



Action Schools! BC



# Action Planning Guide

2016

## Welcome

All schools want their students to be healthy, happy and achieving their potential. Schools are in the ideal position to offer learning opportunities and empower students to live active and healthy lifestyles. The updated Action Schools! BC program for K-7 can support your school in offering opportunities to create healthier learners and healthier schools.

## What is Action Schools! BC?

Action Schools! BC is a provincial program for elementary schools (K-7) in British Columbia designed to promote healthy practices and create healthy learners. The updated program includes:

- strong alignment with BC's new curriculum
- enhanced focus on physical literacy and food literacy, with broad connections to health literacy and mental wellbeing
- a comprehensive school health (CSH) approach that integrates health and educational practices and policies, and school and community partners;
- updated resources and workshops;
- school-wide supports and strategies such as:
  - on-going support from Action Schools! BC regional teams;
  - hands-on food literacy and physical literacy mentoring;
  - customized equipment, and
  - **a simplified and supported action planning process that helps schools achieve their well-being goals.**

## What is School Action Planning?

An action plan (*Plan*) is a road map that sets out changes a school wants to make and lists how and when these changes will be made along the journey. Creating an action plan involves a process with the input of those involved in the school community. Once a school identifies their priority needs for their students, a *Plan* is created to



articulate a defined goal and objective along with proposed strategies and activities required to achieve them.

This **Action Schools! BC Action Planning Guide** (*Guide*) is a “how-to” guide. It will lead you through a step-by-step process to identify the goals and objectives, and the strategies and activities that make up your *Plan* to support healthier learners in your school and community. Informed by the Healthy Schools BC Framework (DASH BC, 2013), and the [Spirals of Inquiry](#) (Halbert & Kaser, 2013), this process helps shift thinking and practice to consider factors and actions across the whole school, using the four inter-related areas that represent a CSH approach.

## Why is A School Action Plan Important?

Developing an action plan is a worthwhile process that helps a school come together to recognize and engage in the many different areas (i.e., CSH) of a school community to improve the education and well-being of their students. This promotes a more holistic approach to student health and learning by helping schools to be more strategic in their planning and actions. The Ottawa Charter for Health Promotion ([World Health Organization \(WHO\), 1986](#)) identifies schools as a key setting for health promotion actions and has reshaped the way we address school health across the world. The Ottawa Charter guides the principles of CSH and schools are encouraged to use a *Plan* to strengthen efforts to “*promote health as they do learning*” ([WHO, 2000](#)).

Completing a plan can help you:

- better understand what is and is not possible for your school to do
- communicate what your school wants to achieve and determine action steps
- save time, energy, and resources in the long run
- evaluate progress over time

([ASCD, 2016](#); [University of Kansas, 2016](#); [University of Waterloo, 2016](#))

## Your Regional Development Coordinator Can Help

We invite your school to work with the Action Schools! BC Regional Development Coordinator (RDC) in your area to develop and complete the action planning process using this *Guide*. Your RDC is available to help your school develop and implement the *Plan*. By submitting your *Plan* to your RDC, you and your school will become a member of the Action Schools! BC network and will receive Action Schools! BC supports and resources that can help you to move towards your goals. You may submit your *Plan* anytime during the school year.

## Getting Started in Action Planning

This guide will walk you through six steps, described below, to develop and implement your school’s *Plan*. The *Action Plan Template* can be found in *Appendix A*. An *Action Plan Sample* is provided in *Appendix B*.

## Action Planning Process

<b>1. Gathering:</b>	Assemble a group of interested staff, students, parents, and/or other members of your school community.
<b>2. Scanning:</b>	Assess your school's strengths (assets) and areas in need of improvement (needs) focusing on student health and learning.
<b>3. Focusing:</b>	Select priorities and identify a focus area for action (to meet a need or build on existing strengths).
<b>4. Planning:</b>	Define a clear goal and objective(s), and select strategies within the four CSH areas to meet the health-related need. Complete the 1-page <i>Action Planning Template</i> and submit your <i>Plan</i> to your RDC.
<b>5. Acting:</b>	Put your <i>Plan</i> into action with support from your RDC.
<b>6. Checking In:</b>	Monitor progress and adjust the <i>Plan</i> along the way. Check in with your RDC regularly.

A brief introduction to Action Planning is included in each Action Schools! BC workshop. Your trainer can help connect you with your Regional Development Coordinator (RDC). Your RDC will support your school to develop its *Plan* and help you put it into action by providing you with supports that meet your school's needs.

