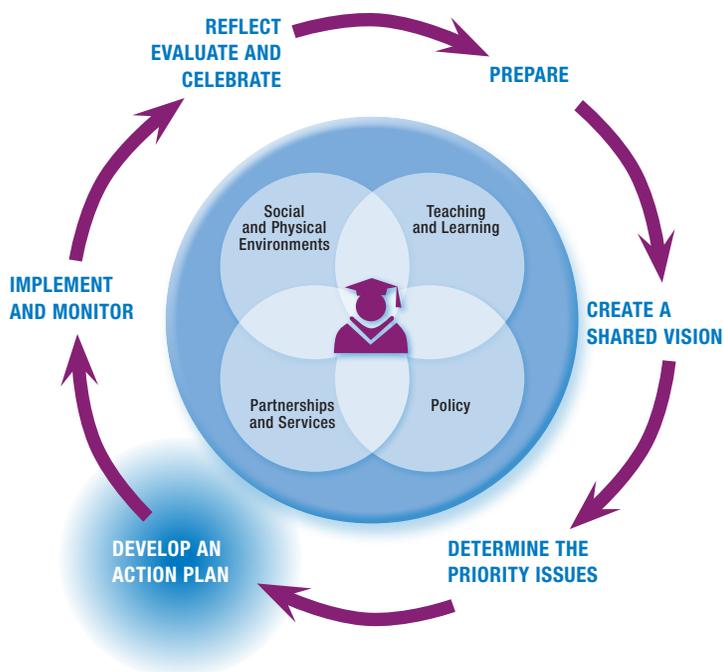


Sample Healthy School Action Plan: Positive Mental Health in a K-12 School

Purpose

Action planning is one of the steps in the process for building healthy school communities (see diagram below). This resource provides a sample action plan for a K-12 school that has completed a school health assessment and identified positive mental health as a priority. It is intended to provide an example of the actions a school might use to improve positive mental health using a [Comprehensive School Health](#) approach. It is important to note that this is an example. There are many other actions that a school community could take to improve positive mental health depending on their specific needs.



Process for Building Healthy School Communities using the Pillars of Comprehensive School Health

(Adapted from the Alberta Healthy School Community Wellness Fund)

For detailed instructions on how to complete a school health action plan and to access a blank action plan template, see the Creating a Healthy School Action Plan resource, <http://www.albertahealthservices.ca/assets/Infofor/SchoolsTeachers/if-sch-csh-creating-a-healthy-school-action-plan.pdf>

Glossary of Terms

Actual results and reflection: Summary of activities that took place, participation rates, changes that occurred and reflections on what worked well and what could be improved.

Goal: A broad statement about what you would like to achieve over the course of this school year.

Indicator: The way(s) in which you will measure the outcome or expected result.

Objectives: Manageable components of the bigger goal that are specific, measurable, achievable, realistic and time-bound (SMART).

Outcome: The measurable and/or observable changes that you want to see in your target group.

Strategies: The new and existing activities that will help you achieve your objectives and outcomes.

Target audience: The people who you intend to reach through strategies specified in the action plan.

Vision: An inspirational and motivating statement that sets the overall direction for the group's work.



¹ For information about school health assessments, and information about the process for building healthy school communities, visit <http://www.albertahealthservices.ca/7123.asp>.

Sample Action Plan: Positive Mental Health in a K-12 School

School Year: 2014-2015

School Name: John Smith School (K-12)

Plan created by: Health Action Team (HAT) and Supervisors
(include key contributors)

Goal: Over the course of the coming year, what are the changes that we are aiming to achieve?
We would like to make a healthier school community by creating an environment that supports positive relationships.

