying and harassment and gives students the skills to avoid, prevent, and advocate against bullying behaviors.
- 5) Health Information Series – Using funding from the Student Wellness Grant, Planned Parenthood of the Rocky Mountains has provided a series of health information topics appropriate for middle school students.

6th Grade Healthy Relationships: This presentation is designed to help students explore the main components of a healthy relationship. Through group discussion the students will explore the following components: trust, respect and communication. This presentation allows students the opportunity to explore their own feeling and opinions about what makes a relationship healthy as well as some potential warning signs to look for in their current and future relationships.

7th Grade Anatomy: This presentation is designed to help students explore the male and female reproductive and sexual anatomy systems. We will use large scale drawings of the internal and external reproductive systems of males and females as well as a pelvic model to have this discussion. As we educate on these systems, we will explain the following processes: ovulation, pregnancy, menstruation, sperm production and erections. We will also educate on the importance of annual exams for males and females. This presentation provides a great foundation to more successfully explore topics such as Contraception, Sexually Transmitted Diseases and Puberty and is a great start to a workshop series.

7th Grade Contraception: This presentation is designed to help students understand that birth control methods can help people plan for or prevent pregnancy. Through an interactive lecture students gain a basic understanding of what birth control is, how it works, and what types are available; what some common factors are that people should consider when choosing a method of birth control; and how they can access birth control methods if they choose to. This presentation includes a male condom demonstration using a wooden demonstration model. Abstinence is stressed as the safest choice and the only sure way to avoid pregnancy and STD transmission, *and* students are given information they need to protect themselves, including how

to correctly use a condom, if they choose to become sexually active.

7th Grade Sexually Transmitted Diseases: This presentation is designed to help students explore basic information about STDs. The students will learn what a STD is and which STDs are the most common. They will learn how to prevent STD infection and how to protect themselves and their partners. This interactive and engaging presentation includes a male condom demonstration using a wooden demonstration model and a female condom and dental dam demonstration using a plastic pelvic model. Abstinence is stressed as the safest choice and the only sure way to avoid pregnancy and STD transmission, *and* students are given information they need to protect themselves, including how to correctly use a condom, if they choose to become sexually active.

8th Grade Draw The Line/Respect The Line:

Lesson One: Introduction

Overview – Discuss the topics/expectations of the group

Class Rules—extra rules about respect, correct terminology. Also have an icebreaker to get to know each other.

Pre-Survey

Lesson Two: Anatomy

Male Anatomy: erection and ejaculation

Female Anatomy: menstruation and pregnancy

(Anatomy boards—discuss how the reproductive system works)

Lesson Three: Puberty

Review Anatomy

How the body changes – (discussion why/how the body changes for both boys and girls followed by an activity)

Lesson Four: Reasons for Not Having Sex

Review Puberty

Role-play and Discussion (about two teens

discussing the negatives and positives about becoming sexually active)

Lesson Five: Handling Risky Situations

Review Reasons for Not Having Sex

Identify situations that could lead to sex (discuss “warning signs”—3 scenarios and identifying when a person might be “crossing the line” into behavior that might lead to sexual activity.)

Problem solving practice situations

Lesson Six: Drawing the Line in Situations that Could Lead to Sex

Review handling Risky Situations

How to communicate your line (practicing the steps to saying No to sexual pressure)

Role-play communication skills (pressure situations, learning terminology, body language, and assertiveness)

Lesson Seven: Abstinence

Discussion

How to talk about Abstinence (defining Abstinence, communicating the wish to be abstinent, how to commit to abstinence)

How to make Abstinence work (why and how to make abstinence work for you)

Lesson Eight: Birth Control

Discussion

Birth Control Kit (All current birth control available, discussion on how to obtain and use methods, cost, and side effects of methods)

Lesson Nine: STD

Sexually Transmitted Disease Facts (how STDs are transmitted, types of STDs, etc)

Lesson Ten: STD and Relationships

Avoiding Peer Pressure (how to deal with peer pressure and how to support a friend who is being peer pressured)

Lesson Eleven: Making A Commitment

Curriculum review (Review game – fly swatter game)

Post-Survey

**ENGLEWOOD SCHOOL DISTRICT
HEALTH TEXTBOOK EVALUATION CRITERIA**

1. How was the need for the textbook established?
2. What textbooks were reviewed in making the decision?
3. Are all of the grade level expectations (Essential Learning Targets), identified by the district's curriculum sufficiently addressed?

Specific Criteria:

- Alignment with Standards, Essential Learning Targets, and Success Criteria including elements of:
- Evidence-based for improved academic achievement
- Fiscally responsible and cost effective
- Encourages high yield and research based instructional strategies
 - Cooperative group work and interpersonal communication; Self-Direction through decision making and goal setting
 - Critical Thinking and Reasoning through analysis of *the influences of culture, media and technology on health*
 - Information Literacy and accessing information
 - Discussion of and writing about topics as they relate to current issues
 - Student Inquiry and hypothesizing
 - Student justification of thinking and advocacy
 - Creation of original and multiple representations (Invention)
 - Provides Formative and Summative Assessments to monitor, validate/verify the learning and inform instruction through a variety of methods including:
 - Selected Response (Multiple choice, T/F)
 - Constructed Response (short answer and extended)
 - Performance Tasks (relevant and rigorous projects and problems)
- User friendly
 - Logical organization of topics and lessons
 - Differentiated intervention and enrichment extensions
 - Technology available to support the curriculum
 - Appropriate grade level readability and readiness
 - Varied instructional strategies and lesson presentation to address diverse learner needs.