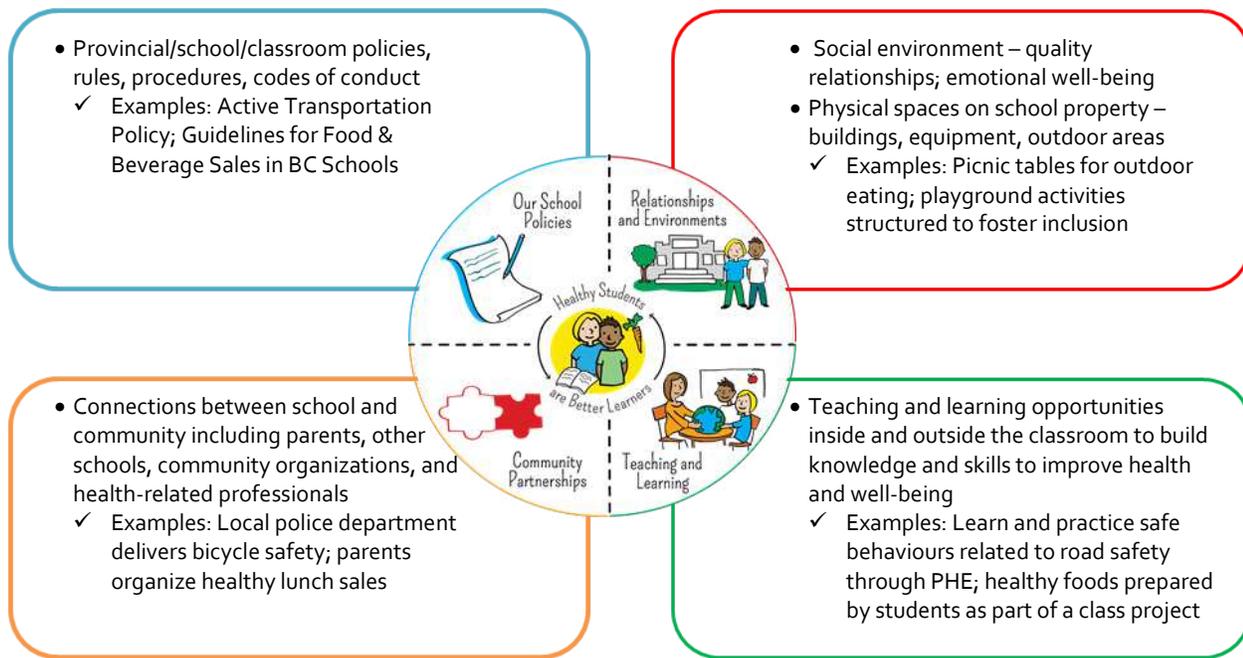
## About Comprehensive School Health

CSH is an internationally recognized framework that helps support improvements in students' educational outcomes while addressing school health in a planned, integrated and holistic way. The CSH framework helps educators, health practitioners, school staff, students and others to work together to create an environment that makes their school the best place possible to learn, work and play. CSH does not require more work; it is a way of working that over time becomes everyday practice.

CSH extends beyond what happens in the classroom. It encompasses the whole school environment with actions in four distinct but inter-related areas:

1. **Teaching and learning;**
2. **Relationships and Environments;**
3. **Our School Policies;** and
4. **Community Partnerships.**

A CSH approach engages students as active participants in their learning and health, while promoting partnerships among school staff, parents, community organizations, and government agencies. Learn more about CSH in the following diagram and at [www.healthyschoolsbc.ca/key-focus-areas/comprehensive-school-health/](http://www.healthyschoolsbc.ca/key-focus-areas/comprehensive-school-health/)



# 1. Gathering

## Getting Started With Your Plan

This step begins with increasing awareness within the school community about the importance of healthy learners and then bringing people together to create a shared vision of what healthy learning environments would look and feel like across the whole school.

The process to create your *Plan* is **best done as a group**. However, it is important to get started, even when not everyone is on board. Encourage others to participate when they are ready. Here are some people that you can **bring together** to help:

- educators and other school staff
- students
- administrators
- families
- your health authority and other community partner(s)

### Raise Awareness...

- ✓ during school assemblies
- ✓ on the school website
- ✓ over school announcements
- ✓ in school and community newsletters
- ✓ during staff meetings
- ✓ through letters to families
- ✓ at community events

Find a convenient time and place to meet. Being flexible about where and when things happen can allow more people to participate. If after-school doesn't work, try before school or at a staff meeting. Gather feedback in your staff room or at a Parent Advisory Council (PAC) meeting.