What are the measurable changes we will make to achieve the bigger goal? (Objectives)	Who do we want to reach? (Target audiences)	Which strategies will we use to help us reach our goal? These may be existing or new strategies. (Strategies) CHECK: Do the strategies fit the outcomes?	When and where will the strategy take place? Who is responsible for the strategy?	Expected Results		Record the actual changes that happened. What did we accomplish? What worked well? What can be improved? (Actual results and reflections)
				Why are we doing this? What changes do we want to see? (Outcomes) CHECK: Do the outcomes fit the strategies?	How will we measure these changes? (Indicators)	
Create stronger connections between older and younger students by providing opportunities for mentorship and interaction by June 2015.	Students Teachers	<ul style="list-style-type: none"> Start a youth mentorship program in which high school students are trained to mentor younger students Provide classroom opportunities for older students to work with younger students (e.g., reading together, assisting with homework, eating lunch together) Develop and administer a survey to measure how students feel about their relationships with others (pre and post survey) 	<ul style="list-style-type: none"> Develop survey in October (Wellness Leaders) Carry out student survey during homeroom class 1st week of November (HAT Supervisors, homeroom teachers) Collect and analyze baseline survey results (HAT) by end of November Train high school student mentors in January (school counsellor and mentorship trainer) Discuss opportunities for classroom mentorship between older and younger students in February (HAT supervisors and teachers) Arrange mentorship opportunities between older and younger classes in February (classroom teachers) 	<ul style="list-style-type: none"> Strengthen relationships between all students Encourage younger students to feel comfortable approaching older students Provide older students with the opportunity to mentor younger students 	<ul style="list-style-type: none"> # of students involved in mentorship program # of mentorship opportunities that teachers provide for students Comparison of pre and post survey data that measures how students feel about their relationships with others 	<ul style="list-style-type: none"> 40 high school students were involved in the mentorship program. This program was very successful and we will continue to train students in the upcoming years as they begin high school. Teachers worked together to provide 36 mentorship opportunities for older and younger students to interact. We hope to continue to grow the number of opportunities next year. The pre-survey results showed that 63% of students felt positive about their relationships with others at school. We conducted a post-survey in June to determine if there are changes that we should make to the mentorship program for next year.

Sample Action Plan: Positive Mental Health in a K-12 School

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Goal: Over the course of the coming year, what are the changes that we are aiming to achieve?
We would like to make a healthier school community by creating an environment that supports positive relationships.

What are the measurable changes we will make to achieve the bigger goal? (Objectives)	Who do we want to reach? (Target audiences)	Which strategies will we use to help us reach our goal? These may be existing or new strategies. (Strategies) CHECK: Do the strategies fit the outcomes?	When and where will the strategy take place? Who is responsible for the strategy?	Expected Results		Record the actual changes that happened. What did we accomplish? What worked well? What can be improved? (Actual results and reflections)
				Why are we doing this? What changes do we want to see? (Outcomes) CHECK: Do the outcomes fit the strategies?	How will we measure these changes? (Indicators)	
			<ul style="list-style-type: none"> Provide mentorship opportunities from March-June (classroom teachers) Repeat the student survey in June (classroom teachers) Collect and analyze survey results (HAT) 			<ul style="list-style-type: none"> The results showed that there was an increase from the initial survey to the final survey (63% to 77%) so the program will continue as planned next year.

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What are the measurable changes we will make to achieve the bigger goal? (Objectives)	Who do we want to reach? (Target audiences)	Which strategies will we use to help us reach our goal? These may be existing or new strategies. (Strategies) CHECK: Do the strategies fit the outcomes?	When and where will the strategy take place? Who is responsible for the strategy?	Expected Results		Record the actual changes that happened. What did we accomplish? What worked well? What can be improved? (Actual results and reflections)
				Why are we doing this? What changes do we want to see? (Outcomes) CHECK: Do the outcomes fit the strategies?	How will we measure these changes? (Indicators)	
Help students develop effective problem solving skills by expanding participation rates in the Peer Mediation Program to all junior/senior high students by January of next school year.	Students Teachers	<ul style="list-style-type: none"> Continue with Peer Mediation Program (K-6) Pilot program with grade 7 students who are interested in gaining experience with peer mediation 	<ul style="list-style-type: none"> Family Wellness Worker will train grade 7 students in December Pilot will take place in January and run through May 	<ul style="list-style-type: none"> Students will feel that they have a support system within the school where they can safely share concerns and problems 	<ul style="list-style-type: none"> # of students who participate in peer mediation programs Increased number of students who report they have a support system at school 	<ul style="list-style-type: none"> Feedback showed that 72% of students feel comfortable communicating with teachers and/or peers to share their concerns. 20% of grade 7 students were trained. The program will be expanded to grades 8-12 next school year.

CSH pillars: Which of the following CSH pillars do the strategies address?

Policy Teaching and Learning Partnership and Services Social and Physical Environments

Health priorities: Which of the following health priorities do the strategies address?

Healthy eating Active living Positive mental health Other

Settings: Which of the following settings do your strategies reach?

School Home Community

WAY TO GO! You are well on your way to creating a healthier school community!