## 2. Scanning

### Where Are We Now?

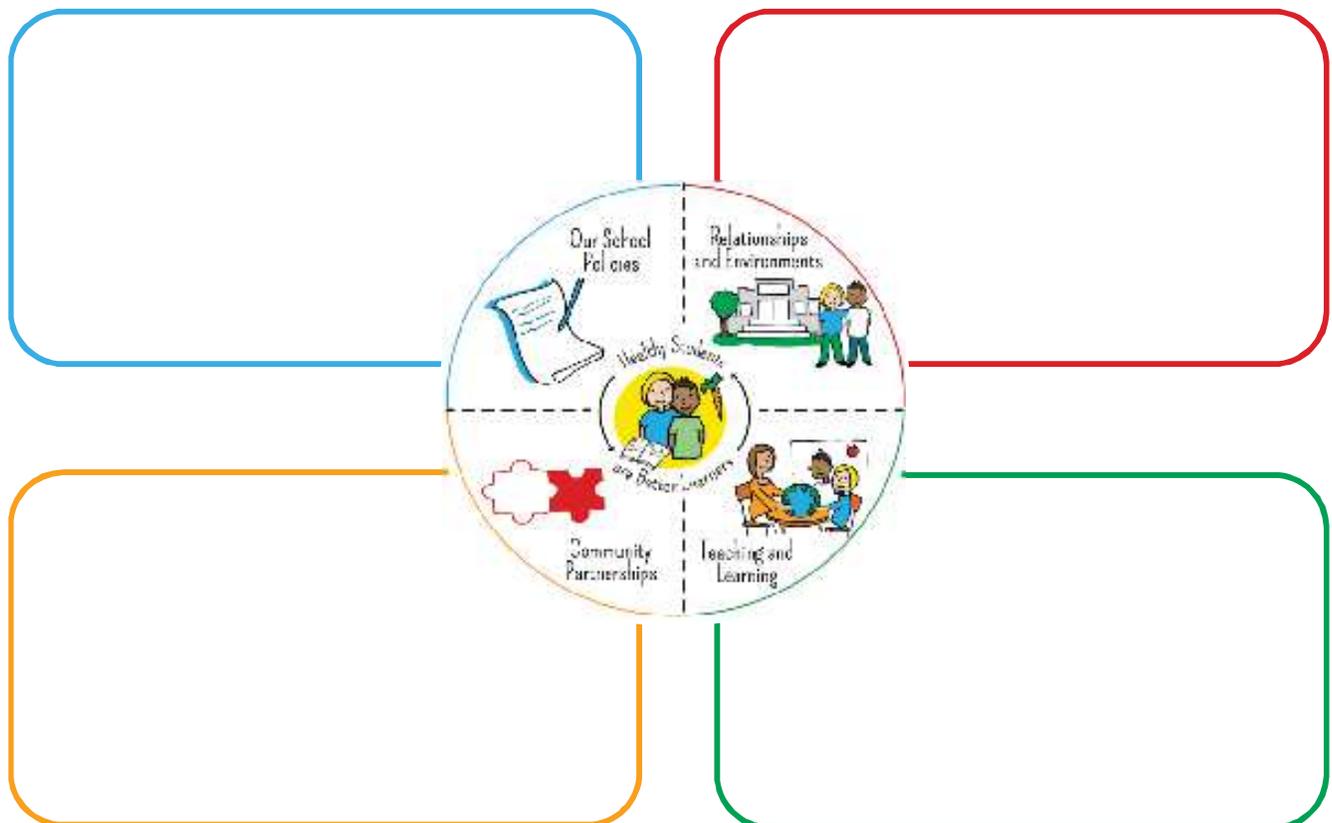
This step is about discovering ‘where you are at’ by asking questions and gathering evidence. Identifying and considering learning-related healthy living needs is the basis for creating future actions to support learners’ healthy practices and success. It is important to utilize a variety of perspectives (i.e. students, parents, school staff, and community partners) to take a broad CSH approach.

Observe what’s going on for your learners in and outside of your classroom. Consider their experiences and perspectives, as well as those of their families and community members. Consider any current school-community efforts for healthy living and learning, health policies and resources (or lack thereof), as well as any health issues. What is already in place and working well to support the health, wellbeing and learning of your students? What practices and activities can be expanded on?

**Here are some examples of evidence that may be available at your school:**

- Satisfaction Survey (Ministry of Education)
- [Early Development Instrument](#) (EDI) / [Middle Years Development Instrument](#) (MDI) information
- student participation in school meal programs
- student participation in clubs, extra-curricular activities
- school attendance
- participation of families in school events, at PAC meetings; as volunteers

**Brainstorm and list examples of current efforts, needs, and opportunities for actions related to each of the following areas within the school using the following diagram.**



### 3. Focusing

#### What Do We Want To Focus On?

With your group, analyze the results of your scanning process, and identify and prioritize health-related focus areas. These can become areas for action to meet an identified need or to build on existing strengths. Consider what can realistically be done given available resources, support, time, and interests (i.e. can other students, teachers, staff participate).

There are likely several different areas identified to work on. Working as a group, and using the following worksheet, estimate how interested others might be in participating in each action area and how feasible it would be to accomplish it (i.e., how much effort will be required and the extent of resources needed).

Proposed Action Areas or Strategies	Level of Interest in your School?			How Feasible is It?		
	Low	Medium	High	Low	Medium	High
<u>Example:</u> Create a Terry Fox Student Committee to come up with a school-wide challenge for each class in the school to encourage physical activity participation. (Teaching and Learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 4. Planning

### What Is Our Goal, Objectives, and Strategies?

This step is about making plans for change. Now that you have identified a priority for your school, you can set a goal, define objectives to reach that goal, and identify strategies/activities to address the priority area.

#### Goals are...

- broad
- general intentions
- abstract
- usually difficult to measure

#### Objectives are...

- narrow
- precise
- concrete
- measurable

### Example of How to Write a Goal and Objective

**Sample Priority Area:**

Some students are coming to school hungry

**Sample Goal:**

Our school breakfast nutrition program will provide students with a healthy breakfast and opportunities to connect with other students and caring adults.

**Sample Objective #1:**

By February 2016, our updated school breakfast program will offer two choices of healthy breakfasts and provide opportunities for students to participate in breakfast preparations alongside community volunteers and other students.

**Objective Format Example:**

By (insert date), the (insert whether the school, students, teachers, curriculum, activities, families, etc.) will (insert action using verb).

Using the *Action Planning Template* in Appendix A, write your school’s area for action as **one clear, concise goal**. Identify **one SMART objective** (Specific, Measurable, Attainable, Relevant, Time-bound) to help achieve your goal, and record it on your *Plan*. Use the sections below to brainstorm activities for each CSH pillar that would support your school in achieving its goals and objectives.

**Teaching and Learning Activities that Can Help Us Achieve Our Goal**



Teaching and Learning

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**Community Partnership Activities that Can Help Us Achieve Our Goal**



Community Partnerships

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**School Policy Activities that Can Help Us Achieve Our Goal**



Our School Policies

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**Relationship and Environment Activities that Can Help Us Achieve Our Goal**



Relationships and Environments

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Once you’ve finished brainstorming, add at least one activity for each CSH pillar to your final Plan, the estimated completion date, and the person(s) responsible for leading/completing each activity. Submit your Plan to your RDC.

## 5. Acting

This step is the most exciting step in the process – taking action. Your activities can extend well beyond the walls of the classroom to produce healthier learners, schools, and communities. It is important to keep students and parents informed about the efforts that your school is undertaking and to see if they have the interest or the ability to become involved at any time throughout the process.

There are a variety of additional programs and grants that may be able to support you, your school, and your work. Visit <http://www.healthyschoolsbc.ca> to check them out.

## 6. Checking

### How Will We Know How We Are Doing?

This step will help you see the progress that you have made as a result of your work. By conducting regular reviews of your school's efforts, evaluating your progress, and reflecting on the journey, you will have an idea of where you can go next.

### Indicators of Success

You can measure **process** and **outcomes**. Both are important. These are called indicators of success.

### Process Measures

Give you quick feedback on how well your activities are being adopted by students, school staff, families, and/or the community. Examples of process measures include:

- number of students participating in your program/ initiative/ activity
- number of classroom assignments related to the topic/ program/ activity
- number of student intramural teams or nutrition clubs
- number of school staff trained
- number of students walking or packing healthy lunches
- participation satisfaction (e.g. surveys, focus groups, storytelling, interviews)
- number of policy or environmental changes in school (e.g., healthy classroom snacks, water accessibility )

## Outcome Measures

Take longer to show up, but provide your school with data on the impact of your activities and your ultimate goal. Examples of outcome measures include:

- increase in students meeting daily physical activity requirements or fitness levels
- increase in students' positive attitudes towards being physically active or healthy eating
- increase in students eating servings of fruits and vegetables
- increase in students knowing what foods are grown in their community
- increase in students feeling connected at school
- fewer student playground conflicts, or students being sent to the office
- increase in community or parent partnerships

Some ways to measure your work and success might include:

- survey or questionnaires (i.e., student, teacher)
- participation in an event or program
- attendance
- group discussion, meetings, or story-telling
- observations and progress tracking
- student weekly activity logs (i.e., physical activity, healthy eating)
- conversations with teachers, students, parents, other partners involved

Add the ways that you intend to measure your success for each of the activities in your *Plan*.

**Congratulations**, now you have completed your *Plan*. Submit your *Plan* to your RDC.

## Sharing Your Story

Many educators across BC are doing great things to create healthier learners and healthier schools. By sharing your story in addressing healthy initiatives in your school and community, you will contribute to the learning of others throughout the province. This may also generate further support for new inquiry questions and can also inspire and encourage others to share their story with you! Here are some ways to communicate your findings:

- submit your story to the Healthy Schools Stories Map at <http://www.healthyschoolsbc.ca/stories>
- present at a meeting (e.g., staff or district meeting)
- send out an email to families and community members
- include the story in your school newsletter
- post the story on the school website
- upload the story to social media sources (e.g. YouTube, Twitter, Facebook, etc.)

# Appendix A: Action Planning Template



School Name: \_\_\_\_\_ SD: \_\_\_\_\_

Contact Name: \_\_\_\_\_ Position: \_\_\_\_\_

Email: \_\_\_\_\_

**Priority Health and Learning Area Identified:**

**Goal:**

**Objective:**

CSH Area	Planned Activity(s) or Action(s)	Person(s) Responsible	Timeline	Indicator(s) of Success
<p>Teaching and Learning</p>				
<p>Community Partnerships</p>				
<p>Our School Policies</p>				
<p>Relationships and Environments</p>				

## Appendix B: Action Plan Sample

### Action Planning Template



School Name:	Parkside Elementary	SD:	03
Contact Name:	Mary Smith	Position:	Teacher
Email:	msmith@sd03.bc.ca		

**Priority Health and Learning Area Identified:** Physical Activity (PA) and Physical Literacy (PL)

**Goal:** To enhance the PL of our school community through PA promotion efforts to support student learning and good health

**Objective:** By June 2017, all K-7 students in our school will be provided an increased number of PA opportunities before, during, and after the school day as part of our January-June 2017 PL Initiative.

CSH Area	Planned Activity(s) or Action(s)	Person(s) Responsible	Timeline	Indicator(s) of Success
<p>Teaching and Learning</p>	<ul style="list-style-type: none"> <li>• Include PA/PL messages, skills, and content in all K-7 courses</li> <li>• Promoting mental well-being (MHW) through a range of PA strategies in K-7 classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teachers</li> </ul>	On-going	<ul style="list-style-type: none"> <li>• Number of classroom assignments completed</li> <li>• Increase students' knowledge for PA strategies for MHW</li> </ul>

CSH Area	Planned Activity(s) or Action(s)	Person(s) Responsible	Timeline	Indicator(s) of Success
	<ul style="list-style-type: none"> <li>Develop a walking school bus program to increase the number of students safely walking to school</li> <li>Connect with a BC Sports Hall of Fame’s staff to organize a school-wide talk by an athlete as part of the “<a href="#">Hero in You</a>” opportunity to motivate children to find the champions within themselves</li> <li>Share new online wellness apps with parents at parents-teacher night to promote PA with the family after school (e.g., <a href="#">Carrot Rewards</a> app)</li> </ul>	<ul style="list-style-type: none"> <li>Administrator/teachers/parents</li> <li>BC Sports Hall of Fame/teachers/students/parents</li> <li>Teachers/parents</li> </ul>	<p>March 2017</p> <p>April 2017</p> <p>February 2017</p>	<ul style="list-style-type: none"> <li>Increase the number of students walking to school safely; Increase in parent engagement</li> <li>Increase in students feeling connected at school</li> <li>Increase in parent engagement in school activities</li> <li>Increase in students meeting DPA targets</li> </ul>
	<ul style="list-style-type: none"> <li>Display K-7 student-made posters that promote ways to achieve BC’s Daily Physical Activity (DPA) requirement of at least 30 minutes of physical activity per day</li> </ul>	<ul style="list-style-type: none"> <li>Teachers/students</li> </ul>	<p>February 2017</p>	<ul style="list-style-type: none"> <li>Number of student posters created to promote healthy school ‘buy-in’</li> </ul>
	<ul style="list-style-type: none"> <li>Have each K-7 teacher <a href="#">use PHE Canada’s Physical Literacy checklist</a> to create a learning environment that is fair, engaging, respectful</li> <li>Coordinate Gr. 6 and 7 classes to organize before school playground games inclusive of all students of the school</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teachers/students</li> </ul>	<p>January 2017</p> <p>April 2017</p>	<ul style="list-style-type: none"> <li>Increase teachers’ knowledge of physical literacy</li> <li>Decrease in students’ playground conflicts</li> </ul>